



Committee of the Whole Board Meeting

Monday, April, 08, 2019
Board Room, Education Centre

AGENDA

- A - 1 **Opening**
- (a) Roll Call
 - (b) Declaration of Conflict of Interest
 - (c) In Camera Session (6:30 p.m.)
 - (i) Personnel Matters
 - (ii) Legal Matters
 - (d) Welcome to Open Session / Land Acknowledgement Statement (7:15 p.m.)
 - (e) Agenda Additions/Deletions/Approval
 - (f) In Camera Report
- B - 1 **Business Arising from Minutes and/or Previous Meetings**
- * (a) Allocations of Self-Contained Classroom for 2019-20 Revised L. Thompson
- C - 1 **Director's Report**
- D - 1 **New Business - Action/Decision Items**
- * (a) International Students – Fee Structure R. Wyszynski
 - * (b) Mileage Remuneration Review R. Wyszynski
 - * (c) Quality Accommodation Update R. Wyszynski
 - (d) Secondary Class Size S. Sincerbox
- D - 2 **New Business - Information Items**
- * (a) Education Week 2019 B. Blancher
 - * (b) Educational Technology Initiative Update D. Abbey
 - * (c) IBM Report D. Abbey
 - * (d) Summer School Report D. Martins
 - * (e) e-Learning Annual Report D. Martins
 - * (f) Before and After School Programs 2019-20 L. De Vos
 - * (g) Trustees' Expenses Report R. Wyszynski
- E - 1 **Bylaw/Policy/Procedure Consideration - Action/Decision Items**
- * (a) BL31 Bridge Financing: Coronation School Renovation Project (R) R. Wyszynski
 - * (b) SO28 Student Concussion and Head Injury (C) D. Martins
 - * (c) F6 Purchasing (A) R. Wyszynski
 - * (d) FT1 Major Construction Projects (A) R. Wyszynski
 - * (e) BL29 Student Trustees (A) B. Blancher
- E - 2 **Procedure Consideration - Information Items**
- * (a) FT103 Temporary Closure of Board Building (C) R. Wyszynski
 - * (b) FT110 Recorded Surveillance: Board Buildings & School Transportation Vehicles (C) R. Wyszynski
 - * (c) HR103 Duties and Expectations of Teachers (C) S. Sincerbox
 - * (d) HR105 Term Appointments – Central Support Staff (C) S. Sincerbox
 - * (e) HR117 Re-evaluating Existing Non-Union Positions (C) S. Sincerbox

SUCCESS for Every Student



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- * (f) F107 Purchasing (R) R. Wyszynski
- * (g) P104 Supervised Alternative Learning (SAL) (I) D. Martins
- * (h) SO103 Safe Arrivals (I) W. Baker
- * (i) SO106 Field Trips/Team Travel Booking (I) B. Blancher

F - 1 **Other Business**
(a) OPSBA Report

D. Werden

G - 1 **Correspondence**

H - 1 **Adjournment**

Future Meetings (held at the Education Centre unless noted otherwise)

Native Advisory Committee	April 9, 2019	9:00 AM	Brantford Collegiate Institute
Special Education Advisory Committee	April 23, 2019	6:00 PM	Board Room
Student Trustee Senate	April 25, 2019	10:30 AM	Grand River Hall, JBLC
Indigenous Education Advisory Committee	April 25, 2019	1:00 PM	Board Room
Budget Review Meeting	April 25, 2019	5:30 PM	Board Room
Chairs' Committee	April 29, 2019	5:45 PM	Norfolk Room
Board Meeting	April 29, 2019	7:15 PM	Board Room
Education Week Gala	May 2, 2019	1:00 PM	Sanderson Centre
Privacy and Information Management Committee	May 2, 2019	3:00 PM	Norfolk Room
Grand Erie Parent Involvement Committee	May 2, 2019	6:30 PM	Dogwood Room, Norfolk SSC
Committee of the Whole	May 13, 2019	7:15 PM	Board Room
Special Education Advisory Committee	May 16, 2019	6:00 PM	Board Room
Safe and Inclusive School Committee	May 23, 2019	1:00 PM	Board Room
Chairs' Committee	May 27, 2019	5:45 PM	Norfolk Room
Board Meeting	May 27, 2019	7:15 PM	Board Room
Student Transportation Services Brant Haldimand Norfolk	May 28, 2019	9:00 AM	Brant Room

SUCCESS for Every Student



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Liana Thompson, Superintendent of Education
RE: **Locations and Number of Self-Contained Classroom for 2019-20 - Revised**
DATE: April 8, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board re-introduce the motion approved at the March 25, 2019 Board meeting regarding the locations and number of self-contained classrooms for the 2019-20 school year.

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the locations and numbers of self-contained classrooms for the 2019-20, as outlined, pending budget deliberations.

Background

An error was detected on the 2019-20 Self-Contained Classrooms table that was brought to the Board on March 4, 2019. Cedarland School was listed as having two self-contained classrooms for students with developmental disabilities. Cedarland School has only one self-contained classroom for students with developmental disabilities.

Additional Information

A revised table with the accurate information is attached.

Next Steps

All required stakeholders will be advised of the corrected table.

Grand Erie Multi-Year Plan:

This report supports the Achievement and Well-being indicators of Success for Every Student and the following statements: we will set high expectations for our students and staff and we will create and promote an enabling environment where all students can participate fully in their education.

Respectfully submitted,

Liana Thompson
Superintendent of Education

Projected Elementary Self Contained 2019-2020

School	Class	Capacity	Present Enrollment 2018 - 2019	Projected 2019 - 2020	Capacity Use 2019 - 2020
Brant North					
Cedarland	Jr/Int DD	10	10	9	90%
Centennial Grand Woodlands Close	Pr Strategies	8	5	3	38%
Centennial Grand Woodlands	Gifted	25	18	10	40%
Centennial Grand Woodlands	Jr/Int DD	10	10	10	100%
Cobblestone	Jr/Int MID	16	14	9	56%
Cobblestone	Jr/Int DD	10	10	10	100%
Russell Reid	Autism	6	5	4	67%
Russell Reid	Jr/Int MID	16	14	13	82%
Graham Bell	Autism	6	5	5	83%
Grandview	Pr/Jr Autism	6	6	6	100%
Greenbrier	Autism	6	6	5	83%
Greenbrier	Jr/Int MID	16	15	9	56%
Greenbrier	Pr/Jr DD	10	9	4	40%
Prince Charles	MH	6	5	5	83%
Prince Charles	Autism	6	4	5	83%
Brant South					
Agnes Hodge	Multi-Handicap	6	4	4	67%
Banbury Close	Junior Tech	8	8	0	
Bellview	Pr Strategies	8	7	4	50%
Branlyn	Strategies	8	8	6	75%
James Hillier	Autism	6	6	5	83%
Major Ballachey	Strategies	8	7	7	88%
Major Ballachey Close	Jr/Int MID	16	14	12	75%
Ryerson Heights	Pr/Jr DD	10	10	7	70%
Haldimand					
Caledonia Centennial	Strategies	8	7	8	100%
Mapleview	Autism	6	6	6	100%
Hagersville Elem Close	H/L Impaired	12	6	3	25%
Hagersville Elem (0.5)	Jr/Int MID ME	16	12	7	44%
Hagersville Elem	Jr/Int DD	10	5	4	40%
Jarvis	Gifted	25	13	12	48%
JL Mitchener Close	Junior Tech	8	8	0	
JL Mitchener	Jr/Int Autism	6	6	5	83%
Thompson Creek	Autism	6	5	5	83%
Thompson Creek	Pr Strategies	8	6	8	100%
Norfolk					
Delhi Public	Strategies	8	7	5	63%
Bloomsburg (0.5)	Jr/Int MID ME	16	12	4	25%
Bloomsburg	Autism	6	6	4	67%
Langton	Autism	6	6	6	100%
Lynndale Hts	Jr/Int DD	10	7	4	40%
Walsh Close	Pr/Jr/Int DD	10	9	4	40%

Projected Secondary Self Contained 2019-2020

School	Class	Capacity	Present Enrollment 2018 - 2019	Projected 2019 - 2020	Capacity Use 2019 - 2020
Brant North					
North Park	ME	16	11	15	94%
North Park	MID	16	12	10	63%
North Park	MID	16	6	13	81%
North Park	Autism	6	6	6	100%
Paris District	ME	16	8	13	82%
Paris District	DD	10	7	10	100%
Brant South					
Pauline Johnson	MID	16	15	16	100%
Pauline Johnson	MH	6	5	6	100%
Pauline Johnson	MH	6	4	5	83%
Pauline Johnson	DD	10	8	10	100%
Pauline Johnson	DD	10	8	10	100%
Pauline Johnson (New) - 4 sections	On Track	16	0		
Tollgate	ME	16	13	16	100%
Tollgate	MID	16	14	16	100%
Tollgate	MID	16	15	16	100%
Tollgate	Autism	6	6	6	100%
Tollgate	DD	10	10	10	100%
Tollgate	DD	10	10	10	100%
Tollgate (New)	Autism	6	0	4	67%
Tollgate - 4 sections	On Track	16	8	10	63%
Haldimand					
Cayuga Secondary School	MID	16	9	16	100%
Cayuga Secondary School	DD	10	9	8	80%
Cayuga Secondary School	DD	10	10	10	100%
Cayuga Secondary School	Autism	6	6	6	100%
Dunnville Sec - 4 sections Move to CSS	ME	16	4	8	50%
Hagersville Sec	MID	16	16	16	100%
Norfolk					
Simcoe Composite	ME	16	13	13	81%
Simcoe Composite - full	MID	16	11	15	94%
Simcoe Composite	DD	10	9	10	100%
Simcoe Composite	DD	10	8	10	100%
Simcoe Composite - 4 sections	On Track	16	16	16	100%
Valley Hts - 6 sections 8 Sections	MID	16	9	12	75%
Waterford DHS	DD	10	9	10	100%
Waterford DHS Change of designation	Autism DD	6 (10)	1	3 (6)	50% (60%)
Waterford DHS	MH	6	6	4	67%



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **International Students – Fee Structure**
DATE: April 8, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the 2018-19 Tuition Fees for International Students.

Background

Grand Erie receives a number of applications from students outside of Canada to attend our schools each year. International student enrolment at Grand Erie secondary schools over the past five years is detailed in the table below.

International Tuition Fees - Summary of Students Enrolled [2014-15 to 2018-19]

		ADE - School Year Enrolment							
School Year	Secondary Tuition Fee	WDHS	PJCVS	NPCVS	SCS	BCI	PDHS	CSS	Total by Year
2014-15	\$12,305	-	-	1.0	0.5	4.0	-	1.0	6.5
2015-16	\$12,655	-	-	2.0	-	1.0	1.0	-	4.0
2016-17	\$12,655	-	1.0	-	-	2.0	1.0	-	4.0
2017-18	\$12,840	-	2.0	2.0	1.0	4.0	-	0.5	9.5
2018-19	\$13,030	1.0	-	2.0	-	1.0	-	-	4.0
Total by school		1.0	3.0	7.0	1.5	12.0	2.0	1.5	28.0

Budget Implications/Funding Source(s)

It is recommended that the fee structure for international students be developed to ensure that additional supports required for these students are considered and funded without redirecting resources from the funding provided by the Ministry for the pupils of the Board. The \$275 non-refundable portion of the fee provides some revenue to offset the costs of administrative support to prepare the required letters of acceptance for applicants. Additional costs to provide English as a Second Language (ESL), initial assessments and other required supports for international students have been considered when setting the fees.

For comparison, the secondary fee per pupil as calculated in “Appendix B – Calculation of Fees” for 2018-19 is \$11,458 (\$11,170 in 2017-18). We expect this fee to stabilize in 2019-20 as the many collective agreements expire and salary increases are not anticipated. As such, there are no changes recommended to the International Student Tuition Fees structure for 2019-20.

Elementary fees are proposed to align with the estimated per pupil provided by Provincial Grants for pupils of the Board plus an administration fee of \$275. The elementary fee per pupil as calculated in “Appendix B – Calculation of Fees” for 2018-19 is \$10,503 (\$10,312 in 2017-18).

The full proposed fee schedule for 2019-20 is as follows:

Secondary	Base Fee	Application Fee*	Total 2019-20 Proposed Fee	2018-19 Fee
a) Full School Year (two semesters – 8 credits)	\$12,755	\$ 275	\$13,030	\$13,030
b) Half School Year (one semester – 4 credits)	\$ 6,380	\$ 275	\$ 6,655	\$ 6,665
c) Summer School (July – 1 credit)	\$ 1,800	\$ 100	\$ 1,900	\$ 1,900
d) Additional credits (1 credit to complete requirements)	\$ 2,270	\$ 100	\$ 2,370	\$ 2,370
e) Additional credits (2/3 credits to complete requirements)	\$ 5,670	\$ 275	\$ 5,945	\$ 5,945
f) ESL Program fee per class (non-credit – Joseph Brant Learning Centre)	\$ 43	\$ -	\$ 43	\$ 43

*(non-refundable application fee)

Elementary	Base Fee	Application Fee*	Total 2018-19 Proposed Fee	2018-19 Fee
a) International Student	\$10,500	\$ 275	\$10,775	\$10,740

*(non-refundable application fee)

Next Steps

Agencies that facilitate International Student placements will be informed of the fee change for 2019-20. The new fee table will be posted on the Board's website.

Grand Erie Multi-Year Plan

This report supports the Achievement indicator of Success for Every Student and the following statement: we will monitor, measure and reflect on our outcomes.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Mileage Remuneration Review**
DATE: April 8, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the current mileage rate of \$0.58 per kilometer for the first 5,000 kilometers, and \$0.52 per kilometer thereafter effective May 1, 2019.</p>
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Background

1. The Board's mileage rate is to be reviewed each year, for budgeting purposes, in accordance with a motion of the Board.
2. The last change to the mileage rate was effective September 1, 2017 when the Board approved an increase from \$0.47 to \$0.54 per kilometer and incorporated the 5,000 kilometer tiered threshold.
3. The Canada Revenue Agency's Automobile allowance rates are as follows:

The automobile allowance rates for 2019* are:

- 58¢ per kilometre for the first 5,000 kilometres driven
- 52¢ per kilometre driven after that

The automobile allowance rates for 2018* were:

- 55¢ per kilometre for the first 5,000 kilometres driven
- 49¢ per kilometre driven after that

* In the Northwest Territories, Yukon, and Nunavut, there is an additional 4¢ per kilometre allowed for travel.

Additional Information

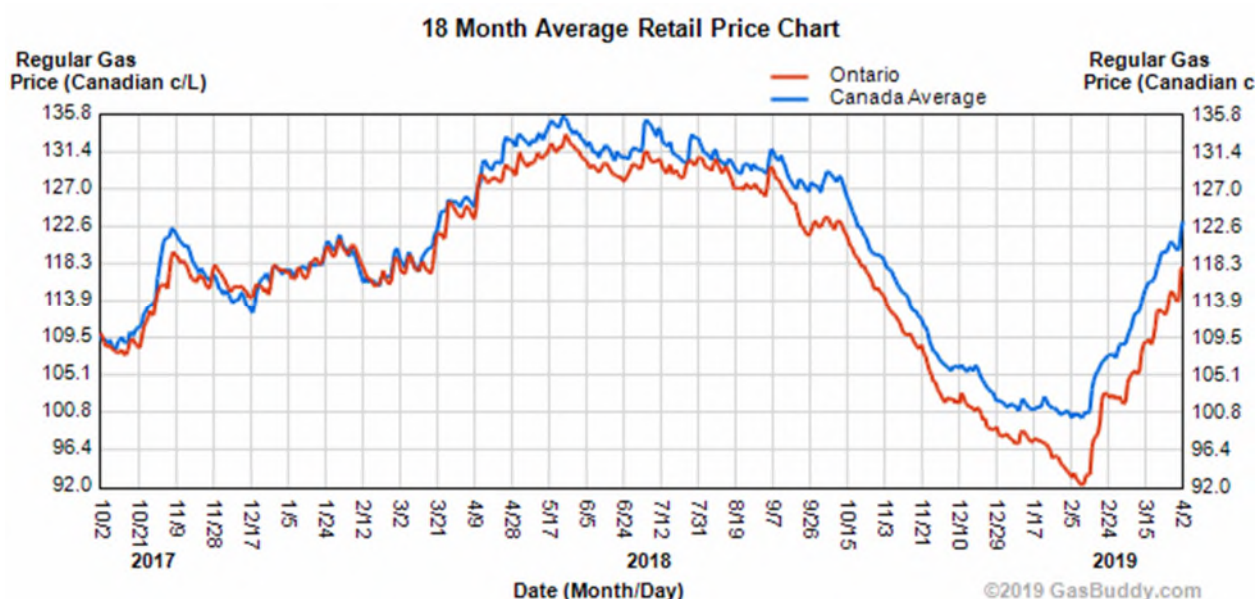
The Ministry of Energy and Infrastructure data indicates the annual average cost in Southern Ontario for regular unleaded gasoline was 124.7 cents per litre in 2018, 112.2 cents per litre in 2017 and 99.0 cents per litre in 2016. First and second quarter prices for 2019 are 104.8 and 120.4 per litre respectively.

Recent prices for gasoline in Ontario are shown in the table below:

Date	Ottawa	Toronto West	Toronto East	Windsor	London	Southern Ont. Avg.
2018 - Q1	121.76	124.68	123.98	113.91	123.88	123.20
2018 - Q2	131.98	135.13	134.63	129.75	130.38	133.58
2018 - Q3	126.44	133.58	132.97	126.18	132.47	131.38
2018 - Q4	107.20	113.79	113.33	106.99	112.10	111.74
2019 - Q1	100.85	107.01	106.73	100.38	101.70	104.78
2019 - Q2	116.30	122.70	122.70	117.00	115.90	120.40

Source: Ontario Ministry of Energy (<http://www.energy.gov.on.ca/en/fuel-prices>)

The following table depicts the 18-month trend in the Average Retail price of regular gasoline in Canada and Ontario as per <http://www.GasBuddy.com>



The Canada Revenue Agency considers a reasonable automobile allowance rate for 2019 to be 58¢ per kilometer for the first 5,000 kilometers, and 52¢ per kilometer thereafter. The rates are a slight increase from 2017.

Budget Implications:

1. Travel remuneration in 2018-19 accounts for \$644,269 of the Board's operating budget. An increase to \$0.58 effective May 1, 2019 would increase the 2018-19 budget by approximately \$10,000.
2. The impact to the 2019-20 budget would result in an increase of approximately \$50,000, although this number could change based on information released in the Grants for Student Needs.

Next Steps:

The annual mileage remuneration report should be presented to the Board for approval in November every year as the Board should align its rate with the rate recommended by the Canada Revenue Agency for each calendar year not each school year.

Senior Administration recommends that this report be presented every November to align with the release of the upcoming rate for each calendar year.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Quality Accommodations Committee Report**
DATE: April 8, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Quality Accommodations Committee Report as information.

Background

In 2017, Watson & Associates provided the Grand Erie District School Board detailed enrolment forecasts for the next 10 years to assist the Quality Accommodations Committee in determining areas for possible accommodation reviews in the future. In 2018, the committee received updated demographic information from Watson & Associates which included information from the most recent Census which was based on data collected in 2016. In early 2019, another update containing more detailed enrolment information was presented from Watson & Associates to support the priorities of the Quality Accommodations Committee.

Ministry Capital Funding was approved for additional child care spaces within the following Grand Erie District School Board Schools:

1. A renovation of a wing of Hagersville Secondary School
2. An addition onto Central Public School

These projects are currently on hold as the Ministry evaluates capital funding for child care in the province.

With the inclusion of child care spaces within schools, the Board is able to increase utilization rates by leasing unused classroom spaces to provide an essential service to the community while reducing overall operating costs.

While these decisions improve the capacity utilization statistics for the Board, significant pupil space surplus and deferred renewal need will remain.

Updates

Ministry capital funding was provided for school consolidations in Haldimand East and South East Norfolk in 2017. In Haldimand East, three schools were closed (Anna Melick Memorial School, Grandview Central Public School, and Fairview Avenue Public School), Thompson Creek Elementary School completed a major 4 classroom addition, and Maplevue Elementary School, a new construction, was completed. Fairview Avenue Public School was recently demolished. These capital projects are now completed in Haldimand East for the elementary panel and this has resulted in a combined utilization rate of 92.5% as of October 31, 2018.

Haldimand East Elementary	Capacity (Pupil Spaces)	Current Enrolment (Oct 31, 2018)	Pupil Spaces	Utilization Rates
Mapleview Elementary School	421.00	381.00	40.00	90.5%
Thompson Creek Elementary School	547.00	514.00	33.00	94.0%
Total	968.00	895.00	73.00	92.5%

In South East Norfolk, West Lynn Public School was anticipated to close and Elgin Avenue Public School was to be extensively renovated. However, construction estimates have not aligned with funding and the Board has deferred capital investments until a feasibility analysis can be completed.

Residential Growth

Between 2001 and 2016 there were a total of 7,732 new occupied dwellings in the board's geographic region which resulted in an average of 515 units per year. There are 28,000 new residential units forecasted to be constructed over the next 15 years for an average of 1,848 new units per year (Watson). This growth will be concentrated in South West Brantford, North Brantford (newly acquired lands north of Powerline Road), Paris (Brant County), St. George (Brant County) and in Caledonia (Haldimand County). An increase in enrolment is expected Board wide with average growth rate of 1% per year in the elementary panel for the next 5 years. The secondary panel will begin to experience consistent annual increases between 2.5% and 4.0% starting in 2022-2023 should all forecasted development materialize.

Pupil Accommodations Review Guidelines Update

In 2017, the Ministry began a review of the Pupil Accommodation Review Guidelines (PARG). This involved two separate consultations involving several stakeholders including those from the education, municipal and private sectors. The first consultation period occurred in late 2017 while the second occurred in 2018. During this process, a new set of guidelines was drafted and a template was provided to boards.

The initial staff report to the Board of Trustees addressed the following impacts from the draft template:

- Impact on student programming
- Impact on student well-being
- Impact on school board resources and
- Impact on the local community
- Impact on the local economy

Boards will be required to use a ministry-approved template to write their initial staff reports. This template was being developed in consultation with the Minister's Reference Group and Technical Working Group and was to be made available by the ministry in fall 2018. The template will aim to provide boards with flexibility to accommodate the varying circumstances of each pupil accommodation review while ensuring greater consistency across the province.

The consultation by the Ministry is on-going and Boards have yet to receive a template to work from; as such there continues to be a moratorium on school closures until further notice.

In the 2018 Quality Accommodations Committee report, a number of recommendations from 2017 were approved; however, their implementation continues to be impacted by the Ministry's moratorium mentioned above. The priorities are listed below:

Priority 1

- A. Complete a Pupil Accommodation Review of Brant/Brantford Secondary schools (Brantford Collegiate Institute & Vocational School, North Park Collegiate & Vocational School, Pauline Johnson Collegiate & Vocational School, Tollgate Technological Skills Centre and Grand Erie Learning Alternatives). Scope of review to include possible re-distribution of specialty programming among schools and boundary revisions to balance enrolment across all schools in the review.

The committee discussed terminating leased spaces which would reduce operating costs and permit the board to better utilize spaces in the secondary school panel. However, terms of some of the current lease agreements contained language that did not allow for early termination. Specialized programming has also been discussed by the committee at length, with some members of the committee visiting other school boards in Ontario for unique concepts. Brantford Collegiate Institute & Vocational School and Pauline Johnson Collegiate & Vocational School both currently have successful and highly praised specialized programs. It was suggested by the committee to expand the availability of the SOAR program by including transportation as the Board already provides transportation for the specialized French Immersion program; however, it should be noted that FI programs have boundaries established for transportation. Costs are unknown at this point, but further exploration could have a potential to increase Grand Erie's secondary enrolment in areas where the Board's share is lower due to other options in closer proximity. Increasing utilization to at least 80% in the secondary panel would be a palatable target.

Brantford/Brant Secondary	Capacity (Pupil Spaces)	Current Enrolment (Oct 31, 2018)	Surplus Pupil Spaces	Utilization Rates	Projections					
					Year 1 (2019/20)	Utilization Rates	Year 5 (2023/24)	Utilization Rates	Year 10 (2028/29)	Utilization Rates
Brantford CI & VS	1,260.00	1,181.00	79.00	93.7%	1,162	92.2%	1,365	108.3%	1,495	118.7%
North Park Collegiate & VS	1,386.00	1,089.75	296.25	78.6%	1,090	78.6%	1,059	76.4%	1,059	76.4%
Paris District High School	948.00	803.25	144.75	84.7%	859	90.6%	914	96.4%	1,048	110.5%
Pauline Johnson Collegiate & VS	1,374.00	789.25	584.75	57.4%	773	56.3%	940	68.4%	1,038	75.5%
Tollgate Tech Skills Centre	684.00	290.75	393.25	42.5%	351	51.3%	319	46.6%	328	48.0%
GELA (Grand Erie Learning Alternatives)	269.00	87.25	181.75	32.4%	109	40.5%	112	41.6%	119	44.2%
Total	5,921	4,241	1,680	71.6%	4,344	73.4%	4,709	79.5%	5,087	85.9%

Priority 2

- A. Accommodation Review for Haldimand North & Haldimand South Elementary Schools

Schools to be included in the review are Caledonia Centennial Public School, JL Mitchener Public School, Oneida Central Public School, River Heights School, and Seneca Central Public School. The development to the North East of Caledonia (McClung) is expected to continue to experience significant growth and the committee has prioritized this as an area of concern. A consolidation capital request was submitted to the Ministry in 2017, however the submission was rejected with favourable feedback. The submission involved the closure of Seneca Central Public school and the construction of a new elementary school in an area of growth within the McClung subdivision. Going forward the committee plans to recommend a similar request with updated enrolment and development forecasts for a joint-build with the Brant Haldimand Norfolk Catholic School Board (BHNCDNB) within the McClung subdivision.

Haldimand North & South Elementary	Capacity (Pupil Spaces)	Current Enrolment (Oct 31, 2018)	Surplus Pupil Spaces	Utilization Rates	Projections					
					Year 1 (2019/20)	Utilization Rates	Year 5 (2023/24)	Utilization Rates	Year 10 (2028/29)	Utilization Rates
Caledonia Centennial Public School	366.00	427.00	- 61.00	116.7%	494	135.0%	720	196.7%	907	247.8%
JL Mitchener Public School	420.00	317.00	103.00	75.5%	324	77.1%	349	83.1%	372	88.6%
Oneida Central Public School	213.00	249.00	- 36.00	116.9%	245	115.0%	230	108.0%	215	100.9%
River Heights School	668.00	539.00	129.00	80.7%	634	94.9%	649	97.2%	623	93.3%
Seneca Central Public School	164.00	142.00	22.00	86.6%	144	87.8%	137	83.5%	143	87.2%
Total	1,831	1,674	157	91.4%	1,841	100.5%	2,085	113.9%	2,260	123.4%

To alleviate growing pressures at Caledonia Centennial Public School, Grades 4-8 of the specialized French Immersion program will be moved to River Heights Elementary school beginning in September 2019. Currently, Caledonia Centennial Public School has five portables which will remain to accommodate growth until a new school can be approved. A sixth portable is scheduled for installation before the end for the 2018-19 school year.

B. Accommodation Review for Brantford Central Elementary Schools

Schools to be included in the review are Graham Bell-Victoria Public School, Grandview Public School, James Hillier Public School, Lansdowne-Costain Public School, and Prince Charles Public School. Currently, three schools are operating under 65% and total utilization in this review area is 67.3%. Projected enrolment is not expected to increase significantly enough to warrant operating five schools in the Brantford Central review area.

Brantford Central Elementary	Capacity (Pupil Spaces)	Current Enrolment (Oct 31, 2018)	Surplus Pupil Spaces	Utilization Rates	Projections					
					Year 1 (2019/20)	Utilization Rates	Year 5 (2023/24)	Utilization Rates	Year 10 (2028/29)	Utilization Rates
Graham Bell-Victoria Public School	305.00	148.00	157.00	48.5%	153	50.2%	153	50.2%	157	51.5%
Grandview Public School	334.00	183.00	151.00	54.8%	174	52.1%	164	49.1%	198	59.3%
James Hillier Public School	314.00	299.00	15.00	95.2%	293	93.3%	262	83.4%	261	83.1%
Lansdowne-Costain Public School	328.00	247.00	81.00	75.3%	239	72.9%	228	69.5%	230	70.1%
Prince Charles Public School	300.00	187.00	113.00	62.3%	187	62.3%	194	64.7%	218	72.7%
Total	1,581.00	1,064.00	517.00	67.3%	1046	66.2%	1001	63.3%	1064	67.3%

C. Accommodation Review for Brantford North Elementary Schools

Schools to be included in this review are Banbury Heights Public School, Branlyn Community School, Brier Park Public School, Cedarland Public School, Centennial-Grand Woodlands School, Greenbrier Public School and Russell Reid Public School. Although the current utilization is 77% and projected to increase to 81.2% in 10 years, the board could take this opportunity to create efficiencies to allow for new builds in the area of the newly acquired City of Brantford lands north of Powerline Road.

Brantford North Elementary	Capacity (Pupil Spaces)	Current Enrolment (Oct 31, 2018)	Surplus Pupil Spaces	Utilization Rates	Projections					
					Year 1 (2019/20)	Utilization Rates	Year 5 (2023/24)	Utilization Rates	Year 10 (2028/29)	Utilization Rates
Banbury Heights Public School	469	369	100	78.7%	366	78.0%	361	77.0%	358	76.3%
Branlyn Community School	426	310	116	72.8%	303	71.1%	318	74.6%	421	98.8%
Brier Park Public School	363	325	38	89.5%	313	86.2%	283	78.0%	275	75.8%
Cedarland Public School	348	278	70	79.9%	285	81.9%	273	78.4%	269	77.3%
Centennial-Grand Woodlands School	326	202	124	62.0%	194	59.5%	200	61.3%	259	79.4%
Greenbrier Public School	303	243	60	80.2%	243	80.2%	248	81.8%	274	90.4%
Russell Reid Public School	377	284	93	75.3%	278	73.7%	263	69.8%	265	70.3%
Total	2,612	2,011	601	77.0%	1,982	75.9%	1,946	74.5%	2,121	81.2%

D. Accommodation Review for Haldimand Secondary Schools

Schools to be included in this review are Cayuga Secondary School, Dunnville Secondary School, Hagersville Secondary School, McKinnon Park Secondary School. Enrolment is in decline in Haldimand in all areas except Caledonia (McKinnon Park Secondary School). The Board will need to evaluate the viability of Cayuga Secondary School, Dunnville Secondary School, and Hagersville Secondary School before moving forward with any recommendations.

Haldimand Secondary	Capacity (Pupil Spaces)	Current Enrolment (Oct 31, 2018)	Surplus Pupil Spaces	Utilization Rates	Projections					
					Year 1 (2019/20)	Utilization Rates	Year 5 (2023/24)	Utilization Rates	Year 10 (2028/29)	Utilization Rates
Cayuga Secondary School	927	480	447	51.8%	472.00	50.9%	471.00	50.8%	472.00	50.9%
Dunnville Secondary School	999	384	615	38.4%	389.00	38.9%	361.00	36.1%	395.00	39.5%
Hagersville Secondary School	861	453	408	52.6%	424.00	49.2%	379.00	44.0%	481.00	55.9%
McKinnon Park Secondary School	558	701	- 143	125.5%	772.00	138.4%	1,070.00	191.8%	1,016.00	182.1%
Total	3,345	2,017	1,328	60.3%	2,057.00	61.5%	2,281.00	68.2%	2,364.00	70.7%

Future Accommodations

Brantford West - Elementary

In September 2019, the Board implemented a holding boundary for all new developments constructed after Wyndfield Phase 5 in the South West Brantford area to accommodate growth. All elementary students from new units built in Wynfield Phase 6 and beyond will be directed to Ryerson Heights Elementary School and are required to sign a Holding Boundary Form. This will enable the Board to easily transition students to a new planned school on the north side of Shellard Lane. A capital submission was submitted to the Ministry for a new school which included a joint community centre and library with the City of Brantford at this location in 2017. The submission was not successful due to Ministry concerns about premature timing. The Board plans to submit a similar submission when a new opportunity for capital submissions is re-opened. The boundary for Walter Gretzky Elementary School is now closed to all new development phases. Enrolment at this school will start to decline as the initial wave of students progresses into secondary. This will allow for the removal of portables from Walter Gretzky Elementary School.

						Projections					
Brantford West Elementary	Capacity (Pupil Spaces)	Current Enrolment (Oct 31, 2018)	Surplus Pupil	Utilization Rates	Number of Portables	Year 1 (2019/20)	Utilization Rates	Year 5 (2023/24)	Utilization Rates	Year 10 (2028/29)	Utilization Rates
Agnes G Hodge Elementary School	492	416	76	84.6%	0	404	82.1%	422	85.8%	459	93.3%
Ryerson Heights Elementary School	593	607	- 14	102.4%	1	635	107.1%	962	162.2%	1529	257.8%
Walter Gretzky Elementary School	498	674	- 176	135.3%	9	673	135.1%	603	121.1%	578	116.1%
Total	1,583	1,697	- 114	107.2%	10	1,712	108.1%	1,987	125.5%	2,566	162.1%

Enrolment Share Analysis

Important to Grand Erie is the proportional share of school aged population that attends Grand Erie schools. There are no updates in enrolment share since the previous report dated April 9, 2018. The enrolment shares and highlights for the review areas mentioned in the 2017 report are shown below.

In elementary schools 65.5% of the 2001 elementary aged population attended Grand Erie schools. In 2006, the participation rate had dropped to 63.7% and in 2011, the rate had increased to 65.0% and then decreased to 63.8% in 2016. With minor fluctuations over the last four census periods; Grand Erie's proportional share does show a stable trend for the elementary panel.

For secondary schools the participation rates were 72.0% in 2001, 66.6% in 2006, 61.6% in 2011 and 62.2% in 2016. The trend here is a concern and would suggest further analysis is warranted to discover the root cause(s) for the decline and develop strategies to improve the participation rates.

An area of concern would be the area of West Brantford, the majority of students that graduate from Agnes Hodge Elementary School, Ryerson Heights Elementary School and Walter Gretzky Elementary School continue their education at the BHNCD SB high school in their area (Assumption College). Proximity is a critical factor here, and Grand Erie will need to consider the possibility of a secondary presence in West Brant once the utilization rates in the Brantford area climb enough to warrant a new school in the area.

The tables below show details for the participation rates by area.

Enrolment Share Analysis – Elementary

Brant County Elementary							
	2001	2006	2011	2016	Diff 01-06	Diff 06-11	Diff 11-16
Total Elementary Enrolment	2583	2476	2507	2471	-107	31	-36
Total Elementary Aged Population	3934	3934	3631	3730	0	-303	99
Elementary Participation Rate	65.7%	62.9%	69.0%	66.2%	-2.7%	6.1%	-2.8%

City of Brantford Elementary							
	2001	2006	2011	2016	Diff 01-06	Diff 06-11	Diff 11-16
Total Elementary Enrolment	8104	7690	7554	7755	-414	-136	201
Total Elementary Aged Population	12656	12126	11732	12385	-530	-394	653
Elementary Participation Rate	64.0%	63.4%	64.4%	62.6%	-0.6%	1.0%	-1.8%

Haldimand County Elementary							
	2001	2006	2011	2016	Diff 01-06	Diff 06-11	Diff 11-16
Total Elementary Enrolment	4517	4006	3547	3404	-511	-459	-143
Total Elementary Aged Population	6814	6172	5250	5119	-642	-922	-131
Elementary Participation Rate	66.3%	64.9%	67.6%	66.5%	-1.4%	2.7%	-1.1%

Norfolk County Elementary							
	2001	2006	2011	2016	Diff 01-06	Diff 06-11	Diff 11-16
Total Elementary Enrolment	5487	4691	4065	4092	-796	-626	27
Total Elementary Aged Population	8195	7363	6569	6563	-832	-794	-6
Elementary Participation Rate	67.0%	63.7%	61.9%	62.3%	-3.2%	-1.8%	0.5%

Grand Erie Elementary							
	2001	2006	2011	2016	Diff 01-06	Diff 06-11	Diff 11-16
Total Elementary Enrolment	20691	18863	17673	17722	-1828	-1190	49
Total Elementary Aged Population	31599	29595	27182	27797	-2004	-2413	615
Elementary Participation Rate	65.5%	63.7%	65.0%	63.8%	-1.7%	1.3%	-1.3%

Enrolment Share Analysis – Secondary

Brantford/Brant Secondary							
	2001	2006	2011	2016	Diff 01-06	Diff 06-11	Diff 11-16
Total Secondary Enrolment	5783	5405	4940	4557	-378	-465	-383
Total Secondary Aged Population	8775	8740	8777	8135	-35	37	-642
Secondary Participation Rate	65.9%	61.8%	56.3%	56.0%	-4.1%	-5.6%	-0.3%

Haldimand Secondary							
	2001	2006	2011	2016	Diff 01-06	Diff 06-11	Diff 11-16
Total Secondary Enrolment	3038	2903	2556	2274	-135	-347	-282
Total Secondary Aged Population	3441	3474	3356	2864	33	-118	-492
Secondary Participation Rate	88.3%	83.6%	76.2%	79.4%	-4.7%	-7.4%	3.2%

Norfolk Secondary							
	2001	2006	2011	2016	Diff 01-06	Diff 06-11	Diff 11-16
Total Secondary Enrolment	3339	2903	2556	2226	-436	-347	-330
Total Secondary Aged Population	4666	4631	4189	3552	-35	-442	-637
Secondary Participation Rate	71.6%	62.7%	61.0%	62.7%	-8.9%	-1.7%	1.7%

Grand Erie Secondary							
	2001	2006	2011	2016	Diff 01-06	Diff 06-11	Diff 11-16
Total Secondary Enrolment	12160	11211	10052	9057	-949	-1159	-995
Total Secondary Aged Population	16882	16845	16322	14551	-37	-523	-1771
Secondary Participation Rate	72.0%	66.6%	61.6%	62.2%	-5.5%	-5.0%	0.7%

Next Steps

The Quality Accommodations Committee will continue to review the accommodations presented and will trigger Accommodation Reviews (ARC) as soon as the Ministry removes the moratorium on school closures. Using the latest enrolment projections, Grand Erie's utilization will increase board wide, however when analyzing at the review area level, certain areas within the board continue to show consistent patterns of underutilization while others are experiencing significant growth and accommodation pressures. These challenges will need to be addressed as planned changes to class size ratios will result in lower utilization rates board-wide.

	Projections									
	Capacity (Pupil Spaces)	Current Enrolment (Oct 31, 2018)	Surplus Pupil	Utilization Rates	Year 1 (2019/20)	Utilization Rates	Year 5 (2023/24)	Utilization Rates	Year 10 (2028/29)	Utilization Rates
<i>Elementary Schools</i>	21,084	18,020	3,064	85.5%	18,253	86.6%	19,047	90.3%	20,432	96.9%
<i>Secondary Schools</i>	11,934	8,134	3,800	68.2%	8,512	71.3%	9,197	77.1%	9,712	81.4%
Total	33,018	26,154	6,864	79.2%	26,765	81.1%	28,244	85.5%	30,144	91.3%

Grand Erie Multi-Year Plan

This report supports the Environment indicator of Success for Every Student and the following statement: we will ensure that students and staff have a safe and welcoming environment in which to learn and work.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
FROM: Brenda Blancher, Director of Education & Secretary
RE: **Education Week 2019**
DATE: April 8, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Education Week 2019 Report as information.

Background

Education Week is an annual event that is celebrated across the Grand Erie District School Board. In 2019, Education Week will take place between Monday, May 6 and Friday, May 10.

The purpose of Education Week is to highlight student excellence in learning at all Grand Erie schools. As Education Week is held during the same time as Mental Health Week, the theme traditionally aligns with events and activities that focus on, and promote, mental health.

The theme for Education Week 2019 is: *Feeling Well... Mind, Body & Spirit.*

Grand Erie's annual Education Week Gala, which serves as a preview for the week-long celebration, will be hosted by Student Trustees Ashley Cattrysse, Alexandra Hauser and Jayden Hsiao. The Gala will take place on Thursday, May 2 between 11:30 a.m. and 1:30 p.m. at the Sanderson Centre in Brantford. The Gala will feature a number of artistic performances, including: singing, dancing, musical theatre and percussion.

Schools participating in this year's Education Week Gala include:

- Caledonia Centennial Public School – Skipping
- Central Public School – Drum Crew
- Cobblestone Elementary School – Chime Choir
- Hagersville Elementary School – Folk Dancing
- Houghton Public School – Song
- King George School – Song/Instruments
- Lakewood Elementary School – Song/Dance
- Lansdowne-Costain Public School – Choir
- Major Ballachey Public School – Choir/Ukuleles
- North Park Collegiate and Vocational School – Wind Ensemble
- Oneida Central Public School – Lion King Scene
- Paris Central Public School – Song/Dance
- River Heights School – Alice in Wonderland Scene
- Simcoe Composite School – Cheer Stars
- West Lynn Public School – Dance/Choir

The Education Week Gala is open to anyone who may wish to attend. Grand Erie students and families make up the majority of the audience.

Education Week 2019 will also feature two grand openings. On Monday, May 6, the Board will celebrate the official opening of the Learning Commons at Central Public School. On Friday, May 10, Grand Erie will celebrate the official grand opening of Mapleview Elementary School.

A complete list of Education Week activities and events will be shared at the end of April.

Grand Erie Multi-Year Plan

This report supports both the Achievement and Well-Being indicators of Success for Every Student. It supports Achievement through the following statement: "We will set high expectations for our students and staff." It also supports the following goal for Well-Being: "Staff, students and parents will promote health and well-being and will know how to access supports when needed."

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: David Abbey, Superintendent of Education
RE: **Educational Technology Plan Update**
DATE: April 8, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Educational Technology Plan Update as information.

Background

On April 9, 2018, Trustees were presented a report summarizing the Educational Technology Plan for phase 8 and forward planning for Phase 9. The Educational Technology Team also shared details on Professional Development plans designed to positively impact student learning by enhancing teacher use of technology in the classroom.

This report provides an update of the implementation of Phase 9.

Additional Information

1. Hardware

1.1 Teacher Devices

- All LTO and new contract teachers received devices in the fall (or as they were hired throughout the year).
- Approximately 250 teacher devices were refreshed to Hewlett Packard (HP) ProBooks from older Dell Venues. This process provides replacement Dell Venue tablets in classrooms and maintains full class sets that are outside of their warranty.

1.2 Student Devices

- All new classrooms were backfilled with new HP ProBooks in the fall.
- All classroom devices that were originally infused through the Educational Technology Initiative in Phase 4 are being refreshed with Phase 9 this school year. The Phase 9 refresh includes all Grade 1 classrooms and classrooms that were originally secondary English classrooms in Phase 4.
- All Kindergarten classroom devices have been upgraded from four Windows devices to three iPads and one iPod. The iPod was requested in consultation with the Elementary Program Team as a shared student and educator device to support documenting learning moments both inside and outside the classroom.
- All projectors in Kindergarten classrooms and Self-Contained Special Education classrooms have been outfitted with an Apple TV. The intent of the Apple TV is for screen mirroring which allows for students to share their learning by mirroring iPads on the classroom projection surface wirelessly.
- Whiteboards, projectors, and device charging units already exist in all classrooms and are being upgraded as necessary.

1.3 Hardware Refresh Update – Phase 9

	Elementary	Secondary
Phase 9 2018/19	Teacher Venue 10 and 11 Devices Kindergarten Classrooms – replace with iPads Grade 1 Classrooms Self-Contained Special Education Classrooms (Apple hardware postponed until 2019-2020)	Teacher Venue 10 and 11 Devices English Classrooms Self-Contained Special Education Classrooms (Apple hardware postponed until 2019-2020)

1.4 Hardware Refresh Strategy Highlights – Updates to the Hardware Refresh Strategy above were developed under consideration of many factors.

- In response to highly favorable feedback from students, teachers, principals and technicians with Information Technology Services, the Educational Technology Team has been refreshing as many Dell Venue 10 and 11 devices as possible with HP ProBooks. The robust durability and performance of the HP ProBooks has addressed feedback that expressed frustration with earlier devices deployed by the Educational Technology Team.
- Refreshing teacher Dell Venue 10 and 11 devices with HP ProBooks has been ongoing for both elementary and secondary teachers.
- Replacing the four Venue 11 devices in Kindergarten classrooms with three iPads and one iPod has offered a more age-appropriate tactile learning environment for Kindergarten students and new opportunities in leveraging learning opportunities for Kindergarten educators.
- Refreshing four Venue 11 devices with five HP ProBooks is targeted for Grade One Classrooms this spring. The increase from four to five devices aligns Grade 1 classrooms with device allocation in Grades 3-8. Students in Grade 1 will also be introduced to devices with keyboards and address issues with previous Venue keyboards that decreased performance after heavy usage.
- Refreshing Self-Contained Special Education classroom technology was originally targeted for Phase 9 in both elementary and secondary schools. The Apple hardware refresh has been delayed until 2019-2020 due to unforeseen budget pressures.
- Refreshing Secondary Phase 4 devices (typically English classrooms) has been ongoing this year during Phase 9.

2. Professional Development

2.1 Digital Lead Learners (DLLs)

- Digital Lead Learners in Grand Erie have grown to over 60 K-12 educators and support staff who continue to embrace educational technology as early adopters and strive to support classroom learning in innovative ways.
- Two DLL sessions were hosted prior to the pause in Grand Erie with professional development:
 - Day One – September 25 included an orientation for new DLLs and supports for using Grand Erie's Virtual Learning Environment (VLE), Brightspace by Desire2Learn, with Virtual Learning Environment Consultant Valerie Howe from Desire2Learn.
 - Day Two – November 27 included educational technology supports aligned with Global Competencies for fostering Student Leadership with Lisa Floyd and Barb Seaton from Fair Chance Learning

- DLLs commit to supporting the Educational Technology Team in various ways based on their experience with supporting 21st Century Competencies. Such supports include, but are not limited to, professional learning opportunities with Grand Erie educators, collaborating with Educational Technology Project teams, and assisting with Ed Tech Student Crew events.

2.2 Educational Technology Projects

- 17 projects have been supported by Educational Technology as participating school teams collaborate with the use of digital tools to support learning and teaching around the 21st Century Competencies (see *Appendix A: 21st Century Competencies*).
- Members of the projects received up to 2.5 days of release time, as well as support from Educational Technology Team and/or Digital Lead Learners – they also received some funding for project resources.
- All projects are well underway, but elementary teams have continued their collaboration without accessing coverage as aligned with the pause on professional development requiring teacher release in Grand Erie.
- See *Appendix B: Educational Technology Projects* for further details and descriptions for the Educational Technology Projects from this year.

2.3 Ed Tech Student Crew

- Ed Tech Student Crews have been supported annually since an initial pilot in 2015-2016.
- Currently there are 22 elementary schools and 6 secondary schools with Ed Tech Student Crews that support their respective schools to share ideas with both students and staff around technology use to support learning and teaching in the 21st Century Competencies.
- The Student Learning Corner is available online to students via Brightspace in Grand Erie's Virtual Learning Environment. The learning opportunities within this platform align with the way students support their school communities. The Student Learning Corner also offers opportunities for students to demonstrate their understanding and development in each of the six 21st Century Competencies.
- The 2019 *Learning Plan to Leverage Digital* from IBM Canada recommends that the Educational Technology Team expand the current models for Digital Lead Learners and Ed Tech Student Crews so all Grand Erie schools can access this "...excellent opportunity for in-school support."

2.4 Professional Learning

- Several training opportunities have been offered to Grand Erie staff and students in 2018-2019. These training opportunities include, but are not limited to, building capacity with Grand Erie's Virtual Learning Environment, NTIP Educational Technology, SMART Notebook, Computational Thinking, and Office 365 resources such as OneDrive, OneNote, Microsoft Teams, Microsoft Forms, etc.
- The 2019 *Learning Plan to Leverage Digital* from IBM Canada recommends that all professional learning in Grand Erie should purposely embed and model digital resources as supported by the Educational Technology Team, wherever appropriate.
- In 2018-2019, the Educational Technology Team has launched a website that offers a rich with collection of resources, downloads, and tutorials to support the integration of technology in and out of the classroom. Grand Erie teachers have access to a series of support videos posted on the website that offer helpful tips on PowerSchool reporting applications, Privacy and Information resources, and best practice considerations for technology used to support student learning.

- Digital Lead Learners or Microsoft Trainers along with the Educational Technology Team have visited schools to support staff meetings and training opportunities throughout the school day. Support topics include, but are not limited to, using the Microsoft Office 365 dashboard to access software such as OneDrive, OneNote, SWAY, Microsoft Teams, and Microsoft Forms. Other topics include supporting the integration of technology in the classroom including Minecraft, documentation in Kindergarten, using interactive whiteboards, and Learning Commons support.
- The Educational Technology Team and Information Technology Team collaborate to offer ongoing supports for Grand Erie administrators, staff, students, and parents to access secure learning environments through the Office 365 Dashboard, Grand Erie Virtual Learning Environment and Parent Portal pilot. The assurance of secure learning environments and aligned professional development with Privacy and Information in Grand Erie illustrate a system goal to increase staff knowledge of the technology available for teaching, learning, and workplace applications.

2.5 Support Staff and Program Team Connections

- The Educational Technology Team has ongoing collaboration with various Support Staff and Program Team members including Elementary Program, Student Success, and Special Education teams. This collaboration supports the purposeful classroom use of educational technology and aligns program goals within *Grand Erie's Achievement Plan: Success for Every Student*.
- The Educational Technology Team has launched a Professional Learning Environment via Grand Erie's Virtual Learning Environment that provides online professional learning and training modules and a collaborative space for Grand Erie educators that includes:
 - Kindergarten iPad Refresh training
 - Parent Portal pilot supports for using Brightspace and PowerSchool
 - Walk-In Wednesday resources to support computational thinking in classrooms
 - Ed Tech Student Crew
 - Ed Tech Student Coding Corner resources
- The Educational Technology Team is supporting other program teams as they utilize the Professional Learning Environment to create learning modules designed to enhance professional practices, extend and apply knowledge and skills, and respond to the learning needs of Grand Erie educators.

2.6 Principals and Vice-Principals

- Grand Erie administrators have an open invitation to access all Educational Technology professional development opportunities and learning module content within the Professional Learning Environment.
- Support materials to help navigate expectations with Privacy of Information are posted on the Educational Technology website and reviewed with Grand Erie administrators at monthly Director's meetings.
- The Educational Technology Team and the Information Technology Team offer supports for Grand Erie schools to communicate grades, assignments, attendance, and school information to students and parents through a pilot for the Parent Portal.
 - The Grand Erie Parent Portal pilot is testing a new way for parents and/ or guardians to stay connected and involved with their child's educational experience. The pilot will continue in 2019-2020.
 - The Grand Erie Parent Portal utilizes the school board licensed student information system, PowerSchool with all data residing on local school board secure servers to ensure Privacy Information Management.
 - The Grand Erie Parent Portal also employs the provincially licensed Virtual

Learning Environment, Brightspace by Desire2Learn.

3. Forward Planning

As we near the conclusion of the 2018-2019 school year, the Educational Technology Team anticipates responding to the recommendations from the *Learning Plan to Leverage Digital* from IBM and budget allocations for 2019-2020 that will inform forward planning with hardware refresh models, supports for system professional learning, and school-based supports for learning and teaching with technology.

4. Budget Implications

4.1 The Phase 6-10 budget proposal for the Educational Technology Plan was approved by Trustees in Spring 2015 with the understanding that each phase of the initiative would require budget approval on an annual basis. Funding for 2019-2020 will be part of the budget deliberations this spring.

4.2 In 2019-2020 and beyond it is imperative that the two Itinerant Teacher positions with the Educational Technology Team and the Technology Enabled Learning and Teaching Contact (TELTc) Itinerant position continue to be funded. The need to support Grand Erie program teams, administrators, teachers, and students will continue to increase in anticipation of the recommendations from the *Learning Plan to Leverage Digital* from IBM, the launch of the Parent Portal, and emergence of the Professional Learning Environment as an innovative response to challenges with professional development requiring teacher coverage.

5. Next Steps

5.1 The Educational Technology Team has implemented ongoing accessible communication with Grand Erie administrators, teachers, students, and parents through the launch of the Educational Technology website.

5.2 The Educational Technology Team will continue to collaborate with the Information Technology Team and Communications Team to maintain and improve the Educational Technology website.

5.3 Educational Technology Updates will continue to be provided to the Trustees throughout the implementation of this plan.

5.4 Information will be shared with school administrators at Director's Meetings and messaging will be reinforced through Family of Schools Meetings.







Grand Erie Multi-Year Plan:

This report supports the Technology indicator of Success for Every Student and the following statement: we will provide secure and reliable learning environments that will allow students and staff to use technology in an effective and seamless manner.

Respectfully submitted,

David Abbey
Superintendent of Education

Appendix A: 21st Century Competencies

<div><div>Critical Thinking and Problem Solving</div><div></div><div><ul style="list-style-type: none">• Solves meaningful, real-life, complex problems (1), (6)• Takes concrete steps to address issues• Designs and manages projects• Acquires, processes, interprets, and analyses information to make informed decisions (critical and digital literacy)• Engages in an inquiry process to solve problems (1)• Makes connections and transfers learning from one situation to another (1), (6)</div></div>	<div><div>Innovation, Creativity, and Entrepreneurship</div><div></div><div><ul style="list-style-type: none">• Contributes solutions to complex problems (3)• Enhances a concept, idea, or product• Takes risks in thinking and creating• Makes discoveries through inquiry research (1)• Pursues new ideas to meet a need of a community (3), (6)• Leads and motivates with an ethical entrepreneurial spirit (1), (3)</div></div>	<div><div>Learning to Learn / Self-Aware & Self-Directed Learning</div><div></div><div><ul style="list-style-type: none">• Learns the process of learning (metacognition) (1),(3),(4),(5),(7)• Believes in the ability to learn and grow (growth mindset) (1), (4), (5)• Perseveres and overcomes challenges to reach a goal (1), (5)• Self-regulates in order to become a lifelong learner (1), (4), (5), (7)• Reflects on experience to enhance learning (1), (7)• Cultivates emotional intelligence to understand self and others (1), (2),(4)• Adapts to change and shows resilience to adversity (1), (5)• Manages various aspects of life – physical, emotional (relationships, self-awareness), spiritual, and mental well-being (5)</div></div>				
<div><div>Collaboration</div><div></div><div><ul style="list-style-type: none">• Participates in teams; establishes positive relationships• Learns from, and contributes to, the learning of others (1)• Co-constructs knowledge, meaning, and content (1)• Assumes various roles on the team• Manages conflict• Networks with a variety of communities/groups• Respects a diversity of perspectives (2), (3)</div></div>	<div><div>Communication</div><div></div><div><ul style="list-style-type: none">• Communicates effectively in different contexts in oral and written form in French and/or English• Asks effective questions to acquire knowledge (6)• Communicates using a variety of media (1), (5)• Selects appropriate digital tools according to purpose (1)• Listens to understand all points of view (2), (3), (6)• Gains knowledge about a variety of languages (2), (6)• Voices opinions and advocates for ideas</div></div>	<div><div>Global Citizenship</div><div></div><div><ul style="list-style-type: none">• Contributes to society and the culture of the local, global, and digital community in a responsible, accountable, and ethical manner (2), (6)• Engages in local and global initiatives to make a difference (6)• Learns from and with diverse people (2), (5), (6)• Interacts safely and responsibly within a variety of communities (5), (6)• Creates a positive digital footprint• Relates to the environment and is mindful of the importance of all living things (2), (3)</div></div>				
GLOBAL COMPETENCIES DRAFT SCOPING PLAN AND RELATED CMEC AREAS						
(1) Teaching and Learning	(2) Aboriginal Education	(3) Education for Sustainable Development	(4) Early Childhood Education and Development	(5) Wellness and Mental Health	(6) Experiential Learning	(7) Assessment

Source: *21st Century Competencies – Foundation Document for Discussion*, Ministry of Education, p. 56 [21st Century Competencies](#)

Appendix B: 2018-2019 Educational Technology Projects

School	Theme	Focus
Ecole Dufferin	Computational Thinking	Implementation of Coding and Robotic Resources School-Wide
Seneca	Coding	Coding in the Social Studies
Woodman-Cainsville	Coding	Coding Across the Grades
Teeterville	Coding	Coding and Computational Thinking
St. George-German	Coding	Robotics Project
Delhi Public	Lego We Do	First Lego League
Lakewood	Lego We Do	Learning with Lego
North Park CVS	Photography	A Sense of Community: A Closer Look
Oneida	Learning Commons	Creating a Learning Commons
Paris DHS	Learning Commons	Making the Change: From Traditional Library to Library Learning Commons
Houghton	Learning Commons	Learning Commons/Maker Space
Oakland-Scotland	Learning Commons	Oakland-Scotland Learning Commons
Greenbrier	Learning Commons	Learning Centres with OSMO and Ozobots in K-3 and Learning Commons
Branlyn	Learning Commons	Making Student Thinking Visible
Delhi Public/Elgin	Learning Commons	Library Maker/Space Partnership
Hagersville	Learning Commons	Maker Space in the Learning Commons
North Park CVS	Learning Commons	Making a Maker Space



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Dave Abbey, Superintendent of Business & Treasurer
RE: **IBM Canada K-12 Report – Learning Plan Leveraging Digital**
DATE: April 8, 2019

<p>Recommended Action: It was Moved by _____, Seconded by _____ THAT the Grand Erie District School Board receive the Grand Erie District School Board Learning Plan Leveraging Digital as information.</p>
--

Rationale

In the fall of 2018 the IBM Canada K-12 Education Division was engaged to perform a review of the current utilization of education technology in the Grand Erie District School Board, and to provide recommendations and guidance for the effective use of digital resources moving forward. This report highlights, how digital resources are currently being leveraged for learning and makes recommendations to enhance and support board learning priorities with digital resources for next 5 years.

Respectfully submitted

Dave Abbey,
Superintendent of Business & Treasurer

Grand Erie District School Board Learning Plan Leveraging Digital

March 29, 2019

Version 1.0

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Executive Summary

Introduction

In the fall of 2018 the IBM Canada K-12 Education Division was engaged to perform a review of the current utilization of education technology in the Grand Erie District School Board, and to provide recommendations and guidance for the effective use of digital resources moving forward.

This engagement was divided into two parts:

- a. **Discovery Engagement**
 - a. To review and understand how digital resources are currently being leveraged in GEDSB.
 - b. Based on the GEDSB's Multi-year Plan, Annual Operating Plan and current learning priorities, identify opportunities to better leverage these resources to enhance the learning environment
 - c. A high level summary of our findings from the Discovery Engagement was provided in a report to the district in February 2019.
- b. **Co-Creation of a Learning Plan Leveraging Digital (LPLD)**
 - a. Based on the findings in the Discovery Engagement, the LPLD provides recommendations as to how digital resources might better be leveraged to enhance the learning environment and student achievement going forward.
 - b. This plan is based on the current achievement goals and priorities in GEDSB, and how educational technology can be purposefully and seamlessly integrated to enhance the learning environment and student achievement going forward.

This specific report/plan is the deliverable that resulted from part 2 of the engagement.

This report entitled "Learning Plan Leveraging Digital" describes and makes recommendations to support the essential practices of Differentiated Instruction and Triangulation of Data, that were identified in the engagement as the key work of the Program Team and schools in the district. Both practices support the six indicators in the multi-year strategic plan and are essential in supporting Success for Every Student. It is within these two practices that this plan will highlight how to purposefully embed technology into these practices; and by doing so, ultimately contribute to the purposeful and effective teaching and learning use of digital.

It is important to note that an essential prerequisite to the effective use of technology is a stable, secure, supportable and well performing infrastructure. Based on our discovery engagement recommendations, the infrastructure appears to be in place with the exception of adjustments which are needed to the refreshment schedule of devices going forward. This is addressed in the Access section of this report.

Finally, if the recommendations in this report are to come to fruition, it will require commitment to the strategic priorities supported by this plan, strong leadership, effective governance structures, aligned and focused resources, and ongoing financial discipline.

Introduction

IBM believes that in order to use digital effectively to enhance the learning experience for students, that usage must be purposefully and seamlessly integrated into a district's strategic priority areas. The use of educational technology must not be "something additional". It must be a part of, and support, the "main work".

While the use of educational technology must embrace and support the strategic priorities of a district, there also are profound changes occurring in the world around us that are equally important to understand.

"The advent of the knowledge and digital age is fueling profound and escalating changes in global economies and societies. Advancements in brain science are providing insights into how people learn while also demonstrating that the minds of today's youth, the so-called digital generation, are comfortable learning and communicating in the digital landscape within which they live. At the same time, studies are confirming a crisis of disengagement of learners from traditional learning and teaching models. Numerous think tanks further conclude that this new age requires different competencies to succeed in today's world. Many organizations and authors have identified these competencies and called for transformation of public education systems globally to meet current learning needs for students and to have educators shift the way they teach to better engage learners."

- Adapted by IBM K-12 Education from Shifting Minds, a discussion paper from C21 Canada: Canadians for 21st Century Learning and Innovation.

While this report contains recommendations on how to increase the effective use of educational technology in the district it is not intended to be an "audit" of existing systems or processes. Instead, using research-based and leading practices in the industry, it builds on the existing directions and work of GEDSB. As such the resultant plan has been co-created with the stakeholders of the district. While observations and recommendations are compared to, and informed by, leading practices, the intent is to help the district refine these so that this resultant plan recognizes and incorporates the unique aspects of GEDSB.

The use of educational technology should always build on existing key achievement priorities that the district is already focusing on, and already resourcing in terms of leadership commitment, comprehensive PD plans, clear communication plans, financial sustainability and other supports. To reinforce this notion we emphasize that this is not a "technology plan", but rather an enhanced version of your existing "plan for learning" in the district, with a key resource (educational technology) purposefully and seamlessly integrated into it to further enable and enhance that learning experience.

Introduction

Acknowledgements:

Many staff from GEDSB contributed their time, feedback and suggestions throughout this process. This involved attending specific focus groups, having individual meetings and/or participating on the Core Team. IBM is very appreciative of the efforts and thoughtful insights that all participants provided, which contributed significantly to this report.

Special thanks are extended to David Abbey, Superintendent of Education, and John Ecklund, Manager of IT Services. Their contributions and leadership throughout this entire engagement were invaluable. They also demonstrated that this exercise was not "about the technology" but rather about using technology in a purposeful way to support learning and address the educational goals and priorities in the district.

Report Format:

This report is in Microsoft PowerPoint format to simplify presentation and discussion of the material with various stakeholders. Please note - some charts are ready to be used for presentations, whereas others have more text to provide additional details, and are not intended to be used for presentations in their current format.



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IBM Educational Consulting Process

Discovery Engagement:

- Understand how digital resources are currently being leveraged within GEDSB
- Based on the GEDSB's Strategic Plan, Annual Operating Plan and current learning priorities, identify opportunities to better leverage these resources to enhance the learning environment
- Provide an executive summary report of the challenges and what will need to be addressed in Part Two of the engagement: The Co-Creation of a Learning Plan Leveraging Digital

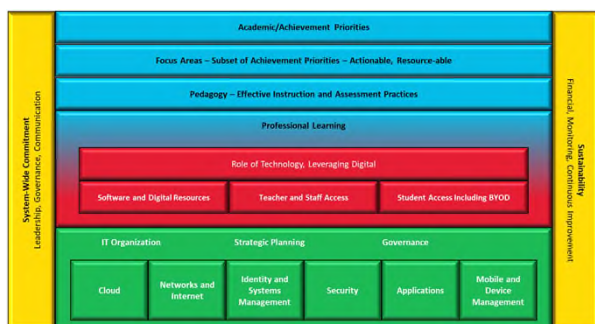
Co-Creation of the Learning Plan Leveraging Digital Engagement:

- The plan includes:
 - Clear articulation and definition of the Expected or Essential Practices
 - Recommendations for teacher and student access models with consideration for impact on infrastructure
 - Professional learning and support
 - Communication plan
 - Monitoring plan
 - Governance considerations and sustainability factors

8

IBM Learning Plan Framework to Leverage Digital

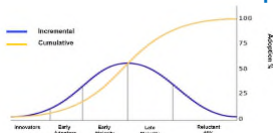
- Research provides evidence that technology has a positive impact on both student achievement and on teacher capacity when it is implemented and supported correctly – or when it is “done right”.
- In order to realize these benefits and “do it right”, research indicates there are a number of contributing factors or components – EACH OF WHICH must be considered and addressed. Based on IBM's extensive experience in working with school districts, these components have been incorporated into a framework entitled the “IBM Learning Plan Framework to Leverage Digital”.
- This Framework – and the best practices within each of the component areas - served as the guiding principles in the development of this plan.
- PLEASE NOTE:** This engagement and this plan, focuses only on the blue, red and yellow components of the Framework (Learning, Leveraging Digital, and Organizational components).



9

Change Theory: This Report Focuses on Group to the Right

Open toolkit preferred



More standard and consistent toolkit preferred

- Higher tolerance for unpredictability
- Easily manages various environments
- Open to experimenting with new things
- Self sufficient on how to embed in practice
- High comfort with technology
- Often interested in device performance or features
- Self-driven to learn new technologies and uses

- Prefers or needs convenience and more dependability with respect to technology
- Lower tolerance for unpredictability
- Operates better in standardized environment
- Best able to learn from colleagues who have same environment
- Generally lower comfort with technology
- More reliant on central instructional leaders for PD and new uses
 - Standardized environment allows central instructional leaders to develop exemplary practices that can be modelled and used more universally

Often results in “pockets of excellence”

This group needed for true systemic reform

(Adapted from Crossing the Chasm – Geoffrey A. Moore)

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Celebrating Success in Grand Erie District School Board

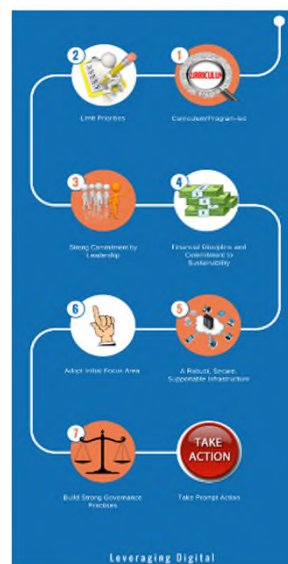
- All schools were incredibly warm and welcoming in all of our school visits.
- Staff and students were willing to engage in discussions and share their ideas. Staff were pleased to be asked for feedback.
- Staff were clearly passionate about student success.
- IT Services has done an outstanding job ensuring the infrastructure is able to support the effective use of technology.
- Strong commitment to adopting a narrower focus on specific essential practices was evident.
 - The Program Team was passionate about student and staff success and their willingness and desire to collaborate as a broader team to identify the essential practice is to be commended. They clearly understood and articulates that they will need to model these practices in their work with all staff and be able to each, leverage digital effectively within these practices.
 - The Senior Team was very supportive of the proposed Essential Practices and understood the significance of 'investing for impact' – i.e. investing time and resources into the practices that will have the greatest impact on the learning environment and success for every student.
- GEDSB has one of the most consistent access models for staff and students in Canada:
 - Teacher and student access is defined and consistent across all schools.
 - It is an expected part of the learning experience.
 - It is strongly classroom-based where technology is, for the most part, in the classroom at the point of learning.
- District is committed to providing a common toolkit for use on teacher and student devices.
- Infrastructure has been improved year over year to enable access to all devices in the district including student-owned devices.
- The Digital Lead Learners and Student Tech Team model provides an opportunity for in-school support.

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Strategic Recommendations

- The plan and drivers should be Curriculum/Program-led.
 - It's your learning plan that is the driver ... not the technology plan
 - IT Services then enables the desired environment
- To maximize effectiveness of your learning "reforms"
 - Focus on a few priorities – picking one to start
 - Align majority of resources in support of that focus area
- Strong leadership commitment is necessary at all levels to this overall approach, and to starting with a narrower focus
 - Senior administration, district program staff, principals
 - Strong Governance model will be needed to ensure execution of the plan
- Financial discipline and commitment to sustainability is essential.
- Essential Prerequisite: A robust, secure, supportable infrastructure, including well performing devices must be in place.

Leveraging Digital RECOMMENDATIONS



12

Top Recommendations

1. Adopt initial focus area

- In support of the Multi-Year Plan and Success for Every Student, GEDSB should focus on the two essential practices of Differentiated Instruction and Triangulation of Data as defined by the GEDSB Essential Practices Framework (see Priorities and Practices Section).
- In the first three years, GEDSB should select **one** common practice from within each of the five framework components. This small defined subset of practices should be the focus of “the work” over the first three years.

2. Governance

- Form a Learning Council (LC) that meets monthly, at a minimum.
- Mandate is:
 - To conduct rich discussions on the implementation of two overall essential practices, and focus on a plan to ensure all educators are capable of implementing the first practices within their learning environment in support of Success for Every Student.
 - To ensure system-wide adoption of the practices, create an implementation plan, execute it, and monitor for impact.
 - Educational technology should be embedded in these plans as a natural and integrated part of the resource toolkit and to own the implementation of this Learning Plan Leveraging Digital
- Co-chaired initially by three Superintendents of Education responsible for Elementary Program, Secondary Program and Special Education, membership should include representatives across the Program Team including Ed Tech, representative principals and teachers from each level, and other representatives the LC deems appropriate.



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Top Recommendations

3. Take prompt action to demonstrate commitment

- Determine which recommendations from the reports you want to adopt, and take action on some initial implementation steps in the next few months.
- This honours the time and feedback stakeholders provided; demonstrates commitment; and develops trust in the process.

4. Continue your model for teacher access and the digital toolkit

- Each teaching staff member should continue to be provided with a full function mobile device to support all aspects of their role: teaching, assessment, planning, professional learning, collaboration, communication and administration
- Commit to a sustainable 4 year refresh cycle
- Continue to support the current small set of district supported, common applications for communication, collaboration, etc. and make linkages as to when and where these support the Essential Practices.

5. Continue your industry-leading and consistent model for student access that

- Retain current number of devices in each classroom to enhance the learning
- Refresh any older devices with current generation equipment
- Commit to a sustainable refresh cycle (3 years for tablets, 4 years for laptops, 5 years for desktops)
- Maintain computer labs for computer-specific classes only



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Top Recommendations

6. Comprehensive Professional Learning Plan

- Review the Professional Learning plan and increase the emphasis on the Essential Practices.
- Ensure the Essential Practices (the focus areas) are addressed in most, if not all, PL sessions.
- Seamlessly integrate and model the use of digital tools in ALL professional learning sessions, especially those related to the Essential Practices.

7. Develop a communication plan to inform all stakeholders about the updated Learning Plan and the integrated and focused role of digital to support it

- Do not call it the “new technology plan”.

8. Monitoring Plan

- Finalize the monitoring plan and success criteria to monitor the effectiveness of the Essential Practices.
- Incorporate additional measures or observations related to the effective use of digital as an enabling resource within these practices.
- Collect the data > Analyze it > Refine and continuously improve the implementation plan.



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Analysis and Recommendations by Each Component of IBM Educational Framework

16

Report Format and Legend

The following pages provide leading practices, observations and recommendations related to each component of the *IBM Learning Plan Framework to Leverage Digital*. Within each component section, the following slides are typically found:



Leading Practices: related to that framework component



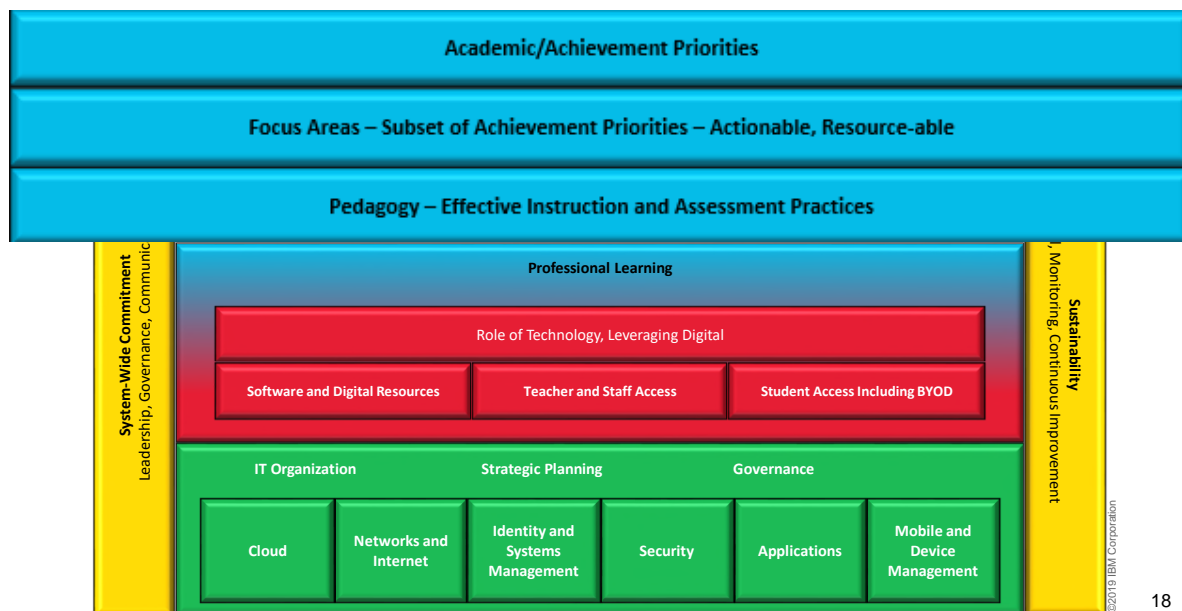
What we heard: Stakeholders feedback and consultant observations



Recommendations: to minimize or close gaps within that framework component

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1.0 Priorities and Practices



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1.0 Priority and Practices – Leading Indicators



- In support of district priorities, and within the focus area, a small list of leading, research based, instructional and assessment practices has been selected – referred to as ‘expected’ or ‘essential’ practices:
 - Based upon the priorities identified in the multi-year strategic plan, and in support of the Annual Operating Plan or Board Improvement plan, the district has identified essential practices that, if all teachers embraced and used effectively, would positively impact all learners.
 - The list of practices should be no more than three of each instructional and assessment
 - There is a clear definition of each practice
 - Everyone in the district has a common understanding of these practices
 - There is an expectation of implementation, everyone in the district views these as essential practices
- Teachers, Principals and Supporting School and District Staff:
 - Are comfortable and capable using the essential instruction and assessment strategies
 - Teachers understand and model their changing role in the contemporary classroom
 - Consider technology and the related digital resources as an critical part of the learning experience
 - Use digital resources whenever appropriate to engage the learner and deepen the learning
 - Principals embrace their role as instructional leaders

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1.0 Priority and Practices – Observations and Findings



- The multi-year plan for GEDSB is centred on **Success for Every Student**, which Grand Erie will achieve through a focus on students and staff in a culture of high expectations.
 - The six indicators that support this goal include Achievement, Well-Being, Equity, Environment, Technology, and Community.
 - For the initial discussion in the discovery engagement we explored what was happening in:
 - Achievement:
 - We will set high expectations for our students and staff. We will monitor, measure and reflect on our outcomes.
 - Goals:
 - Increase staff understanding of effective instruction and assessment in literacy and numeracy.
 - Increase student understanding of effective learning strategies and how to use them.
 - Technology:
 - We will provide secure and reliable learning environments that will allow students and staff to use technology in an effective and seamless manner.
 - Goals:
 - Provide an up-to-date technology infrastructure that meets the needs of classrooms, administration and departments
 - Optimize our data systems to ensure that information is accurate, reliable and easily accessible
 - Increase staff knowledge of the technology available for teaching, learning and workplace applications
 - Develop measurements to better understand the impact of the Educational Technology Initiative on staff and student learning
- In our work with the Core Team and Program Focus Group consisting of district staff representing Program, Student Success, Special Education and EdTech, a common set of practices were identified that spanned both elementary and secondary and were supportive of literacy and numeracy and the stated Theory of Change from the Student Achievement Plan:
 - *If students' most urgent learning needs are identified and responsive strategies are implemented, then students will demonstrate improvement with their achievement*
- From this common list, there was agreement across the Program Focus Group that the following two practices are the ones recommended for the initial co-creation of the Learning Plan Leveraging Digital.
 - Triangulation of Evidence: Conversation, Observation, Product
 - Differentiated Instruction: Product, Content, Process and Environment



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1.0 Priority and Practices – Observations and Findings



- The Program Focus team indicated:
 - That they each could embrace these two practices in the work they do, regardless of their specific portfolio or role.
 - This focused approach would help them to be more effective within their role and working collaboratively together.
 - They could apply these practices when working on any of the 6 indicators, not just achievement.
- With respect to priorities, practices and the role of technology, feedback from school visits, focus groups and survey data indicated that:
 - Principals understood the top district and school priorities and felt that there was a clear plan to address them. Almost 50% of teachers that responded to the survey said they could not articulate the board's top student achievement priorities.
 - The majority of principals believed that the district investment in technology is in support of district and school goals.
 - Teachers and principals believe that digital resources are essential to the learning environment and believe that their leadership team is strongly supportive of the use of technology in the classroom.
 - Schools In interviews, reported a variety of different school focus areas. We did not hear a consistent theme although math and literacy were sometimes in the mix.
 - There is currently no easy way to monitor timely achievement data.
 - Focus group feedback and observations suggest that the majority of teachers are still predominantly using more traditional instructional and assessment methods.
 - Teachers, in the focus groups, felt technology was, for the most part:
 - Used by students for productivity and showing their work.
 - Used regularly, by the majority of teachers, in a learning context to project information (substitutive).
 - Reportedly, only approximately 20% of staff in any school are using technology in a transformative way.

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1.0 Priority and Practices – Recommendations



Recommendation 1.1

The Senior Administration Team should review this report to ensure it supports the multi-year strategic plan. Assuming it does, the recommendations in this report should be adopted to ensure the Essential Practices are supported district wide and digital investments are aligned to and in support of these Essential Practices.

Recommendation 1.2

The LPLD should be built around the Essential Practices of

- Triangulation of Evidence: Conversation, Observation, Product
- Differentiated Instruction: Product, Content, Process and Environment

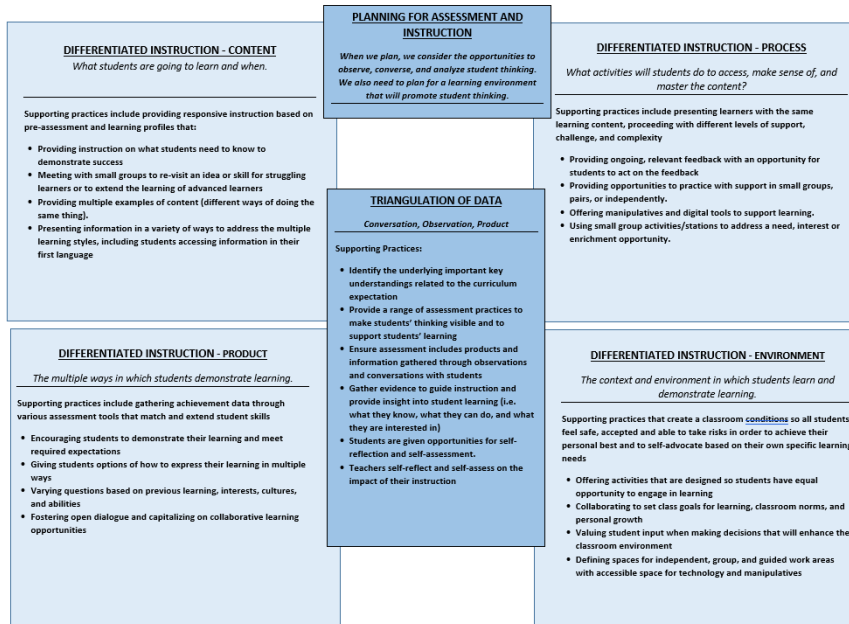
Recommendation 1.3

To clearly articulate and build a common understanding and language around these two practices, a framework should be created that clearly identifies those practices deemed essential in GEDSB.

- Two sample frameworks are presented on following pages of this report. If this LPLD is approved and the decision is made to proceed with the plan being grounded in these recommended Essential Practices, the Program Team should:
 - Work to refine the list of practices to the smallest number possible to ensure successful adoption, AND,
 - Refine the graphic, or graphics, that will be present these practices so they, and their impact on student learning, is clearly understood. For the purposes of this report, the graphic(s) will be referred to as the ***"GEDSB Essential Practices Framework to Support Success for Every Student"***

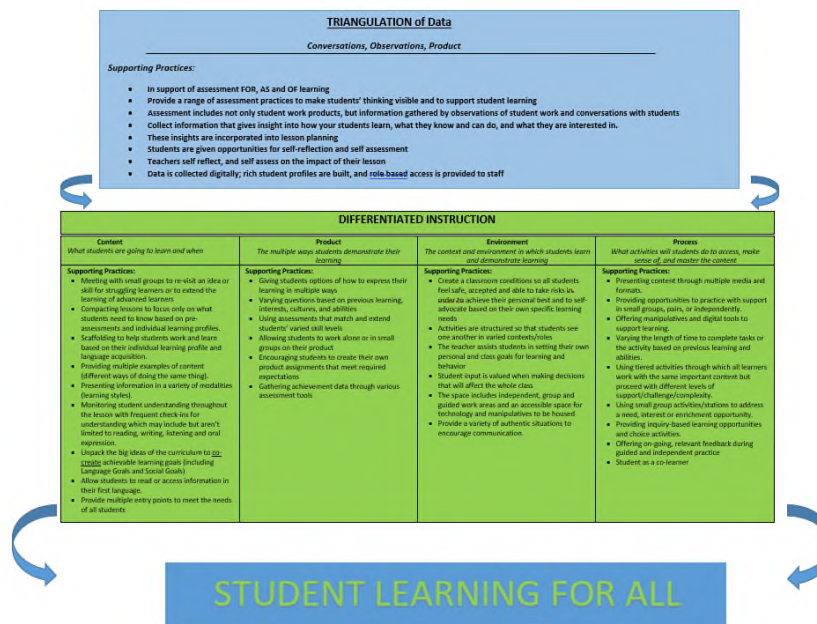
22

Recommendation 1.3: GEDSB Essential Practices Framework to Support Success for Every Student



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Recommendation 1.3: GEDSB Essential Practices Framework to Support Success for Every Student



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1.0 Priority and Practices – Recommendations

Recommendation 1.4

From the ***GEDSB Essential Practices Framework to Support Success for Every Student***,

- One practice within each of the framework components should be selected by the Program Team and approved by the Learning Council and the Senior Team (see the recommended Governance structure slide 29). Building capacity around this subset of specific practices should be the main work of the district and school leaders for the next three years, at a minimum.

Recommendation 1.5

The role of digital should be to support and continually reinforce these Essential Practices and should be modeled as a resource in support of these practices in all professional discussions and learning that takes places.

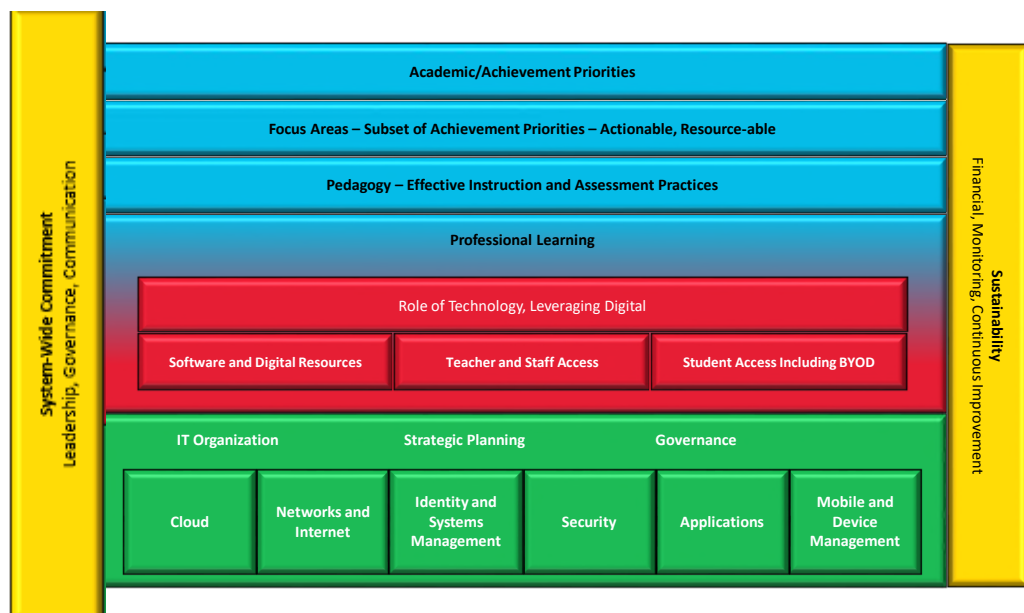
Recommendation 1.6

The owners of this plan (see slide 29 on recommended Governance), will need to ensure ongoing commitment to system wide implementation of the Essential Practices, by developing strong communication, professional learning and monitoring plans. This will help to ensure all staff:

- Have a common understanding of how to effectively use the practices and feel supported in their learning journey.
- Understand how to leverage digital within these practices.
- Understand where they are at in their initial use of these practices and can monitor and celebrate their growth in the use of these practices and the resulting impact on the learning environment and student achievement.

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2.0 Commitment – Governance



26

2.0 Commitment: Governance – Leading Practices



- If a system is committed to the Learning Plan, governance structures are put in place to support the learning plan directions and implementation.
- The plan is seen as a true change initiative. It is not just a single event or project, but a multi-year commitment to ongoing implementation and growth – and it is tightly connected to the work of the district.
- The plan is designed to withstand changes in the leadership team.
- Budget is sustainable for all required components including the professional learning and embedded digital resources. All components are budgeted in a utility-like ongoing fashion.
- Budget is sustainable for all prerequisite infrastructure components.

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2.0 Sustainability: Governance – Observations and Findings



- Existing structures that currently exist include:
 - Senior Admin: Director, Superintendents, Principal Leads - - Meet every Wednesday
 - Corporate Services: Superintendent and Managers – meet one hour / month
 - Special Ed Mgt team: Meet three hours / week
 - Directors meeting: All Principals, VP's, Program staff – 1 day / month (AM all together, PM, break into panels)
 - Elementary Program team: Meets once / month (Different portfolios (i.e. language / math) meet separately in AM, PM all together)
 - Elementary Program coordinator meeting with SO and two principal leads – every other week
 - Special Education Program team – half a day / month; Teacher Consultants meet biweekly for ½ day
 - Secondary Student Success – whole team: monthly; Principal Team / Superintendent / Coordinator – meet every second week
 - Education Tech team meets weekly for one hour and once a month for a full day
 - ITS Leadership meeting – all ITS mgt with Dave and Jason and John and two supervisors – half a day / month
 - Grand Erie Management Support Team (GEMST) – GE staff that are not unionized – every six weeks , couple hours
 - IT has a meeting every Monday am with supervisors and John – one to two hours
 - Board meetings – one committee and one board meeting / month
 - Indigenous Ed Team – meet biweekly with the Superintendent
 - Grand Erie Achievement Team (GREAT committee - once / month via skype to prepare for the GREAT meetings 3 days (2 and 1)
 - SEAC – Advisory Committee – meet monthly to consult on special education topics (includes community members)
 - Accessibility committee meets 3x / year and look at things such as digital resources, website, tools, etc.
- The Core team suggested that there does not appear to be an existing structure to take on the implementation of the LPLD and recommended that a new team be established.

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2.0 Sustainability – Recommended Governance



Recommendation 2.1

The Governance model, shown below, outlines the role of the Senior Administration Team and involves establishing a Learning Council.

Senior Admin Team

The Senior Admin Team should own the Learning Plan Leveraging Digital, and determine which recommendations will be adopted based on impact and budget implications, as well as providing oversight and guidance in terms of alignment to the Multi-Year Strategic Plan and the Annual Operating Plan.



Learning Council

This team will be responsible for the implementation of the Learning Plan Leveraging Digital. Their mandate will be to:

- Create and execute a detailed implementation plan based on the Senior Admin approved recommendations.
- Conduct yearly assessments of progress to ensure ongoing improvements are incorporated into the Learning Plan Leveraging Digital implementation plan.
- Ensure educational technology continues to be aligned to the Multi-Year Strategic Plan and support the Essential Practices identified in the LPLD
- Lead any working groups that are required for tasks such as the creation of the PL plan, the monitoring plan, etc.

Co-chaired by the Superintendents of Education for Elementary Program, Secondary Program and Special Education this team (no more than 15) should include:

- Superintendent of Education Technology
- Representatives from all areas of the Program team
- Representative of the Ed Tech team
- Communications Manager
- Researcher
- A representative principal and teacher from each panel
- Others as identified by the Senior Team or Learning Council members

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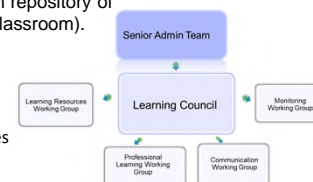
2.0 Sustainability: Governance – Recommendations



Recommendation 2.2

As the Learning Council will likely only meet monthly, working groups should be formed to ensure the actions related to the various components of the plan are accomplished in a timely fashion:

- Each working group should be led by a member of the Learning Council. Other members of the sub-team may or may not be part of the larger Learning Council. The working groups will be responsible for executing specific actions of the overall implementation plan and reporting progress back to the Learning Council.
- Learning Resources working group: should focus on the digital tools and any other resource that will support the implementation of the Essential Practices (i.e. manipulatives)
- Professional Learning working group: should make recommendations to the Learning Council on the professional learning plans for all stakeholders. This plan should include the use of online learning and access to rich repository of supporting just in time learning assets (i.e. video clips of the Essential Practices in action in a GEDSB classroom). The working group will coordinate the creation of the online environment and learning assets.
- Monitoring working group: should ensure that there is a plan in place to monitor:
 - The rate and depth of adoption of the Essential Practices across the district
 - The rate and depth of adoption of the devices and digital toolkit in support of the Essential Practices
 - Ultimately, over a longer period, the impact on student achievement
- Communications working group: should work with the Communications Manager to create a communication plan. Recommendations for this plan are included in section 5.0 in this report.



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2.0 Sustainability: Governance – Recommendations



Recommendation 2.3

GEDSB should implement all components of this Learning Plan to ensure all necessary implementation components are addressed. A detailed implementation plan should be created to ensure timelines and dependencies are understood and monitored.

Recommendation 2.4

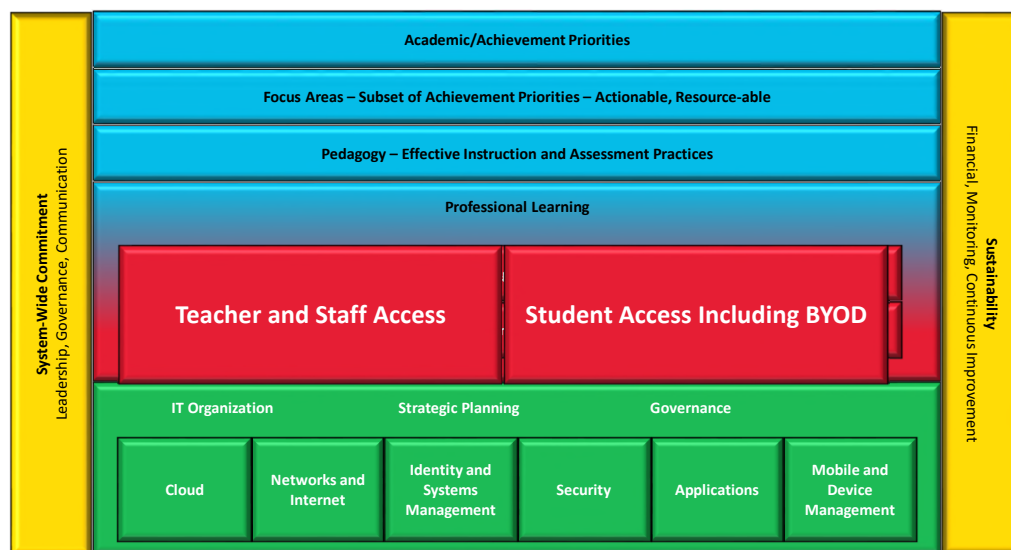
A member of the Learning Council should take on the role of project manager, responsible for monitoring the overall implementation of the LPLD and more specifically for tracking progress against the detailed implementation plan.

Recommendation 2.5

The Senior Admin Team should consider ongoing support from an external 3rd party consultant as a resource to the Learning Council in the execution of the LPLD. This consultant could provide project management expertise for the LPLD, in addition to an 'outside view' of effective practices and approaches from across Canada and North America, with the goal of achieving a deep and lasting implementation of the LPLD.

31

3.0 Leveraging Digital – Teacher and Student Access



32

3.1 Teacher Access – Leading Practices JK to 12



- All teachers have a standard district-provided mobile device to support all aspects of their role: teaching, assessment, planning, professional learning, collaboration, administration.
 - Ensures teacher access is always available whenever and wherever needed.
 - Supports essential practices
- Teachers are encouraged to use it for both district and personal use to build comfort and capacity with the use of the device and digital resources.
- **Teacher device is well performing and reliable. Refreshed every 3 or 4 years (to match warranty or extended warranty).**
- **Appropriate peripherals (e.g. data projectors) are in every teaching space, and refreshed every 5 years.**
- **Financial sustainability is maintained by a non-discretionary budget commitment for an annual ongoing (utility-like) amount – not a one-time purchase amount.**
- Device is district-provided, not BYOD, to demonstrate belief it is an essential tool of the profession.
- Administrators and central education staff have the same device as teachers. Consideration is given to which other educators require similar access.

33

3.1 Teacher Access – Observations and Findings



- Teacher and staff access model is among the best in Canada.
- All teachers have a standard district-provided mobile device to support all aspects of their role: teaching, assessment, planning, professional learning, collaboration, administration.
- Standard, district-wide model chosen for teachers and interactive white board in virtually all learning spaces.
- All PVP's have access provided.
- Refresh delays reduced performance, satisfaction and effectiveness of older teacher devices.
- New HP teacher devices are working well. Big improvement over previous device.

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3.1 Teacher Access – Recommendations



Recommendation 3.1.1

- Continue commitment to current access model for teachers and staff, which is to provide each of them with a well performing mobile device.
 - Complete the refresh of all teacher devices as soon as possible.

Recommendation 3.1.2

- Continue commitment to current practice of providing projectors and white boards in essentially all learning spaces.

Recommendation 3.1.3

- Commit to and fund 4 year refresh for all teacher devices on an ongoing and permanent basis.
 - Extend warranty to match 4 year term in whatever manner is most cost effective (i.e. extend manufacturer's warranty, acquire 3rd party extended warranty, retain buffer stock for failures)
- Commit to and fund 5 year refresh for all projectors/white boards.
- Note: Failure to adhere to these disciplined refresh cycles in the past was the main reason found for reduced effective use related to the teacher device.

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3.1 Teacher Access – Budget for Teacher Devices



Option 1:

Estimated # of Instructional Staff	# of Devices Required	Budget Guidance = \$315,000	
1,920	1,920		
Cost Per Device *	Refresh Cycle (In Years)	Annual Total Cost	Annual Per Person Cost
\$500	4	\$240,000	\$125
\$600	4	\$288,000	\$150
\$700	4	\$336,000	\$175

Option 2:

Estimated # of Instructional Staff	# of Devices Required	Budget Guidance = \$315,000	
1,920	1,920		
Cost Per Device *	Refresh Cycle (In Years)	Annual Total Cost	Annual Per Person Cost
\$500	3	\$320,000	\$167
\$600	3	\$384,000	\$200
\$700	3	\$448,000	\$233

* Cost Per Device is for the hardware device only + "warranty" extended to match the length of useful life (and refresh cycle) for each device. Warranty is extended either through an actual extended warranty parts and labour service bundle, or a buffer stock that is based on the estimated % of failures over the life of the device - whichever is the lowest cost.

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3. 1 Teacher Access – Budget for Projectors



Estimated # of Total Classrooms	Estimated # of K-8 Classrooms	Estimated # of 9-12 Classrooms
1,100	750	350

Budget Guidance = \$0

Grade Level	Number of Projectors Per Class	Cost Per Projector *	Refresh Cycle (In Years)	Total Annual Cost
K-8	1	\$1,500	5	\$225,000
K-8	1	\$2,000	5	\$300,000
K-8	1	\$2,500	5	\$375,000
K-8	1	\$3,000	5	\$450,000
K-8	1	\$3,500	5	\$525,000
Gr 9-12	1	\$1,500	5	\$105,000
Gr 9-12	1	\$2,000	5	\$140,000
Gr 9-12	1	\$2,500	5	\$175,000
Gr 9-12	1	\$3,000	5	\$210,000
Gr 9-12	1	\$3,500	5	\$245,000

Cost Per Device *	Total Districtwide Annual Cost
\$1,500	\$330,000
\$2,000	\$440,000
\$2,500	\$550,000
\$3,000	\$660,000
\$3,500	\$770,000

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3.2 Student Access – Leading Practices



- A consistent student access model is available for every classroom for a given grade level (Gr K to 8) or subject (Gr 9 to 12).
- Devices are permanently resident in classroom at the point of learning, available for use at all times and whenever appropriate.
- The number of devices in each class are based on, and supportive of, the essential practices.
- Devices are funded by the district, not school budgets, to ensure consistency and equity.
- Student devices are commercial grade (not consumer grade) and refreshed every 4 years for laptops, 5 years for desktops and 3 years for tablets.
- Financial sustainability is maintained by a non-discretionary budget commitment for an annual ongoing (utility-like) amount – not a one-time purchase amount.
- Computer labs are only used for computer-specific courses in high schools, and use desktop devices.
- A pool of devices is provided in each library or learning commons.
- A formalized BYOD program complements the above district provide student access.

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3.2 Student Access – Observations and Findings



- Policy for standard classroom-based student access model is among best in Canada, in consistency and quantity.
 - 3+1 devices in Kindergarten
 - 5 in Gr 1 to 8, 8 in Gr 9 to 12
 - Some requested more to go paperless
- Refresh delays have resulted in majority of student devices being used minimally or not at all.
 - Still examples of good use in some classrooms (estimated at 20%).
 - Older devices overloading IT support staff, resulting in slower repair times (6+ days).

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3.2 Student Access – Recommendations



Recommendation 3.2.1

- Continue commitment to current access model for students.
 - 3+1 devices in all Kindergarten classrooms
 - 5 devices in all Gr 1 to 8 classrooms
 - 8 devices in all Gr 9 to 12 classrooms
- Classroom quantities by grade need to be re-confirmed to ensure they support the desired instructional practices of the district, and the newly defined Essential Practices.
- The specific machine type/model needs to be reconfirmed to ensure it is well-performing for all student related tasks.

Recommendation 3.2.2

- Commit to and fund 4 year refresh for all mobile student devices, and 5 years for desktops, on an ongoing and permanent basis.
 - Extend warranty to match refresh term in whatever manner is most cost effective (i.e. extend manufacturer's warranty, acquire 3rd party extended warranty, retain buffer stock for failures)
- Note: Failure to adhere to these disciplined refresh cycles in the past was the main reason found for reduced effective use related to the student devices.
- **Budget limitations may require difficult compromises to be made. If this occurs, we strongly recommend reducing the number of devices as opposed to extending the refresh cycle or buying less expensive devices.**

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3.2 Student Access – Computer Labs Findings and Recommendations



- Labs for computer-specific courses in secondary schools were used often and well.
- Some high schools had cross-curricular labs and which were not used as often, and only for lower level tasks (i.e. report writing, research).
- Some performance and reliability issues were reported and these were typically associated with older devices.

Recommendation 3.2.3

- Commit to and fund 5 year refresh for all computer lab desktop devices in computer-specific subject labs on an ongoing and permanent basis.
 - Extend warranty to match 5 year term.
 - If applicable, mobile lab devices must have a 4 year refresh cycle.

Recommendation 3.2.4

- The few cross-curricular labs in secondary should be discontinued.
 - Devices that are not beyond their refresh cycle useful life should be re-allocated to classrooms or libraries.

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3.2 Student Access – BYOD Findings and Recommendations



- District and most school policies supports BYOD. Individual teachers can decide to embrace or not.
- Network very capable of supporting BYOD.
- Most teachers seem unsure or uncomfortable with how personal devices can enhance learning when most students bring phones.
 - Most teachers were concerned with phones being a distraction.
 - Felt more PD was required to manage and use effectively.
 - Concerns over equity in some areas.

Recommendation 3.2.5

- Commitment and support of district-wide BYOD plan for students should continue.
- In time, additional help needs to be provided for teachers to understand how various devices, including phones, can be used to support student learning. However, we recommend that other aspects of this plan should take priority over BYOD related support in the next few months.

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3.2 Student Access – Libraries Findings and Recommendations



- Typical access in the libraries of the schools visited is BYOD.
- Any libraries that provided access had performance and reliability issues associated with older devices.

Recommendation 3.2.6

- Given the outstanding amount of access GEDSB provides for students via the devices that are placed in each classroom, and the general budget pressures to maintain this model, we recommend continuing to support BYOD as the predominant model for student access in libraries.
- In some high schools, if one of the subject specific computer labs is physically connected to the library this access can be used as "general library student access" in times when the lab is not in use.

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3.2 Student Access – Budget



Estimated # of Total Classrooms	Estimated # of K-8 Classrooms	Estimated # of 9-12 Classrooms
1,100	750	350

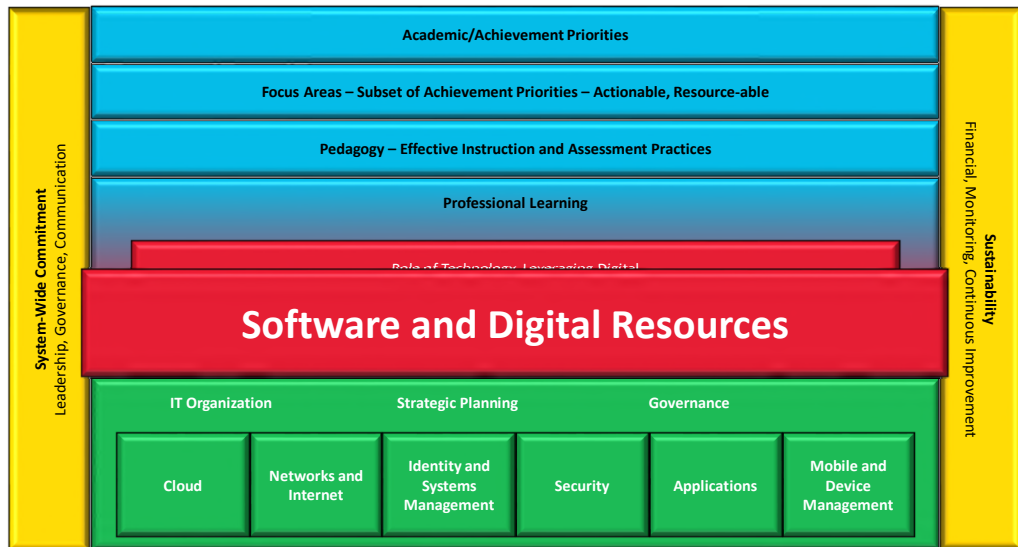
Budget Guidance = \$1,200,000

Grade Level	Number of Devices	Cost Per Device *	Refresh Cycle (In Years)	Total Annual Cost
Per Class				
K-8	5	\$500	4	\$469,000
K-8	5	\$600	4	\$563,000
K-8	5	\$700	4	\$656,000
Per Class				
Gr 9-12	8	\$500	4	\$350,000
Gr 9-12	8	\$600	4	\$420,000
Gr 9-12	8	\$700	4	\$490,000
In Labs (Total)				
Gr 9-12 Comm Tech and Bus Labs	1,180	\$500	5	\$118,000
Gr 9-12 Cross-Curric Labs	1,130	\$500	5	\$113,000

Total number of devices in Gr K to 8 classrooms =	3,750
Total number of devices in Gr K to 8 labs =	0
Total number of devices in Gr K to 8 =	3,750
Number of students in Gr K to 8 =	18,023
Student to Computer Ratio in Gr K to 8 =	4.8
Total number of devices in Gr 9 to 12 classrooms =	2,800
Total number of devices in Gr 9 to 12 labs =	2,310
Total number of devices in Gr 9 to 12 =	5,110
Number of students in Gr 9 to 12 =	8,667
Student to Computer Ratio in Gr 9 to 12 =	1.7

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4.0 Software and Digital Resources



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4.0 Software and Digital Resources– Leading Practices



- A toolkit is provided that:
 - supports the leading instructional and assessment practices.
 - supports the teaching and learning of the global competencies such as creativity, collaboration, critical thinking, etc.
 - supports the early and late majority adopters of integrating digital into their practice.
 - includes a limited number of digital tools that are available for use by teachers and students to address each learner's needs.
 - Conforms to the security and privacy requirements and policies of the district
- For standard productivity and communication needs, there is a clear communication of what tool is used for what functionality / user need
 - Minimize or eliminate overlap – be clear which tool is district supported for a specific use case
 - Identify gaps
- For innovators and early adopters, options to go beyond the basic toolkit are provided, if supportable, affordable and helpful for informing or enhancing the teaching practice.
- 24/7 access for the learning community to relevant digital resources, that are easily searched and sorted, vetted and ranked/discussed, to support student learning and leading instruction and assessment practices.

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4.0 Software and Digital Resources– Leading Practices



- There are standardized, system-wide digital resources that support the teaching and learning environment, such as:
 - a Learning Management System (LMS) to support eLearning, blended learning and teacher professional learning.
 - a digital portfolio tool.
 - a productivity suite which supports global competencies.
- Stakeholders have access to a role-based data and analytics platform

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4.0 Software and Digital Resources– Observations and Findings



- There is a fairly standard digital toolkit of district supported applications for staff and students, however, 50% of staff surveyed said there is not a standard set of digital resources or they did not know if there was one.
 - Focus groups discussion and survey results indicated that greater clarity around what tools are offered and when they should be used is needed.
 - Over 70% of staff surveyed indicated they did not know if there is a common supported location where teachers can access learning resources.
 - In discussions, Teams, OneNote, SharePoint Groups and D2L were all mentioned as areas where this might happen but everyone agreed that there was not ONE place to look which can cause confusion and inefficiencies.
- According to the survey, staff reported that they need more support to use the available tools and to embed them into their teaching practices.
 - Over 50% responded that they need they need a little assistance (42%) or a lot of assistance (12%) using digital resources to engage the learner and deepen the learning.
- In focus group sessions, staff requested that the toolkit be kept small and consistent for as long a time period as possible (assuming the tools continue to be supported). Changing tools or adding tools with competing functionality causes confusion. In addition, they requested:
 - clear communications that articulate which tool to use for which function
 - simple instructions and how-to examples that meet people where they are at.

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4.0 Software and Digital Resources– Observations and Findings



- E-Learning:
 - For e-learning or DLE, D2L was consistently referenced as the tool used.
 - For blended learning, schools reported using D2L, OneNote, Edmodo, and O365.
 - For staff e-learning, no tool was reported as consistently used
- For student portfolios, numerous tools are being used:
 - D2L portfolio tool
 - FreshGrade
 - Seesaw
 - OneNote
 - There is a fairly standard digital toolkit of district support applications for staff and students however, 50% of staff
- A lack of clarity around OneDrive and how to successfully save to it when using applications outside of O365 was tabled as a concern by some staff in our focus groups.
 - This can be solved if a drive is mapped from the student desktop to OneDrive so the student can easily see their OneDrive files and easily access them. This information should be simply documented and shared with all teachers.

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4.0 Software and Digital Resources– Recommendations



Recommendation 4.1

The Learning Resources (LR) Working Group, working closely with IT Services (if they are not a member of the working group) should identify and articulate what tools are currently in the Digital Toolkit.

The list of district supported software applications should be clearly documented and communicated to all staff and reviewed annually to ensure the toolkit continues to meet the needs of the staff and students.

- This documented list of software applications should define what the software application should be used for (i.e. email, digital portfolio, etc.) and provide quick links to supporting videos / documentation on how to use it. How the application is used to support the Essential Practices should be clearly explained and as much as possible the 'how to use' examples can be shown within the context of the Essential Practices.
 - An initial list of the recommended tools are included on the chart on the following page.
- Overlaps in functionality should be identified and the LR Working Group should eliminate or minimize these overlaps to reduce the confusion that currently exists and that was reported by focus groups. The objective should be to recommend one tool be used for a specific function.
 - This will not only minimize confusion but the associated support and professional learning costs that arise from supporting multiple software applications for the same functionality
- Gaps in functionality should be identified. If the function can be delivered through an existing tool, this will need to be communicated. If not, the LR Working Group should proceed to find a software application that will meet the identified functional requirements that are not currently being met and follow the GEDSB process* to ensure it is appropriate for use in GEDSB and is financially viable. The Learning Council would review the recommendation and the Senior Team ultimately approve the investment.
 - *if a formal software application process does not exist in GEDSB, the Learning Council should work with the LR Working Group to create one
- Staff will need to receive clear, consistent and ongoing communications that they cannot use applications that are not in the supported toolkit as such use might expose their students and themselves to privacy breaches and cybersecurity risks. There may also be licensing risks associated with this use as well.

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4.0 Software and Digital Resources– Recommendations



Recommendation 4.1 Continued

The following chart summarizes the applications that were identified in the engagement, that will have a direct impact on the supporting of the Essential Practices. They are identified here as the starting point for the Learning Resources working group. Recommendations related to each of these are found in 4.2 through 4.5.

Functionality	Recommended Application for the Digital Toolkit
VLE for student	VLE Brightspace
VLE for staff Professional Learning and “Just in Time” support	VLE Brightspace
Digital Portfolio tool, K-12	VLE Brightspace
Personal productivity	O365 Office Suite
Personal organization	OneNote
Collaboration	
Central Learning Repository	Solution should be based on SharePoint Libraries. Teams is a solution but easy to use templates / skins should be developed or 3 rd party solutions designed for K-12 considered. The benefits of build vs. buy should be considered
To ensure 24/7 access to files for staff and students	OneDrive should be used for all storage

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4.0 Software and Digital Resources– Recommendations



Recommendation 4.2

Based on feedback from the Program and Core Team, and building off of recommendation 4.1, D2L should be adopted as the Virtual Learning Environment (DLE) for students (e-Learning and Blended Learning) as well as for all staff for online professional learning.

- If teachers are using D2L for their own PL, they will become more and more comfortable with the tool and be able to use it more naturally with their classes and students

Recommendation 4.3

To accommodate recommendation 4.1 and be able to provide a central repository where these videos and supporting resources can be housed, the Learning Council will need to quickly determine what tool to use for various tasks.

In addition, D2L, as the district’s virtual learning environment, would be a good candidate for building out online professional learning related to how to use these tools and the use of D2L for this purpose would reinforce the commitment to use it for virtual learning for all stakeholders. D2L could either house the resources OR link to the district repository where it would be better housed. This will need to be determined by the Learning Council working closely with IT Services.

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4.0 Software and Digital Resources– Recommendations



Recommendation 4.4

To promote wider adoption of D2L, GEDSB should use D2L as their digital portfolio tool from K to Grade 12. This will:

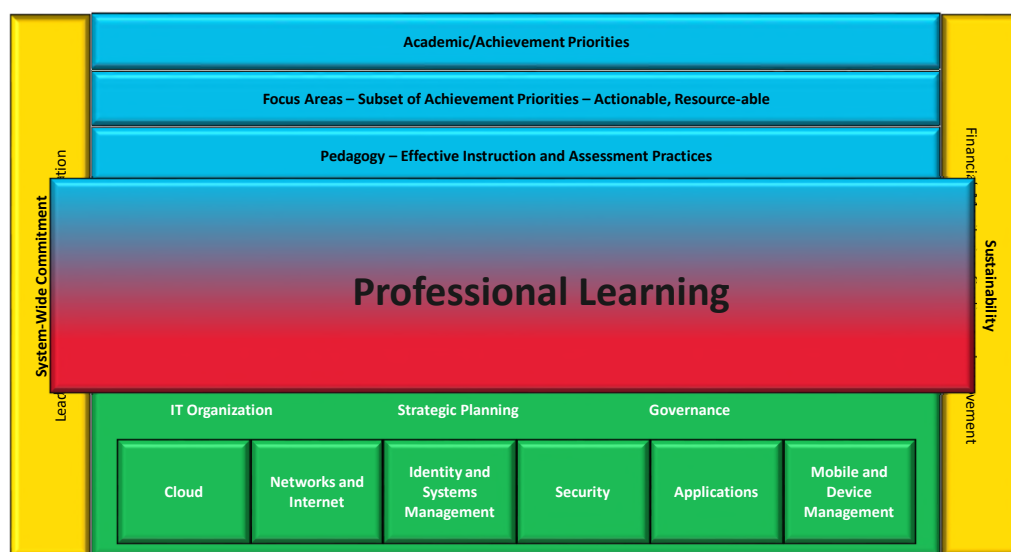
- Enable a student to have one portfolio tool that will take them through to graduation.
- Teachers and parents, regardless of what grades or schools their students are, will only need to access and use one tool for this function.
 - The ability for parents to securely access these portfolios needs to be confirmed in terms of how they are authenticated.
- Eliminate the use of other unsupported portfolio applications (i.e. ClassDoJo and Seesaw), minimizing security issues related to their use.
- Provide a platform for students and teachers in support Triangulation of Evidence, providing a secure place where conversation, observation and product can be stored and shared and where authentic feedback can be collected. Student self-reflections and assessment could be easily accommodated here.

Recommendation 4.5

To resolve the issues with students unable to access their files on OneDrive when in non-Microsoft apps, teachers need to understand how to map a drive from the student desktop to OneDrive so the student can easily see their OneDrive files and access them. This information should be simply documented and shared with all teachers. The Student Tech Teams could also be a support for this as well.

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5.0 Professional Learning

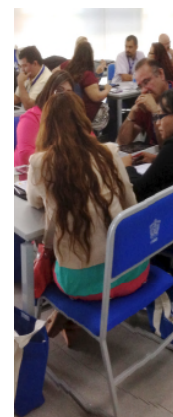


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5.0 Professional Learning – Leading Practices



- New teaching practices are supported by at least 50 hours of instruction, practice and coaching to ensure teachers become comfortable with them. This leads to the expectation that the new teaching practice becomes an integrated part of the teacher's regular practice.
- Professional learning plans are aligned to support the focus area(s) of the district.
- Essential Practices that are to be modeled and promoted in professional learning sessions are clearly articulated and defined, and consistently promoted at all sessions.
- Multiple models of PL are provided including face-to-face, job embedded coaching/mentoring, and web-based; these are all aimed at teachers who require support in this area.
- Professional Learning must meet staff 'where they are at' and consider the different needs of the learner based on where they are on the adoption curve.
- PL must be available to all appropriate stakeholders including teachers, principals, school staff, district staff and supervisory officers.
- Specific and sufficient budget needs to be allocated to support PL in this area.



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5.0 Professional Learning - Observations and Findings



- Of the 6 (or 7 in secondary) days available for PD only 2 to 3 are available for PD related to teaching and learning strategies and practices
- Many forms of PD are provided (district –wide and school based face to face, PLC's, coaching, etc.)
 - Any PD other than the formally schedule district PD days are currently on a pause due limited supply teachers
 - Principals and Vice Principals have monthly meetings, GREAT sessions and the opportunity to attend Management clinics
 - All elementary schools have a coach supporting them in math and all elementary schools have assigned a Math Lead Learner. Some also have literacy lead learner and / or a Tech Lead Learner.
 - New teachers get 2 days of orientation (this is on pause right now)
 - 5 demonstration classrooms are used to showcase educators demonstrating excellence in a particular area.
- Principals on the survey reported they although they are capable of supporting teachers in their use of instructional and assessment practices, over 50% indicated they do not have the time to do so and even more indicated they do not have time to support teachers in effectively using technology.
- Very little PD at the district or school level is provided on technology and rarely is the use of the technology modelled in an achievement priority area (i.e. literacy, numeracy)
 - District or school PD never purposefully embeds and models the devices that are available in every classroom for student access.
 - Some PD models the use of the teacher device and digital toolkit – but this is rare.
 - Most PD on the toolkit typically show you how to use it generally but not typically as a support for math and / or literacy

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5.0 Professional Learning - Observations and Findings



- Staff reported that they need ongoing, district wide, consistent training on how to use all of the tools in the toolkit. This PD must meet staff members where they are at and provide easy to use instructions to help their students learn how to use key functions as well.
- Digital Lead Learners and Student Tech Teams, where available, are key to providing in-school support.
- The Ed Tech team has put up a new website and are making supporting resources available but it has not been broadly communicated so many were unaware of it.
- Principals on the survey reported they although they are capable of supporting teachers in their use of instructional and assessment practices, over 50% indicated they do not have the time to do so and even more indicated they do not have time to support teachers in effectively using technology.

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5.0 Professional Learning – Recommendations



Recommendation 5.1

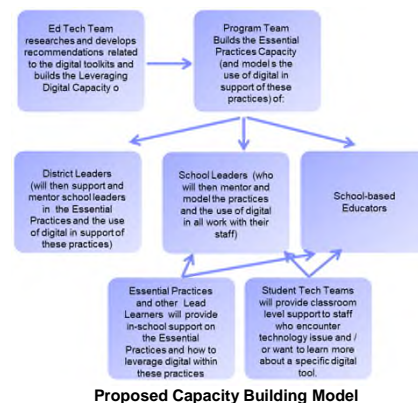
ALL PD, at the district or school level, should purposely embed and model the essential practices and embed digital resources, whenever appropriate.

Recommendation 5.2 – A Model for Building Capacity

The Ed Tech teams primary role should be to mentor and support the Program Team (program, special education and student success) to embed the supporting digital resources in the work they do with the staff they support. Emphasis on this capacity building should be on embedding the student and teacher devices as well as the tools in the digital toolkit to support the Essential Practices.

The Program Team (Program, Special Education and Student Services) will model, coach and mentor school staff, working closely with the Lead Learners in each school.

Over time, District Leaders should be able to support Principals in observing and supporting teachers in the Essential Practices and the use of digital in support of these practices.



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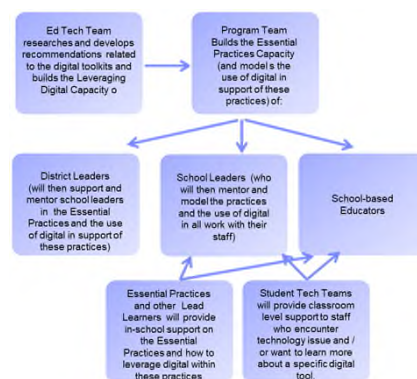
5.0 Professional Learning – Recommendations



Recommendation 5.2 (continued)

In-school supports for staff:

- Over time, Principals should be the leader in the Essential Practices in the school and understand how technology can be used in support of these practices. They should be able to recognize these practices and support teachers in the use of the practices and the supporting digital resources.
- The Digital Lead Learners role should be reworked to support the Essential Practices
 - To emphasize that the Essential Practices are the main focus, this role should be renamed to be called the Essential Practices Lead Learner.
 - One EPLL should be identified in each school (at a minimum)
 - The EPLL should be supported by the District Program team and the EdTech Team.
 - The role of the EPLL should be defined by the Learning Council
 - EPLL's should be selected from staff who volunteer for the role and then be selected by the school principal. Selection should consider their capacity in effectively using the Essential Practices and their ability to coach and mentor others.
- To specifically provide 'how-to' and 'just in time' tech support, a Student Tech Team should be encouraged in each school.
 - In elementary schools, selection should be from students in Grades 6-8, so that there is time to build their capacity and continually mentor new students into the program.
 - The district should consider a 'credentialled' program where GEDSB can issue a Badge to students who participate for a specified time period and who have demonstrate a particular skill set could be an incentive to encourage participation.



Proposed Capacity Building Model

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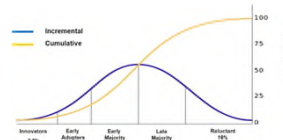
5.0 Professional Learning – Recommendations



Recommendation 5.3

The Learning Council working with the Professional Learning Working Group should create a formal PD plan to build capacity of all staff in the first five identified practices. This can be reinforced in all PL and coaching sessions staff have on these practices at their own schools.

- Based on the monitoring plan that is developed for this plan, an initial baseline should be captured as to where teachers currently are on their understanding and use of the five selected practices from the GEDSB Essential Practices Framework. This baseline should inform the first few rounds of PL that are developed and delivered.
- Consideration should be given to where individuals are in terms of their adoption of the practices and PL offerings should provide multiple entry points.
- Professional learning plans need to focus on all levels of staff:
 - Senior Admin Team
 - Principals and Vice-Principals
 - District staff
 - Classroom Teachers
 - All other supporting teachers such as Teacher Librarians and Special Education teachers
 - ECE's and EA's.
 - School support staff such as secretaries, custodians, etc.
 - Note: new teachers that join the district will need opportunities to participate in PL to bring them 'up to speed' at whatever point in the year they join.



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5.0 Professional Learning – Recommendations

Recommendation 5.4

For the capacity building model in Recommendation 5.2 to be successful, consideration should be given to:

- Ensuring there are enough members of the Ed Tech team to fully support the Program Team and district leaders. This should be monitored year over year to determine if the team needs additional resourcing.
- Given that some of the positions on the Program Team are subject to a three year term, continual capacity building in both the essential practices and embedding technology will be required. The district should strive to ensure no more than a 1/3 of the staff turns over in a given year.

Recommendation 5.5

The Superintendents, district principals, coaches and consultants of the entire Program Team and Ed Tech should meet for one day a month to discuss the Essential Practices framework and collaboratively:

- build strategies to ensure they are using a common language and focusing on the five practices that have been highlighted in the Framework.
- build strategies to embed the student and teacher devices along with the digital toolkit in support technology resources
- showcase and discuss evidence of the practices and leveraging digital that has been captured by members of the team. What can be learned from these examples? Discuss teachers that are in the early and late majority and how to move them along the effective use continuum. Anonymous cases should be examined and potential support solutions discussed. If the solutions are implemented an ongoing discussion of the impact of the support solution continues.

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5.0 Professional Learning – Recommendations

Recommendation 5.6

Given the difficulty in getting release coverage, GEDSB should consider taking greater advantage of technology as a delivery vehicle for just in time learning opportunities. Examples include:

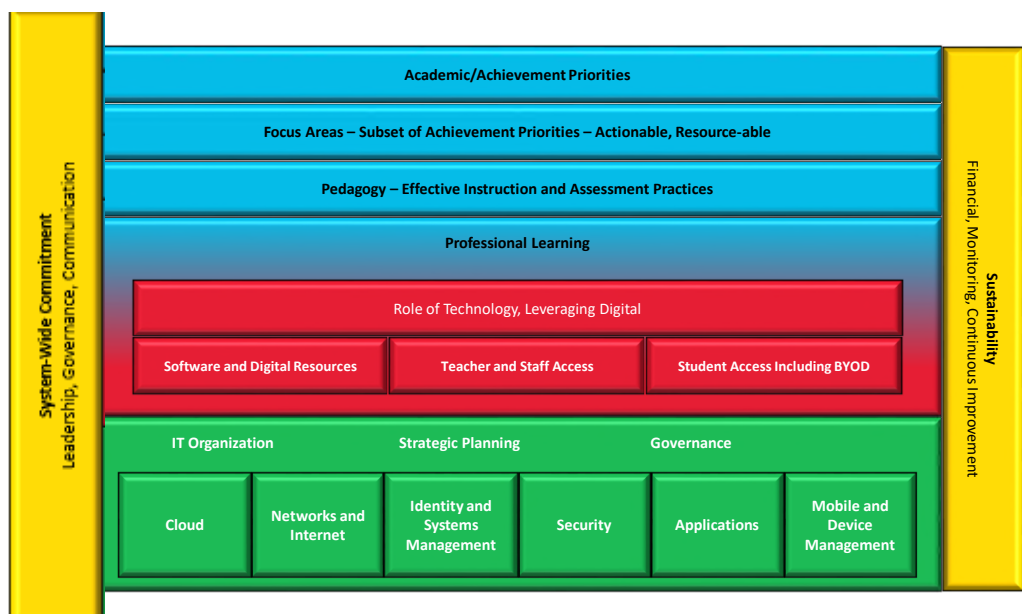
- Webinars / Skype sessions that are offered during the day but recorded for anyone to watch when they have time
- D2L online learning modules could be created on each of the practices and provide video exemplars of the practices being used in classrooms. Consideration for highlighting effective practices across all grades and in as many subjects as possible will make it more authentic for all staff regardless of the grade or subject they teach.
 - All members of the Program team should be participate in building out these modules and resources and take time to capture evidence of effective practices when working each other and school-based staff. These should be tagged and stored in a resource repository and learning modules built in D2L.
 - Assistance from the Ed Tech team will likely be required, especially in the first few years in building these modules.
 - The work of the Ed Tech team and the site they are creating should be reviewed an embraced int eh overall PD strategy. This could become the district the resource repository.
 - Teachers should be encouraged to capture evidence of the essential practices and their impact. These should be submitted to the Program team where they can be reviewed and tagged and added to the collection. This review is not meant to be evaluative rather to provide consistency of quality and tagging.
 - Rich resources are available on the Ministry's website. These should be highlighted and linked to for easy access in the resource repository and the D2L learning modules.

Recommendation 5.7

Once the focus on Essential Practices has been narrowed down, GEDSB should consider bringing in a third party to co-create a Professional Learning Plan to move through the adoption curve to district wide implementation as quickly as possible.

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6.0 Commitment – Communication



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6.0 Commitment: Communication – Leading Practices



- All stakeholders understand and are committed to their plan to achieve success in the focus area identified.
- Expectations for implementing the pedagogy, practices and leveraging digital as outlined in the plan are clearly communicated and understood by all stakeholders, and articulated in system-level and school plans.
- There is a multi-year, formal communication plan to ensure that all stakeholders understand WHY focus areas have been selected, and updates on progress against the plan will be communicated on a regular basis.
- The plan is seen as a true change initiative, It is not just a single event or project, but a multi-year commitment to ongoing implementation and growth – and it is tightly connected to the work of the district.
- There is a web presence for all schools and the district that is:
 - easily authored and maintained.
 - consistently branded.
 - governed by standard guidelines and procedures.

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6.0 Commitment: Communication Observations and Findings



In our various stakeholder meetings, the following communication vehicles were described to us.

<u>School-based Staff</u> <ul style="list-style-type: none"> Staff Meetings <ul style="list-style-type: none"> School, Department Heads, Department Email Shared OneNote Teams / O365 Staff room bulletin board Staff Portal Informal meetings Twitter, Facebook <u>District Staff</u> <ul style="list-style-type: none"> Department Meetings Email Shared OneNote Teams / O365 Staff room bulletin board Staff Portal Social Media: Twitter, Facebook Informal meetings 	<u>Parents</u> <ul style="list-style-type: none"> Email Newsletter Website – school and district Social Media: Twitter, Facebook School Messenger D2L (if the parent uses the students login) School events such as curriculum night, interviews, barbeques, etc. School outdoor signs <u>Students:</u> <ul style="list-style-type: none"> Email D2L / Brightspace Agendas in elementary Face to face with teachers School Announcements Assemblies Social Media : Twitter, Facebook 	<u>GPIC and School Councils Members:</u> <ul style="list-style-type: none"> Email Website – school and district Face to face at School Council meetings and GPIC meetings <u>School Board, Federations</u> <ul style="list-style-type: none"> Board meetings Face to Face meetings Email Website – school and district Social Media: Twitter, Facebook 	<u>Community members,</u> <ul style="list-style-type: none"> Website – school and district Local media sources Social Media: Twitter, Facebook School Open Houses / registration events School outdoor signs
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6.0 Commitment: Communication Observations and Findings



- As indicated on the previous slide, there are many communication vehicles available and used in the district.
- Schools use a common template for their web pages and the information can be federated from the district down.
- Email, which staff indicated is a key vehicle is more likely to be attended to if:
 - It is sent directly from the appropriate Superintendent or the Director for district-wide messages
 - It is sent by the School Principal



6.0 Commitment: Communication – Recommendations

Recommendation 6.1

As part of the overall implementation plan, a formal communication plan, created and maintained by the Communication Working Group, and informed by the Learning Council and Senior Admin Team, should be developed to celebrate and drive the Learning Plan Leveraging Digital. This communication plan should:

- Describe the GEDSB Essential Practices Framework and create a "compelling vision" that all staff understand and will want to participate in.
- Outline the timeline for implementation including details regarding professional learning, monitoring and resources (including digital ones) that will support the plan.
- Emphasize the district's commitment to the plan.
- Articulate expectations for embracing the Essential Practices Framework. .
- Articulate how technology will be used in support of these practices and explicitly define the access mode and WHY it was chosen.
- Be prepared to communicate these messages continually, year over year, to demonstrate commitment
- Describe how success will be measured.

Recommendation 6.2

Communication to district staff should continue to be provided through a variety of vehicles. Based on feedback from the engagement, the following vehicles should be used, as appropriate. It will be important to ensure communication is provided on a regular basis, to keep all staff up to date on progress of the Learning Plan Leveraging Digital.

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6.0 Commitment: Communication – Recommendations

Recommendation 6.3

Strategic district messages to staff should also be delivered face to face in district in-service days, school-based professional learning days and at school and district staff meetings. The messages should be delivered in an engaging way that encourages dialogue and feedback.

Recommendation 6.4

Communication to students and parents should be done through a variety of vehicles including district and school websites, Facebook and Twitter, as well as district and school newsletters (as appropriate). Information and feedback can be exchanged through other channels such as Parent Councils and face-to-face meetings that take place at the school.

Recommendation 6.5

Principals are key to all communications at the school level. To ensure consistent messaging across all schools, the use of short video messages and scripted PowerPoints that are created at the district level and then played by all principals to their staff are encouraged.

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6.0 Commitment: Communication – Recommendations

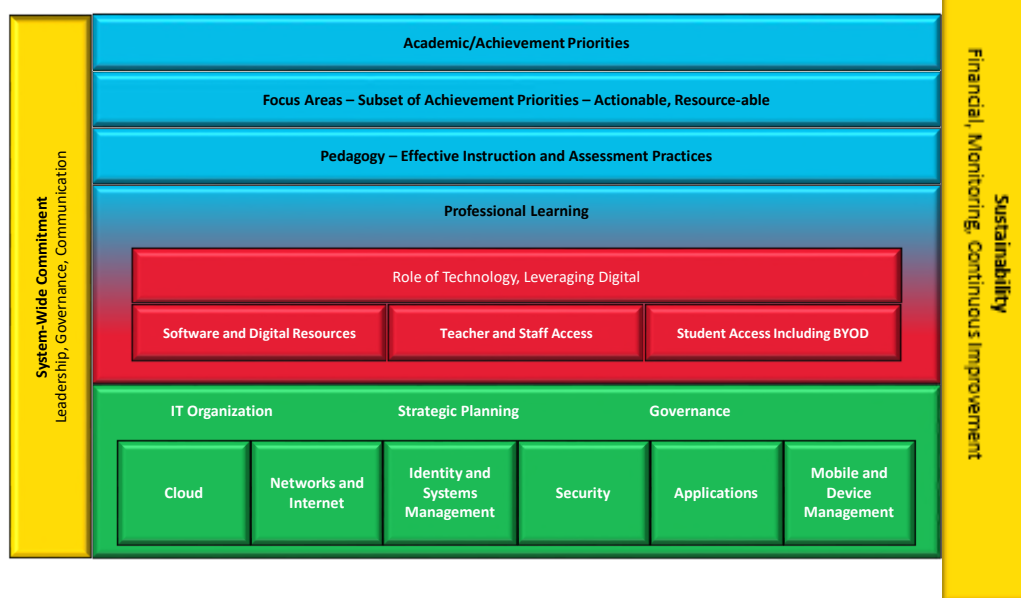
Recommendation 6.6

The Senior Admin Team must ensure there is a clear expectation of use that all staff will embrace the Essential Practices and use technology when and where it is appropriate in support of these practices.

- Senior Admin, Principals, Vice Principals, Program Team Members, Digital Leader Learners (or Essential Practices Lead Learners if that recommendation is adopted), Department Heads and any other school staff supporting this plan will need to work together to deliver a common message and model these expectations in their work.
- Staff must be assured that they will receive the support they need to embrace the Essential Practices and leverage digital within them. It is imperative that this is always part of the communication.

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7.0 Sustainability



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7.0 Sustainability - Leading Practices

- Leveraging digital must be a seamless and natural part (extension) of what the district is already doing educationally.
- The plan is seen as a true change initiative. It is not just a single event or project, but a multi-year commitment to ongoing implementation and growth.
- The plan is designed to withstand changes in the leadership team by setting a goal of having 80%+ of staff being committed (i.e. changing their practice).
- Budget is sustainable for all required components including the professional learning and embedded digital resources. All components are budgeted for in a “utility-like” ongoing fashion.
- Budget is sustainable for all prerequisite infrastructure components.
- **Monitoring of the project is deliberately planned, implemented, regularly reviewed and refined.**
 - Leading practice suggests that by monitoring our work, we can be more confident that the work will be deeply implemented and more readily sustained
 - As part of a true change management process, it is important to define what we expect to happen as a result of our efforts, and then measure what does happen to determine the progress being made towards our goals

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7.1 Sustainability: Monitoring and Data – Observations and Findings

- Based on survey results and focus group discussion with school and district staff, the effective adoption of Differentiated Instruction and Triangulation of data is likely limited to about 30% of the teaching population.
 - There has been over ten years of focus on these practices in Growing Success and the School Effectiveness Framework
- Staff indicated that although most staff can likely describe the practices, many do not truly use these practices to their fullest advantage.
- Staff contributed the failure to achieve system-wide adoption and effective use of these practices to:
 - A lack of time to attend to all of the practices and initiatives that the ministry, district and school expects
 - Not enough PL spent on any one practice to truly embrace and embed it
 - The system's lack of understanding of how long change actually takes for any new practice to adopted across a system – which is 7 to ten years. Typically, one to three years is dedicated to focused attention on an initiative and then the system 'moves on'.
 - Failure to closely monitor implementations and their impact on staff and students

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7.1 Sustainability: Monitoring and Data - Observations and Findings

- Although teachers individually collect a lot of data on an ongoing basis, there is not a district wide strategy for the digital collection and role-based use to provide insights, know the learner more deeply and differentiate instruction as a result.
- Need to be explicit about when and what conversation, observation and product will provide the required insight
 - Need a way to capture both qualitative and quantitative data
- Need to ensure the digital toolkit supports the easy capturing, storing, accessing and analyzing of data to provide rich, role-based insights.
 - Special Education Student profiles for students with identifications are captured and retrieved through Lite (Cardinal).
 - District researcher can provide principals with PowerBI reports, pulling data from PowerSchool and EQAO but there is no data warehouse that teachers and principals can easily use to surface classroom and school profile data and easily drill down to an individual student level.
- Even if data is available, there has been no district wide focus to build staff capacity on how to interpret it and what to do about the insights that would be revealed.

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7.1 Sustainability: Monitoring and Data - Recommendations

Recommendation 7.1.1

A monitoring plan must be developed for the impact of the Essential Practice and the embedding of the digital toolkit within the practices on the learning environment, student engagement and student achievement. Once a narrower focus on the Essential Practices is done, the Monitoring working group should draft the plan and take it to the Learning Council for refinements.

- The monitoring plan should include both success criteria and monitoring instruments. In addition, it must clearly articulate how data and insight gathered through this monitoring plan will be used to reflect upon the impact of the effective use of the Essential Practices on student achievement.
- Key metrics may include:
 - Against a continuum of proficiency, what level of proficiency in using the practices do teachers report they have on the first five practices?
 - Monitoring instrument: Digital self reflection tool
 - Monitor evidence of use by the artifacts collected in the central repository
 - Against a continuum of proficiency, what level of proficiency in using the practices do principals observe on the first five practices?
 - Monitoring instrument: Digital Observational tool
 - Against a continuum of proficiency for embedding technology to effectively support the five essential practices do teachers report they have.
 - Monitoring instrument: Digital self reflection tool
 - Monitor evidence of use by the artifacts collected in the central repository
 - Against a continuum of proficiency for embedding technology to effectively support the five essential practices do teachers report they have.
 - Monitoring instrument: Digital Observational tool
 - Monitor evidence of use by the artifacts collected in the central repository
 - Monitor student achievement in literacy and numeracy (the focus areas identified in the Annual Operating Plan) as an indicator of the impact of the Essential Practices on student learning
 - Report Cards, EQAO, Triangulation of Evidence collected in the digital portfolio
 - Monitor students' engagement and satisfaction with the learning experience as an indicator of the impact of the Essential Practices on the learning environment.
 - Focus groups, student surveys
 - Monitor all of these for growth year over year
- The chart on the following page can be used by the Monitoring Group as an initial starting point. The continuums and goals year over year will need to be defined.

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7.1 Sustainability: Monitoring and Data - Recommendations



Recommendation 7.1.1 Continued

How will we define success?	How will we measure it?	Year One	Year Two	Year Three	Year Four
Proficiency level on Five Essential Practices • Monitoring WG will determine proficiency levels and define each level	<ul style="list-style-type: none"> Proficiency continuum with clear definitions at each level used to create: <ul style="list-style-type: none"> Teacher digital self reflection tool Principal digital observation tool Evidence of use displayed via artifacts in the central repository 	Define distribution along continuum at end of year one	Define distribution along continuum at end of year two • Look for year over year growth	Define distribution along continuum at end of year three • Look for year over year growth	Define distribution along continuum at end of year four • Look for year over year growth
Proficiency level in embedding technology to support the Essential Practices • Monitoring WG will determine proficiency levels and define each level	<ul style="list-style-type: none"> Proficiency continuum with clear definitions at each level used to create: <ul style="list-style-type: none"> Teacher digital self reflection tool Principal digital observation tool Evidence of use displayed via artifacts in the central repository 	Define distribution along continuum at end of year one	Define distribution along continuum at end of year two • Look for year over year growth	Define distribution along continuum at end of year three • Look for year over year growth	Define distribution along continuum at end of year four • Look for year over year growth
Monitor use of specific tools to ensure growing adoption of the toolkit	<ul style="list-style-type: none"> Monitoring working group should recommend which are the most important tools to monitor: <ul style="list-style-type: none"> i.e. Number of active teachers, students and parents in D2L Monitor active classes, # if artifacts, etc. 				
Monitor student achievement in literacy and numeracy (the focus areas identified in the Annual Operating Plan) as an indicator of the impact of the Essential Practices on student learning	<ul style="list-style-type: none"> Report Cards EQAO Triangulation of Evidence collected in the digital portfolio 	Monitor every year but remember It can take three years or more before the impact of improved practices to have a measurable impact on achievement			
Monitor students' engagement and satisfaction with the learning experience as an indicator of the impact of the Essential Practices on the learning environment. Focus groups, student surveys					

7.1 Sustainability: Monitoring and Data - Recommendations



Recommendation 7.1.2

Ongoing monitoring and yearly reviews are required for continuous process improvement. The Learning Council working with the Monitoring working group should be responsible for ensuring that this monitoring plan is created and implemented and that, year over year, refinements are made to the implementation based on these findings.

Recommendation 7.1.3

Both qualitative and quantitative measures should be gathered and analyzed to support the monitoring of the plan.

Recommendation 7.1.4

The monitoring tools that are created should be digital in nature and allow role-based access to staff to access and review the data on a classroom, school and district level, and identify areas of success, or required refinements.

Recommendation 7.1.5

Success should be recognized and celebrated.

Recommendation 7.1.6

Baseline data should be collected as soon as possible and ongoing data collected throughout the year at appropriate points. Their must be a formal plan to act on the monitoring data collected to refine the implementation.

7.0 Sustainability: Monitoring & Data - Recommendations



Recommendation 7.1.7

In order to monitor the impact of the Essential Practices on achievement and to monitor other specific key performance indicators (i.e. graduation rates, and specific achievement gaps), it is recommended that GEDSB develops and implements a plan for the centralized amalgamation of district data and begin to build the foundation for predictive analytics.

Features of this plan should include:

- An educational web-enabled data repository / warehouse.
- Online, role-based access and permissions to data and preconfigured, on-demand reports with the ability to drill down into the data.
- A single point of data entry.
- Alerts when data is updated.
- A dashboard which surfaces current, role-based updates on district targets.
- Elimination of data silos via a common access point.
- Ability to get descriptive and ultimately predictive and cognitive insight.

GEDBS should consider a facilitated Data Vision and Road mapping engagement, facilitated by a third party with experience in developing data visions for school districts to expedite the development of this plan.

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7.2 Sustainability: Financial



Recommendation 7.2.1

This LPLD should be adopted and implemented in a multi-year, sustainable manner:

- With clear focus areas and planning based on the Essential Practices, and with educational technology seamlessly integrated to support and further those goals.
- All aspects of the IBM framework are to be attended to, so educational technology is effective at supporting these priorities and expected practices.

Recommendation 7.2.2

- Strong and clear statements of dedication to this plan must be clearly communicated to:
 - Build on the trust of schools in the district's commitment to leveraging and sustaining the digital investment
 - Centrally fund all components of the technology (devices, projectors and whiteboards, and the digital toolkit) to support the successful implementation of this plan.

Recommendation 7.2.3

- The district should commit to an on-going budget with a 'utility-like' philosophy to support all components of this plan

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Next Steps

- Decide which key recommendations to adopt and work through high level approval cycles.
- Follow-up with Program Team for any refinements to Essential Practices and any updates on the Essential Practices Framework
 - Suggestion: Webinar with IBM to review monitoring plan with Program Team
- Create a more detailed LPLD implementation plan with timelines.
- Refine and improve as steps are taken based on feedback and effectiveness.

Successful implementation of the recommendations in this report, which leverages digital to support GEDSB's Essential Practices and supports a culture of high expectations for both staff and students will play a significant role in accomplishing the district's goal of Success for Every Student.





GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Denise Martins, Superintendent of Education
RE: **Summer School Report**
DATE: April 8, 2019

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Summer School Report as information.

Background

In 2018, summer school students experienced a high level of success as 92.2% (this includes in-class, eLearning and Coop credits) of attempted credits were achieved. This may be attributed to students' intense focus on one course over the span of a day. As well, there may be increased student motivation due to the commitment made to a course during the summer.

eLearning registrations continued to outnumber in-class registrations during Summer School 2018. There were 1153 eLearning credits attempted compared to 452 in-class credit attempts. This indicates that students appreciate the flexibility and variety of summer school programs provided.

In 2019, summer school will be held in two locations: Brantford Collegiate Institute (BCI) and Hagersville Secondary School (HSS). Both locations will offer full credit, reach ahead credit, and credit recovery courses. Full credit courses will also be available to students through eLearning.

Summer school programs offer students the opportunity to make up for unsuccessful credit attempts in regular day school or to upgrade their mark. In addition, summer school provides an opportunity for students to achieve additional credits on their path to graduation.

Key Elements of 2019 Program

1. A Principal has been hired to oversee the summer school program. Three Vice-Principals have been hired and will be assigned to BCI, HSS, and eLearning.
2. eLearning courses will be offered to students again this summer. In 2019, students will have a choice of no more than 50 courses available at the time of registration. eLearning courses can run with smaller numbers than face-to-face classes, allowing students to take courses they may not have access to in day school.
3. Coop will again be offered in all areas within Grand Erie. As well, a two-credit coop will be offered to support students enrolled in the Specialist High Skills Major program who have difficulty acquiring their coop requirement during regular day school.
4. The Student Biz program is a community partnership between the Brantford-Brant Business Resource Centre, Brant Haldimand Norfolk Catholic District School Board (BHNCDSB), and the Grand Erie District School Board. The program is designed to provide an opportunity for students to learn skills that will enable them to be successful entrepreneurs in a hands-on learning environment and potentially earn coop credit(s). This program will run in conjunction with summer school pending student interest.

5. Summer school will again offer Literacy & Numeracy Programs for Grade 6, 7, and 8 students in both Brantford and Hagersville.
6. Reach ahead opportunities will be provided to Grades 7 and 8 students who wish to acquire a secondary school credit prior to their official enrolment.
7. Dual Credit opportunities will be identified for 2019 once the number of available Dual Credit seats is determined. It is anticipated that the Hair and Aesthetics course will run in Simcoe. The Construction course most likely will be available for students through BHNCDSD in Brantford.
8. Pending approved funding, the Focus on Youth program may once again provide students the opportunity for summer employment in partnership with various community organizations. Students will gain valuable leadership skills, make connections within their home communities, and develop employment skills. Coop credits may also be earned.

Summer School Challenges

1. Summer school registration happens in a short time frame and the creation of classes and hiring of teachers generally takes place in two to three days. Although prospective teachers are interviewed in early May, finalized enrollment and staff requirements is not known until a few days before summer school begins. Several reasons for unknown enrollment numbers include: the outcome of June exams, students who pre-register do not attend, students register at the last minute, and/or students attend without registering.
2. Summer school staff will again be using PowerSchool as their Student Information System. Continued support from the Information Technology (IT) department will be necessary to identify and problem solve issues as they arise. IT will accommodate the PowerSchool year end process until after summer school administrative tasks are completed and report cards are mailed.
3. The BHNCDSD has tentatively confirmed their summer school course offerings for 2019. The following courses will run online: CHV2O, ENG4U, GLC2O, HRT3M, and PPZ3C. We anticipate that this will have a minimal impact on our enrollment numbers in these areas.
4. A 2018 vote by the Ontario eLearning Consortium (OeLC) prohibits school boards to directly enroll students from a non-OeLC board or school. This information will be clearly communicated on the board website and in Summer School registration packages. Students from all boards/schools are welcome to register for any face-to-face classes.

Summary

The focus of summer school is no longer entirely on secondary school-aged students recovering credits. Summer school is designed to meet various student needs, including transition supports for intermediate students. Summer school provides both interest-based and needs-based educational opportunities to support more students as they progress toward graduation.

Grand Erie Multi-Year Plan

This report supports the Achievement indicator of Success for Every Student and the following statement: "We will set high expectations for our students and staff. We will monitor, measure and reflect on our outcomes."

Respectfully submitted,

Denise Martins,
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Denise Martins, Superintendent of Education
RE: **eLearning Annual Report**
DATE: April 8, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the eLearning Annual Report as information.

Background

The Grand Erie District School Board has been delivering eLearning programming since September 2002. During this time the program has expanded to include a greater number of courses in a variety of grades and pathways. Grand Erie eLearning offerings are in partnership with the Ontario eLearning Consortium (OeLC). The OeLC is a group of 22 school boards that share eLearning courses and students for the purposes of increasing access to eLearning. Additionally, the virtual learning environment (VLE) is used to support student learning through: Mathify, Career Cruising, Credit Recovery, blended learning, Summer School, Continuing Education and Adult Education.

Current eLearning Programs**1. Consortium-Based Asynchronous eLearning**

In this delivery model, students and their teachers do not work simultaneously.

In 2017-18 Semester 2, Grand Erie teachers delivered nine asynchronous eLearning courses. 126 Grand Erie students took eLearning courses offered by Grand Erie teachers. Additionally, 90 Grand Erie students were placed in courses offered by other school boards within the OeLC. As well, Grand Erie accepted 89 students from other consortium school boards into its eLearning courses. The Semester 2 success rate for students enrolled in Grand Erie eLearning courses was 94.4%.

Consortium-Based Asynchronous Success Rates – Semester 2, 2017-18				
Course	Count Date	Full Disclosure Date (5 days after midterm report)	Course End	Success Rate
CHY4U World History Since the Fifteenth Century	29	25	25	96% 24/25
ENG4U English	29	22	22	95% 21/22
HHS4U Families in Canada	32	29	29	100% 29/29
HRT3M World Religions and Belief Traditions	29	24	24	96% 23/24
HSB4U Challenge and Change in Society	30	30	30	100% 30/30

Consortium-Based Asynchronous Success Rates – Semester 2, 2017-18				
Course	Count Date	Full Disclosure Date (5 days after midterm report)	Course End	Success Rate
ICS3U Introduction to Computer Science	30	28	28	96% 27/28
MHF4U Advanced Functions	29	23	22	96% 21/22
PPZ3C Health for Life	17	13	13	85% 11/13
SBI3U Biology	25	23	22	100% 22/22

During 2018-19 Semester 1, Grand Erie teachers delivered nine asynchronous eLearning courses. 128 Grand Erie students took eLearning courses offered by Grand Erie teachers, while 76 Grand Erie students were placed in courses offered by other school boards. In addition, Grand Erie accepted 86 students from other consortium school boards into its eLearning courses. The Semester 1 success rate for students enrolled in Grand Erie eLearning courses was 93%.

Consortium-Based Asynchronous Success Rates – Semester 1, 2018-19				
Course	Count Date	Full Disclosure Date (5 days after midterm report)	Course End	Success Rate
BAF3M Financial Accounting Principles	32	30	28	100% 28/28
BOH4M Business Leadership	33	32	32	94% 30/32
CHY4U World History Since the Fifteenth Century	24	20	18	94% 17/18
ENG3U English	27	25	23	92% 23/25
ENG4U English	28	24	24	96% 23/24
EWC4U The Writer's Craft	28	27	27	96% 26/27
CWL3O Designing Your Future	23	20	17	100% 17/17
HSP3U Introduction to Anthropology, Psychology, Sociology	29	29	29	97% 28/29
MAP4C Foundations for College Mathematics	18	16	16	75% 12/16

2. Continuing Education and Summer School

Continuing Education, through Grand Erie Learning Alternatives, offers a variety of eLearning courses. On March 5, 2019, there were 727.5 active Grand Erie student registrations in Continuous Intake eLearning courses. In 2018, 1153 students attempted Summer School eLearning courses offered by Grand Erie.

Grand Erie eLearning Website

This website is accessible under the 'Secondary' then 'Programs' heading at granderie.ca. Students, parents, and guidance counsellors can find information about Grand Erie's eLearning course offerings, quizzes to determine if the students are well suited for eLearning. As well, information is provided on the technical requirements to take an eLearning course, a student checklist for eLearning readiness, and how to access the VLE.

Role and Responsibilities of the Technology Enabled Learning and Teaching Contact (TELTc)

The Technology Enabled Learning and Teaching Contact is a position that is funded through the Ministry of Education. It is the vision of the Ministry that the TELTc, as a leader of technology enabled learning and teaching, will foster co-learning and collaboration. The Ministry has provided the following areas of focus for the person in this role:

- **Capacity Building** - The TELTc will build the individual and collective capacity of educators through ongoing professional learning within the school board.
- **Learning Resources** - The TELTc will facilitate the development of resources in the school board to support technology enabled learning and teaching.
- **Learning and Teaching Expertise** - The TELTc will provide the leadership needed for classroom educators, school and system leaders, and professional learning facilitators to better understand and embrace the enabling role of technology in expanding what, how, when, and where learning takes place.
- **Infrastructure** - The TELTc will support the use of the provincially licensed virtual learning environment for student and professional learning.
- **Operations** - The TELTc will work collaboratively with the Ministry in order to inform and guide work related to technology enabled learning and teaching in the school board and across the province.

Considerations and New Developments for 2018-19

- Ongoing review of the use of eLearning at Alternative Education sites.
- Continue to support the asynchronous eLearning program, which includes promotion of the program, communication with principals and guidance departments, professional development for teachers, and support for students.
- Continue to ensure alignment between the Education Technology Initiative and eLearning.
- Continue to ensure alignment between Adult Education, Continuous Education and Alternative Education models and eLearning.
- Since 2016, eLearning began purchasing student devices for each of Grand Erie's secondary schools to be used by eLearning students. As of March 2018, Cayuga Secondary School, Delhi District Secondary School, Dunnville Secondary School, McKinnon Park Secondary School, North Park Collegiate & VS, Pauline Johnson Collegiate & VS, Valley Heights Secondary School, and Waterford District High School received 10 eStudent devices. Hagersville Secondary School, Brantford Collegiate Institute & VS, Simcoe Composite School, and Paris District High School will receive devices in the spring of 2019.
- Brightspace by Desire2Learn (D2L) continues to be the provincially licenced VLE. D2L was the successful candidate of the Ministry's recent procurement process, ensuring uninterrupted access to the VLE and other integrated resources for the next ten years.
- Grand Erie is piloting an internal asynchronous eLearning course (PSK4U) specifically for Grand Erie students, delivered by a WDHS teacher for students from WDHS, VHSS, PJC&VS. Currently, there are 26 students enrolled: 2 from PJC&VS, 5 from VHSS, and 19 from WDHS. If this course is successful, this model may be rolled out on a larger scale for the 2019-20 school year.

Budget Implications / Funding Sources

For the 2018-19 school year, \$50 000 was provided through the Grand Erie budget process to support the eLearning initiative. The budget was used to support:

- Registration site licensing fee and OeLC operation expenses.
- Teacher training and professional development for eLearning teachers.
- OeLC Governing Council meetings (4 times per year involving the Principal of eLearning and program staff).
- Laptops and other required hardware for eTeachers.

Ongoing Plan

1. Discussions regarding teaching sections occurs at secondary staffing committee meetings with OSSTF and Human Resources in March/April.
2. The eLearning Principal regularly communicates updates with other principals at the monthly Secondary Directors meetings.
3. The District eLearning Contact (DeLC) regularly communicates with guidance counsellors through email and at the Guidance Heads meetings.
4. The DeLC and ePrincipal liaise with Grand Erie committees and other stakeholders as required.
5. Regular attendance at OeLC and Ministry of Education meetings by the ePrincipal, DeLC and TELTc to maintain a provincial perspective.
6. The DeLC and TELTc communicate with principals and teachers to support technology enabled learning as required.

Grand Erie Multi-Year Plan

This report supports the Achievement indicator of Success for Every Student and the following statement: "We will set high expectations for our students and staff. We will monitor, measure and reflect on our outcomes."

Respectfully submitted,

Denise Martins
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Linda De Vos, Superintendent of Education
RE: **Before & After School Programs Kindergarten – Grade 6, 2019-20**
DATE: April 8, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the report on Before and After School Programs 2019-20 as information.

Background

School boards are required under the Ministry of Education's *Before-and-After School Programs Kindergarten – Grade 6 Policies and Guidelines* to ensure the provision of before-and-after school programs in each elementary school in Ontario for students in Kindergarten to Grade 6 where there is sufficient demand and/or viability.

Before-and-After School Programs must be available on every instructional day and, may operate on non-instructional days if there is a need required by families within the community. School boards may directly operate or, they may enter into an agreement with a third party that is either:

- A licensed child care center that is eligible to receive fee subsidy payments for children enrolled in the program, and/or
- An authorized recreational and skill building program for after school programs only serving students in grade 1 – grade 6 (aged 6 or older)

To support an integrated approach to the planning and delivery of before-and-after school programs, school boards are required to consult with community partners to determine demand and program viability. Joint board/local service system manager/third-party provider meetings occur frequently throughout the year to ensure a consistent approach to the provision of before-and-after school care for families across the community.

Additional Information

For the past year, providers have struggled to retain and recruit new Early Childhood Educators due to the shortage across the province. Although providers are not to have waitlists, the shortage of staff has impacted this requirement. During our joint board/local service system manager meetings a decision was made to prioritize the current before-and-after school programs that have waitlists, prior to initiating new programs at new sites. Current providers were emailed to obtain their program waitlist status and, to confirm their interest in continuation of current programs. There are currently 20 before-and-after school program sites with waitlists. Moving forward and where possible, both boards additionally agreed to consider opportunities where a joint program could be offered that would be of benefit to all.

Although the regulatory requirement to survey every parent annually was removed, in February the survey was distributed to families at the 17 school sites where the program does not exist. Following the collection of this data, if a need is determined to be viable, the next step in the process has been to extend an invitation to our third party childcare providers to submit an Expression of Interest for those school sites. At this time, in discussion with Consolidated Municipal Service Managers, we are pausing this process until the Ministry of Education releases the budget.

To date, third-party providers have confirmed the continuation of before-and-after school programs for 40 school communities, as listed below. Five programs will be offered off site. Two school locations offer an after school authorized recreational and skill building program for students in grade 1 and up (aged 6 or older). Two school locations will offer a Before & After School Program and, an authorized recreational and skill building program for students in grade 1 and up (aged 6 or older).

It is important to note, however, that based on changing viability numbers there is the possibility that in collaboration with community partners a Before and After School program will not run due to low numbers between now and September.

Before and After School Care Program Status – as of April 2019

School	Before & After School Program Third Party Provider	Recreation Third Party Provider	Offsite Provider
Agnes Hodge			Kiddy Korner Daycare (Boys and Girls Club)
Banbury Heights	Boys and Girls' Club		
Bellview	YMCA		
Bloomsburg	Surveyed to determine need.		
Boston	Today's Family		
Branlyn Community	YMCA		
Brier Park	YMCA		
Burford District Elementary	Burford Co-Op	County of Brant Kids Zone	
Caledonia Centennial	CYPRES		
Cedarland	Surveyed to determine need.		
Centennial-Grand Woodlands	Surveyed to determine need.		
Central, Brantford	Surveyed to determine need.		
Cobblestone	Paris Childcare	County of Brant Kids Zone	
Ecole Confederation	YMCA		
Courtland	Surveyed to determine need.		
Delhi	Surveyed to determine need.		
École Dufferin	YMCA		
Echo Place	YMCA		
Elgin Ave.	Surveyed to determine need.		
Glen Morris Central	Surveyed to determine need.	County of Brant Kids Zone	
Graham Bell-Victoria	Surveyed to determine need.		
Grandview	YMCA		

School	Before & After School Program Third Party Provider	Recreation Third Party Provider	Offsite Provider
Greenbrier	YMCA		
Hagersville Elementary			Koala T Care
Houghton	Surveyed to determine need.		
J. L. Mitchener	CYPRES		
James Hillier	YMCA		
Jarvis	Parkway		
King George	Surveyed to determine need.		
Lakewood	Today's Family		
Langton	Surveyed to determine need.		
Lansdowne-Costain	YMCA		
Lynndale Heights	Today's Family		
Mapleview	YWCA		
Major Ballachey		Boys and Girls Club	
Mt. Pleasant	YMCA		
North Ward	Paris Child Care		
Oakland-Scotland			Just 4 Moms & Kids
Oneida Central	Surveyed to determine need.		
Onondaga-Brant	YMCA		
Paris Central	Surveyed to determine need.		
Port Rowan			Calvary Daycare
Prince Charles	YMCA		
Princess Elizabeth	Surveyed to determine need.		
Rainham Central	Surveyed to determine need.		
River Heights	CYPRES		
Russell Reid	YMCA		
Ryerson Heights	YMCA		
Seneca Central	Surveyed to determine need.		
St. George-German			St. George Children's Centre
Teeterville	Surveyed to determine need.		
Thompson Creek	YWCA		
Walpole North	Parkway		
Walsh	Today's Family		
Walter Gretzky	YMCA		
Waterford	Today's Family		
West Lynn	Today's Family		
Woodman-Cainsville	YMCA		

Next Steps

1. Once the Ministry of Education releases the 2019-20 budget, discussion will resume with Consolidated Municipal Service Managers regarding next steps in the process.
2. As outlined in regulation, school boards are required to provide information to parents in writing and on the board's website by May of each year. This information can be changed at any point as viability of programs change.
3. School Boards are required to report to the Ministry by the end of each school year.

Grand Erie Multi-Year Plan

This report supports the Community indicator of Success for Every Student and the following statement: we will develop a process to formally integrate and celebrate the partners whose contributions enhance the learning experiences of our students.

Respectfully submitted,

Linda De Vos
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business and Treasurer
RE: **Trustees' Expense Report**
DATE: April 8, 2019

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Trustee's Expense Report as information.

Background

Trustees are reimbursed for out of pocket expenses in accordance with Policy F3. The Policy requires that the expenses are reported to the Board in April and November each year.

The attached report details total expenses reimbursed for the period from September 1, 2018 to March 31, 2019.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer

Trustee Expense Report				
For the Seven Months Ended March 31, 2019				
Trustee	Professional Development	Travel / Mileage	Internet / Cell Phone	Total
Anderson, Greg		1,476.63	787.60	2,264.23
Collver, Rita		1,339.31	723.15	2,062.46
Dean, David	1,341.01	296.46	500.00	2,137.47
Dixon, Eva		394.52		394.52
Doyle, Brian		237.92	621.24	859.16
<i>Felsky, Alexandra*</i>			900.00	900.00
Gibson, Susan	1,259.59	100.12	426.45	1,786.16
<i>Harris, John*</i>		252.72	426.45	679.17
Richardson, James		487.94	620.00	1,107.94
<i>Sandy, Karen*</i>		350.89	540.00	890.89
Sloat, Carol Ann	718.76	547.02	162.00	1,427.78
<i>Sowers, Diane*</i>		484.27	423.06	907.33
Speers, Christina		52.49	167.79	220.28
VanEvery-Albert, Claudine	819.25			819.25
<i>Waldschmidt, Tom*</i>		237.71	237.12	474.83
Werden, Don	1,474.15	479.30		1,953.45
Hauser, Alexandra	1,195.00	268.70		1,463.70
Total All Trustees	6,807.76	7,006.00	6,534.86	20,348.62

Note: * Indicates the Trustee's term concluded November 30, 2018



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Bylaw 31 – Bridge Financing – Coronation School Renovation Project**
DATE: April 8, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board rescind Bylaw 31 – Bridge Financing – Coronation School Renovation Project.

Background

Bylaw 31 – Bridge Financing – Coronation School Renovation Project was established March 2015 to finance the construction expenditures while the Board waited for funding from the Ministry.

The principal borrowed under this bylaw has been repaid in full. This borrowing facility is no longer required and the bylaw can be rescinded.

The proposed rescinded bylaw is attached.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



BYLAW

BL31

Bridge Financing – Coronation School Renovation Project

Board Received: March 30, 2015 Review Date: April 2019

Terms of Facilities

The signing authorities of the Board are authorized to enter into a Letter of Agreement with the Royal Bank of Canada re: Bridge financing for the Coronation School Renovation Project pending long term financing.

Credit Facility \$5,900,000 non-revolving term facility, by way of Bankers' Acceptances

Repayment Borrowings under this facility are repayable when replaced by long term financing provided through the Ontario Financing Authority or receipt of direct capital grant from the Ministry of Education.

Interest Rate Banker's acceptance rate plus an acceptance fee of .75% per annum.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Denise Martins, Superintendent of Education
RE: **SO28 Student Concussion and Head Injury Policy**
DATE: April 8, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward Policy SO28 – Student Concussion and Head Injury Policy to all appropriate stakeholders for comments to be received by May 30, 2019.</p>

Background

Policy SO28 – Student Concussion and Head Injury was approved by the Board in March 2015 and has been identified for review.

Additional Information

Suggested revisions have been made to the Policy and a draft revised policy is attached for circulation to stakeholders for comment.

Communication Plan

This Policy/Procedure will be circulated for stakeholder input in keeping with Board Bylaw BL9.

Respectfully submitted,

Denise Martins
Superintendent of Education



Student Concussion and Head Injury

Board Received: March 30, 2015 Review Date: April 2019

Policy Statement:

Grand Erie District School Board is committed to ensuring the safety and well-being of students recognizing that children and adolescents are among those at greatest risk of concussion and/or head injury. The Board is committed in building awareness, prevention, identification and management of concussions and/or head injuries to reduce increased risk.

Accountability:

1. ~~Frequency of Reports~~ ~~Annual~~
2. ~~Severity Threshold~~ ~~As needed~~

1. Criteria for Success – Adherence to the Student Concussion and Head Injury Policy

1. Purpose

The Grand Erie District School Board recognizes concussions as a serious injury which requires appropriate follow-up measures to reduce risk of potential additional injury. Concussion awareness, prevention, identification and management are a priority. The implementation of the Student Concussion and Head Injury Policy is another important step in creating healthier schools in Grand Erie.

The resource package “Student Concussion and Head Injury” (SO 28-1) contains general concussion information, strategies for preventing and minimizing the risk of sustaining concussions (and other head injuries) in schools and at off-site school events. Included within the package is information on the safe removal of an injured student from activity, initial concussion – assessment strategies (use of common symptoms and signs of a concussion) and steps to take following an initial assessment. This package also includes information and the materials necessary for the management of a diagnosed concussion.

2. Information

2.1. Definitions

The definition of **concussion** outlined below is adapted from the definition provided in the concussion protocol in the Ontario Physical Education Association (Ophea) Safety Guidelines.

A concussion:

- ~~is a brain injury that causes changes in how the brain functions, leading to symptoms that can be physical (e.g., headache, dizziness), cognitive (e.g., difficulty concentrating or remembering), emotional/behavioural (e.g., depression, irritability) and/or related to sleep (e.g., drowsiness, difficulty falling asleep);~~
- ~~may be caused either by a direct blow to the head, face or neck, or a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull;~~
- ~~can occur even if there has been no loss of consciousness (in fact most concussions occur without a loss of consciousness); and,~~

- cannot normally be seen on X-rays, standard CT scans or MRIs; is a traumatic brain injury that causes changes in how the brain functions, leading to signs and symptoms that can emerge immediately or in the hours or days after the injury. It is possible for symptoms to take up to 7 days to appear;
- signs and symptoms can be physical (e.g., headache, dizziness), cognitive (e.g., difficulty concentrating or remembering), emotional/behavioural (e.g., depression, irritability) and/or related to sleep (e.g., drowsiness, difficulty falling asleep);
- may be caused by a significant impact to the head, face, neck or body, with an impulsive force transmitted to the head, that causes the brain to move rapidly and hit the walls of the skull (for a visual description of how a concussion occurs, consult How a concussion occurs);
- can occur even if there has been no loss of consciousness, (in fact most concussions occur without a loss of consciousness);
- cannot normally be seen on X-rays, standard CT scans or MRIs; and
- is typically expected to result in symptoms lasting 1- 4 weeks in children and youth (18 years or under), but in some cases symptoms may be prolonged.

A concussion diagnosis:

A concussion is a clinical diagnosis made by a medical doctor or nurse practitioner. In the best interest of the child it is critical that a student with a suspected concussion be examined by a medical doctor or nurse practitioner. Without medical documentation the students' participation in physical activity will be restricted. Medical doctors and nurse practitioners are the only healthcare professionals in Canada with licensed training and expertise to diagnose a concussion; therefore, all students with suspected concussions should undergo evaluation by one of these professionals.

Second Impact Syndrome:

Research suggests that students a child or youth who suffers a second concussion before they are he or she is symptom free from the first concussion are is susceptible to a prolonged period of recovery, and possibly Second Impact Syndrome – a rare condition that causes rapid and severe brain swelling and often catastrophic results, including death.

2.2. Relevant Research

Due to their developing brain and risk taking behavior, children and adolescents are more susceptible to a concussion and take the longest to recover. Recent research has made it clear that a concussion can have a significant impact on a student's cognitive and physical abilities. In fact, research shows that activities that require concentration can actually cause a student's concussion symptoms to reappear or worsen. It is equally important to help students as they "return to learn" in the classroom as it is to help them "return to physical activity". Without identification and proper management, a concussion can result in permanent brain damage and in rare occasions, even death.

Collaborative Team Approach

Concussion prevention and management requires the cooperation of all partners in the school community. To ensure the safety of students while they enjoy the many benefits of being active, parents/guardians, students, volunteers, all staff, and school boards must understand and fulfill their responsibilities. It is critical to a student's recovery that the Return to Learn/Return to Physical Activity Plan be developed through a collaborative team approach led by the school principal. This team should include the concussed student, their his/her parents/guardians, school staff and volunteers who work with the student, and the medical doctor/nurse practitioner. Ongoing communication and monitoring by all members of the team are is essential for the successful recovery of the student.

3. Signs and Symptoms of a Concussion

The first step to managing a concussion is being able to recognize common signs and symptoms. A concussion may be caused by a significant impact to the head, face, neck or body, with an impulsive force transmitted to the head. ~~A concussion should be suspected following a blow to the head, face or neck, or a blow to the body that transmits a force to the head.~~ It is important to observe for **one** or more of the signs or symptoms of a concussion which may take hours or days to appear. Refer to the Student Concussion and Head Injury resource package for a list of common signs and symptoms.

4. Roles and Responsibilities

4.1 Appropriate Senior Administrator(s) will:

- a. Perform an annual review to ensure guidelines align with current best practice recommendations and, at a minimum, Opeha concussions guidelines;
- b. Ensure concussion education is made available to all school personnel and volunteers;
- c. Implement concussion awareness and education strategies for students and their parents/guardians;
- d. Provide support to schools and staff to ensure enforcement of Return to Learn and Return to Physical Activity guidelines and the Student Concussion and Head Injury Policy;
- e. Ensure that all Board staff, including volunteer coaches, involved in physical activity education and supervision (includes but not limited to: recess supervision, curricular, interschool, and intramural physical activity, before and after school care), are trained to recognize signs and symptoms of a suspected concussion and what immediate action to take;
- f. Ensure that information on the Student Concussion and Head Injury Policy is available to the school community, including organizations that use the school facilities, such as community sports organizations and licensed child-care providers operating in schools of the Board; and
- g. Ensure each elementary and secondary school implements the Concussion Management – Home Preparation for Return to School (RTS) and Return to Physical (RTPA) Plan (Appendix E1) and the –School Concussion Management – Return to School (RTS) and Return to Physical Activity (RTPA) Plan (Appendix E-2). ~~Documentation for a Diagnosed Concussion—Return to Learn and Return to Physical Activity Plan (Appendix E).~~

4.2 Principal will:

- a. Implement the Student Concussion and Head Injury Policy;
- b. Ensure all staff, volunteers, parents/guardians, and students are aware of the Student Concussion and Head Injury Policy and understand their roles and responsibilities;
- c. Ensure the Student Concussion and Head Injury Policy is followed by all school staff (including occasional staff/support staff, recess supervisors), parents/guardians, students, and volunteers;
- d. Arrange for concussion in-servicing for staff and coaching volunteers, and repeat as necessary;
- e. ~~Share~~ Provide the following concussion documentation to ~~information with~~ students and their parents/guardians:
 - i. ~~Ensure that the~~ For a suspected concussion: Tool to identify a Suspected Concussion (Appendix C) and the Documentation of Monitoring/Documentation of Medical Assessment Form (Appendix D2).
 - ii. ~~Documentation of Monitoring/Documentation of Medical Assessment Examination Form (Appendix D2) and the~~

- ~~iii.ii.~~ For a diagnosed concussion: Concussion Management – Home Preparation for Return to School (RTS) and Return to Physical (RTPA) Plan (Appendix E1) and the School Concussion Management – Return to School (RTS) and Return to Physical Activity (RTPA) Plan (Appendix E2). ~~are provided to parents/guardians. Documentation for a Diagnosed Concussion – Documentation for a Diagnosed Concussion – Return to Learn/Return to Physical Activity Plan (Appendix E) are provided to parents/guardians~~
- f. Ensure Opha safety guidelines are being followed;
 - g. Work as closely as possible with students, parents/guardians, staff, volunteers, and health professionals to support concussed students with their recovery and academic success;
 - h. Maintain up to date emergency contact and telephone numbers;
 - i. Encourage parental/guardian cooperation in reporting all non-school related concussions;
 - j. Ensure concussion information is readily available to all school staff and volunteers;
 - k. Ensure that all incidents have been reported, recorded and filed as necessary:
 - i. the Ontario School Boards' Insurance Exchange (OSBIE) incident report;
 - ii. Critical Injury Report; and
 - iii. Student Concussion Diagnosis Report (Appendix G).
 - l. Coordinate a student conference to determine the individualized RTS Plan and to identify the RTS learning strategies and/or approaches required by the student based on the post concussions symptoms. See Appendix B for Return to Learn Strategies/Approaches; ~~For students who are experiencing difficulty in their learning environment as a result of a concussion, principals may coordinate the development of an Individual Education Plan – non identified (IEP – non identified). See Appendix B for Return to Learn Strategies/Approaches~~
 - m. Approve any adjustments to the student's schedule as required;
 - n. Alert appropriate staff about students with a suspected or diagnosed concussion;
 - o. Prior to student return to school, ensure the completion and collection of the following documentation:
 - i. Documentation of Monitoring/Documentation of Medical Assessment ~~Examination~~ Form (Appendix D2); and
 - ii. Concussion Management – Home Preparation for Return to School (RTS) and Return to Physical Activity (RTPA) Plan (Appendix E1). ~~Documentation for a Diagnosed Concussion – Documentation for a Diagnosed Concussion – Return to Learn/Return to Physical Activity Plan (Appendix E)~~
 - p. Ensure the completion of the School Concussion Management – Return to School (RTS) and Return to Physical Activity (RTPA) Plan (Appendix E2);
 - q. Ensure the completion and collection of the Documentation for Medical Clearance (Appendix F) prior to the student moving on to full participation in non-contact physical activities and full contact practices (RTPA Stage 5);
 - ~~p.r.~~ File above documents (Appendix D2, E1, E2 and F&E) in student's OSR and provide copy to appropriate school staff; and
 - ~~q.s.~~ Once concussion is diagnosed, appoint primary staff member to act as the student's school contact to ensure adequate communication and coordination of their needs.
- 4.3 School Staff (Includes administration staff, teaching staff, support staff, coaches, volunteers, etc.) will:
- a. Understand and follow the Student Concussion and Head Injury Policy;
 - b. Attend and complete concussion training;
 - c. Ensure age-appropriate concussion education, including prevention, is included for all students participating in activities that could result in a concussion. Have students and their parent/guardian complete the *Player Code of Conduct* (Appendix F);

- d. Be able to recognize signs, symptoms and respond appropriately in the event of a concussion see the *Tool to Identify a Suspected Concussion* (Appendix C);
- e. Follow current Opeha safety guidelines related to concussions and implement risk management and injury prevention strategies;
- f. Make sure that occasional teaching staff are updated on concussed student's condition.

4.4 Parents/Guardians will:

- a. Review with ~~their~~^{your} child the concussion information that is distributed through the school (e.g. *Concussion Information for Parents and Students* (Appendix A));
- b. Reinforce concussion prevention strategies with ~~their~~^{your} child, for example the *Player Code of Conduct* (Appendix ~~C~~^F);
- c. Understand and follow parents/guardian roles and responsibilities in this policy;
- d. In the event of a suspected concussion, ensure ~~their~~ child is assessed as soon as possible by physician/nurse practitioner, preferably on the same day;
- e. Cooperate with school to facilitate the Concussion Management – Home Preparation for Return to school (RTS) and Return to Physical Activity (RTPA) Plan (Appendix E1) and the School Concussion Management – Return to School (RTS) and Return to Physical Activity (RTPA) Plan (Appendix E2); ~~Documentation for a Diagnosed Concussion – Return to Learn/Return to Physical Activity Plan (Appendix E);~~
- f. Follow physician/nurse practitioner recommendations to promote recovery;
- g. Be responsible for the completion of all required documentation;
- h. Support ~~their~~^{your} child's progress ~~through recommended~~ using the Concussion Management - Home Preparation for Return to School (RTS) and Return to Physical Activity (RTPA) Plan (Appendix E1) and the School Concussion Management – Return to School (RTS) and Return to Physical Activity (RTPA) Plan (Appendix E2); ~~Documentation for a Diagnosed Concussion – Return to Learn/Return to Physical Activity (Appendix E)~~
- i. Collaborate with school to manage ~~their~~^{your} child's suspected or diagnosed concussions appropriately; and
- j. Report non-school related concussion to principal ~~(Documentation for a Diagnosed Concussion – Return to Learn/Return to Physical Activity Plan (Appendix E) will still apply).~~

4.5 Students will:

- a. Learn about concussions, including prevention strategies, signs and symptoms, concussion management and student roles and responsibilities, throughout applicable curriculum;
- b. Immediately inform school staff of suspected or diagnosed concussions occurring during or outside of school;
- c. Inform school staff if ~~they~~^{you} experience any concussion related symptoms (immediate, delayed or reoccurring);
- d. Remain on school premises until parent/guardian arrives if concussion is suspected;
- e. Communicate concerns and challenges during recovery process with appropriate school staff, parents/guardians, and health care providers;
- f. Complete the *Player Code of Conduct* (Appendix F);
- g. Follow concussion management strategies as per medical doctor/nurse practitioner direction and the Concussion Management - Home Preparation for Return to School (RTS) and Return to Physical Activity (RTPA) Plan (Appendix E1) and the School Concussion Management – Return to School (RTS) and Return to Physical Activity (RTPA) Plan (Appendix E2). ~~Documentation for a Diagnosed Concussion – Return to Learn/Return to Physical Activity Plan (Appendix E).~~



Student Concussion and Head Injury Resource Package

April 2019

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1. Information

1.1. Definitions

The definition of **concussion** outlined below is adapted from the definition provided in the concussion protocol in the Ontario Physical Education Association (Ophea) Safety Guidelines.

A concussion:

- is a traumatic brain injury that causes changes in how the brain functions, leading to signs and symptoms that can emerge immediately or in the hours or days after the injury. It is possible for symptoms to take up to 7 days to appear.
- signs and symptoms can be physical (e.g., headache, dizziness), cognitive (e.g., difficulty concentrating or remembering), emotional/behavioural (e.g., depression, irritability) and/or related to sleep (e.g., drowsiness, difficulty falling asleep);
- may be caused by a significant impact to the head, face, neck or body, with an impulsive force transmitted to the head, that causes the brain to move rapidly and hit the walls of the skull (for a visual description of how a concussion occurs, consult [How a concussion occurs](#));
- can occur even if there has been no loss of consciousness, in fact most concussions occur without a loss of consciousness;
- cannot normally be seen on X-rays, standard CT scans or MRIs; and
- is typically expected to result in symptoms lasting 1- 4 weeks in children and youth (18 years or under), but in some cases symptoms may be prolonged.

A concussion diagnosis:

Medical doctors and nurse practitioners are the only healthcare professionals in Canada with licensed training and expertise to diagnose a concussion; therefore, all students with suspected concussions should undergo evaluation by one of these professionals.

Second Impact Syndrome:

Research suggests that students who suffer a second concussion before they are symptom free from the first concussion are susceptible to a prolonged period of recovery, and possibly Second Impact Syndrome – a rare condition that causes rapid and severe brain swelling and often catastrophic results, including death.

2. Signs and Symptoms of a Concussion

The first step to managing a concussion is being able to recognize common signs and symptoms. A concussion may be caused by a significant impact to the head, face, neck or body, with an impulsive force transmitted to the head.

- 2.1 There is a difference between signs and symptoms:
 - a. A sign is something that will be observed.
 - b. A symptom is something the student will feel and explain.
- 2.2 When examining for signs and symptoms of a suspected concussion:
 - a. Concussion should be suspected in the presence of any **one** or more of the signs or symptoms
 - b. Signs and symptoms of a suspected concussion can occur immediately after the incident or can occur hours or days after the incident
 - c. Student does not have to lose consciousness in order to have a concussion

- d. Signs and symptoms may be different for everyone
- e. Concussion symptoms for younger students may not be as obvious compared to older students
- f. Students may be reluctant to report symptoms because of a fear that they will be removed from the activity, their status on a team or in a game could be jeopardized or academics could be impacted
- g. It may be difficult for students under 10, with special needs, or students for whom English/French is not their first language, to communicate how they are feeling
- h. If any one or more red flag sign(s) or symptom(s) are present, call 911. Followed by a call to parents/guardians/emergency contact. Follow the Risk Management Advisory-Transporting Students to Hospital/Urgent Care.

2.3 Reference the Red Flag signs and symptoms and the other signs and symptoms below.

a. **Red Flag(s)** sign(s) or symptoms, call 911.

- ☐ Neck pain or tenderness
- ☐ Severe or increasing headache
- ☐ Deteriorating conscious state
- ☐ Double vision
- ☐ Seizure or convulsion
- ☐ Vomiting
- ☐ Weakness or tingling/burning in arms or legs
- ☐ Loss of consciousness
- ☐ Increasingly restless, agitated or combative

b. Other Concussion Sign(s) and Symptoms(s)

i. Other Signs (what you see)

- ☐ Lying motionless on the playing surface (no loss of consciousness)
- ☐ Disorientation or confusion, or an inability to respond appropriately to questions
- ☐ Balance, gait difficulties, motor incoordination, stumbling, slow laboured movements
- ☐ Slow to get up after a direct or indirect hit to the head
- ☐ Blank or vacant look
- ☐ Facial injury after head trauma

ii. Other Symptoms reported (what the student is saying)

- ☐ Headache
- ☐ Blurred vision
- ☐ More emotional
- ☐ Difficulty concentrating
- ☐ "Pressure in head"
- ☐ Sensitivity to light
- ☐ More irritable
- ☐ Difficulty remembering
- ☐ Balance problems

- ☐ Sensitivity to noise
- ☐ Sadness
- ☐ Feeling slowed down
- ☐ Nausea
- ☐ Fatigue or low energy
- ☐ Nervous or anxious
- ☐ Feeling like “in a fog”
- ☐ Drowsiness
- ☐ “Don’t feel right”
- ☐ Dizziness

3. Roles and Responsibilities

3.1 Principal will:

- a. Implement the Student Concussion and Head Injury Policy;
- b. Ensure all staff, volunteers, parents/guardians, and students are aware of the Student Concussion and Head Injury Policy and understand their roles and responsibilities;
- c. Ensure the Student Concussion and Head Injury Policy is followed by all school staff (including occasional staff/support staff, recess supervisors), parents/guardians, students, and volunteers;
- d. Arrange for concussion in-servicing for staff and coaching volunteers, and repeat as necessary;
- e. Provide the following concussion documentation to students and their parents/guardians:
 - i. For a suspected concussion: *Tool to identify a Suspected Concussion* (Appendix C) and the *Documentation of Monitoring/Documentation of Medical Assessment Form* (Appendix D2)
 - ii. For a diagnosed concussion: *Concussion Management - Home Preparation for Return to School (RTS) and Return to Physical Activity (RTPA) Plan* (Appendix E 1) and the *School Concussion Management – Return to School (RTS) and Return to Physical Activity (RTPA) Plan* (Appendix E 2)
- f. Ensure Opeha safety guidelines are being followed;
- g. Work as closely as possible with students, parents/guardians, staff, volunteers, and health professionals to support concussed students with their recovery and academic success;
- h. Maintain up to date emergency contact and telephone numbers;
- i. Encourage parental/guardian cooperation in reporting all non-school related concussions;
- j. Ensure concussion information is readily available to all school staff and volunteers;
- k. Ensure that all incidents have been reported, recorded and filed as necessary:
 - i. the Ontario School Boards’ Insurance Exchange (OSBIE) incident report;
 - ii. Critical Injury Report; and
 - iii. *Student Concussion Diagnosis Report* (Appendix H).
- l. Coordinate a student conference to determine the individualized RTS Plan and to identify the RTS learning strategies and/or approaches required by the student based on the post-concussion symptoms. See Appendix B for Return to Learn Strategies/Approaches;
- m. Approve any adjustments to the student’s schedule as required;
- n. Alert appropriate staff about students with a suspected or diagnosed concussion;
- o. Prior to student return to school, ensure the completion and collection of the following documentation:

- i. *Documentation of Monitoring/Documentation of Medical Assessment Form* (Appendix D2); and
 - ii. *Concussion Management - Home Preparation for Return to School (RTS) and Return to Physical Activity (RTPA) Plan* (Appendix E 1).
 - p. Ensure the completion of the School Concussion Management – Return to School (RTS) and Return to Physical Activity (RTPA) Plan (Appendix E 2);
 - q. Ensure the completion and collection of *Documentation for Medical Clearance* (Appendix F) prior to the student moving on to full participation in non-contact physical activities and full contact practices (RTPA Stage 5)
 - r. File above documents (Appendix D2, E 1, E 2 and F) in student's OSR and provide copy to appropriate school staff; and
 - s. Once concussion is diagnosed, appoint primary staff member to act as the student's school contact to ensure adequate communication and coordination of their needs.
- 3.2 School Staff (Includes administration staff, teaching staff, support staff, coaches, volunteers, etc.) will:
- a. Understand and follow the Student Concussion and Head Injury Policy;
 - b. Attend and complete concussion training;
 - c. Ensure age-appropriate concussion education, including prevention, is included for all students participating in activities that could result in a concussion. Have students and their parent/guardian complete the *Player Code of Conduct* (Appendix G);
 - d. Be able to recognize signs, symptoms and respond appropriately in the event of a concussion see the *Tool to Identify a Suspected Concussion* (Appendix C);
 - e. Follow current Opeha safety guidelines related to concussions and implement risk management and injury prevention strategies; and
 - f. Make sure that occasional teaching staff are updated on concussed student's condition.
- 3.3 Parents/Guardians will:
- a. Review with their child the concussion information that is distributed through the school (e.g. *Concussion Information for Parents and Students* (Appendix A));
 - b. Reinforce concussion prevention strategies with their child, for example the *Player Code of Conduct* (Appendix G);
 - c. Understand and follow parent/guardian roles and responsibilities in this policy;
 - d. In the event of a suspected concussion, ensure their child is assessed as soon as possible by physician/nurse practitioner, preferably on the same day;
 - e. Cooperate with school to facilitate the *Concussion Management - Home Preparation for Return to School (RTS) and Return to Physical Activity (RTPA) Plan* (Appendix E 1) and the *School Concussion Management – Return to School (RTS) and Return to Physical Activity (RTPA) Plan* (Appendix E 2);
 - f. Follow physician/nurse practitioner recommendations to promote recovery;
 - g. Be responsible for the completion of all required documentation;
 - h. Support their child's progress using the *Concussion Management - Home Preparation for Return to School (RTS) and Return to Physical Activity (RTPA) Plan* (Appendix E 1) and the *School Concussion Management – Return to School (RTS) and Return to Physical Activity (RTPA) Plan* (Appendix E 2);
 - i. Collaborate with school to manage their child's suspected or diagnosed concussions appropriately; and
 - j. Report non-school related concussion to principal.

3.4 Students will:

- a. Learn about concussions, including prevention strategies, signs and symptoms, concussion management and student roles and responsibilities, throughout applicable curriculum;
- b. Immediately inform school staff of suspected or diagnosed concussions occurring during or outside of school;
- c. Inform school staff if they experience any concussion related symptoms (immediate, delayed or reoccurring);
- d. Remain on school premises until parent/guardian arrives if concussion is suspected;
- e. Communicate concerns and challenges during recovery process with appropriate school staff, parents/guardians, and health care providers;
- f. Complete the *Player Code of Conduct* (Appendix G); and
- g. Follow concussion management strategies as per medical doctor/nurse practitioner direction and the *Concussion Management - Home Preparation for Return to School (RTS) and Return to Physical Activity (RTPA) Plan* (Appendix E 1) and the *School Concussion Management – Return to School (RTS) and Return to Physical Activity (RTPA) Plan* (Appendix E 2).

4. Prevention

Regardless of the steps taken to prevent injury, some students will continue to be injured. The severity of the injury can be mitigated by the following:

- 4.1 Awareness and education for coaches, staff, parents and students to:
 - a. Recognize the symptoms of concussion;
 - b. Remove the student from play;
 - c. Refer the student to a medical doctor/nurse practitioner.
- 4.2 Wearing the sport specific protective equipment that:
 - a. Fits properly;
 - b. Is well maintained;
 - c. Is worn consistently and correctly;
 - d. Meets current safety standards;
 - e. Is replaced when damaged or expired.
- 4.3 Follow Ophea sport specific safety guidelines and follow the *Player Code of Conduct* (Appendix G)
- 4.4 Ensure all students receive instruction, understand and follow the sport/activity specific safety rules and skills prior to participation (e.g. eliminate all checks to the head and eliminate all hits from behind)
- 4.5 Teach skills in proper progression (e.g. emphasize the principles of head-injury prevention, keeping the head up and avoiding collision)
- 4.6 Outline the concussion risks associated with the activity/sport and demonstrate how they can be minimized e.g. teach proper sport techniques such as correct tackling in football, effective positioning in soccer and how to avoid over-crowding when using the playground
- 4.7 Students must follow their supervising staff/coach's/volunteer's safety instructions at all times

- 4.8 Reinforce to students that it is extremely important not to return to learning or physical activity while still recovering from a concussion to avoid further risk of injury
- 4.9 Discourage parents/guardians/teachers/coaches, school staff from pressuring recovering concussed students to play or learn before they are ready
- 4.10 Parents need to reinforce with their child the importance of following the Return to Learn/Return to Physical Activity Plan
- 4.11 Parents are encouraged to report concussion history on the student registration form
- 4.12 Provide reassurance, support and request/offer academic accommodations as needed.

5. Identification Procedures - Steps and Responsibilities in a Suspected Concussion

Immediate action must be taken following a significant impact to the head, face, neck, or body, that is either observed or reported, and where the individual (e.g., teacher/coach) responsible for that student suspects a concussion. Refer to the *Tool to Identify a Suspected Concussion* (Appendix C) and *Emergency Action Plan for Concussion and Head Injury* (Appendix D1).

As stated in SO 120 – Student and Visitor Injuries/Accidents, initial response to all injuries is to administer first aid. Each school and work site has staff who have received first aid training.

5.1 Initial Response:

- a. If any Red Flag sign(s) and/or symptom(s) are present (you can reference section 2.3 for a list of Red Flag signs and/or symptoms):

Action	Responsibility
1. Stop the activity immediately; assume concussion.	Supervising School Staff/Volunteers
2. Initiate <i>Emergency Action Plan for Concussion and Head Injury</i> (Appendix D1) and call 911. If there has been any loss of consciousness, assume neck injury. Only if trained, immobilize student. DO NOT move the student or remove athletic equipment unless there is breathing difficulty.	Supervising School Staff/Volunteers
3. Remain with student until emergency medical service arrives	Supervising School Staff/Volunteers
4. Contact student's parent/guardian (or emergency contact) to inform of incident and that emergency medical services have been contacted.	Supervising School Staff/Volunteers
5. Monitor student and document any changes (physical, cognitive, emotional/behavioural).	Supervising School Staff/Volunteers
6. If the student has lost consciousness and regains consciousness, encourage student to remain calm and still. Do not administer medication (unless the student requires medication for other conditions (e.g. insulin)).	Supervising School Staff/Volunteers
7. Complete the <i>Tool to Identify a Suspected Concussion</i> (Appendix C) and, if present, provide copy to parent/guardian retaining a copy.	Supervising School Staff/Volunteers
8. If present, provide the parent/guardian a copy of the <i>Documentation of Monitoring/Documentation of Medical Assessment</i> (Appendix D2)	Supervising School Staff/Volunteers

Action	Responsibility
and inform parent/guardian that form needs to be completed and submitted to principal prior to student's return to school.	
9. Complete board injury report (OSBIE, Critical Injury), inform principal of suspected concussion, and forward copy of the completed and signed <i>Tool to Identify a Suspected Concussion</i> (Appendix C) to principal.	Supervising School Staff/Volunteers
10. Ensure student is examined by a medical doctor or nurse practitioner as soon as possible that day.	Parent/ Guardian/ Emergency Contact
11. Once diagnosis is made complete, <i>Documentation of Monitoring/Documentation of Medical Assessment</i> (Appendix D2) and return completed and signed document to school principal prior to student's return to school.	Parent/Guardian
12. Inform all school staff (e.g. classroom teacher, LRTs, physical education teachers, intramural supervisors, recess supervisors, coaches) and volunteers who work with the student, of the suspected concussion.	Principal
13. Indicate that the student shall not participate in any learning or physical activities until parent/guardian communicates the results of the medical assessment to the school principal.	Principal

b. If there are no Red Flag sign(s) and/or symptom(s):

Action	Responsibility
1. Stop the activity immediately	Supervising School Staff/Volunteers
2. Initiate school <i>Emergency Action Plan for Concussion and Head Injury</i> (Appendix D1).	Supervising School Staff/Volunteers
3. When safe to do so, remove student from current activity/game.	Supervising School Staff/Volunteers
4. Conduct an initial concussion assessment of the student using the <i>Tool to Identify a Suspected Concussion</i> (Appendix C).	Supervising School Staff/Volunteers

c. Where a concussion is suspected (signs are observed, and/or symptoms are reported, and/or student does not answer correctly the Quick Memory Function Assessment):

Action	Responsibility
1. Do not allow student to return to play in the activity, game or practice that day even if the student states they are feeling better.	Supervising School Staff/Volunteers
2. Contact the student's parent/guardian (or emergency contact) to inform them: <ul style="list-style-type: none"> • Of the incident • That they need to come and pick up the student • That the student needs to be examined by a medical doctor or nurse practitioner as soon as possible that day 	Supervising School Staff/Volunteers
3. Stay with student until their parent/guardian (or emergency contact) arrives.	Supervising School Staff/Volunteers
4. Monitor and document any changes (i.e. physical, cognitive, and emotional/behavioural) in the student. If signs or symptoms worsen, call 911.	Supervising School Staff/Volunteers
5. Complete the <i>Tool to Identify a Suspected Concussion</i> (Appendix C)	Supervising School Staff/Volunteers

Action	Responsibility
6. Do not administer medication (unless student requires medication for other conditions--e.g. insulin).	Supervising School Staff/Volunteers
7. Stay with student until their parent/guardian (or emergency contact) arrives.	Supervising School Staff/Volunteers
8. Student must not: <ul style="list-style-type: none"> • leave the premises without parent/guardian supervision; • drive a motor vehicle until cleared to do so by a medical doctor or a nurse practitioner; and • take or be administered medications except for life threatening medical conditions (for example, diabetes, asthma); 	Supervising School Staff/Volunteers & Student
9. Provide parent/guardian (or emergency contact) a copy of the <i>Tool to Identify a Suspected Concussion</i> (Appendix C).	Supervising School Staff/Volunteers
10. Provide parent/guardian (or emergency contact) copy of the <i>Documentation of Monitoring/Documentation of Medical Assessment</i> (Appendix D2) and inform parent/guardian that form needs to be completed and submitted to principal prior to student's return to school.	Supervising School Staff/Volunteers
11. Inform parent/guardian (or emergency contact) that the student must be examined by a medical doctor or nurse practitioner as soon as possible that day.	Supervising School Staff/Volunteers
12. Complete an OSBIE incident report, inform principal of suspected concussion, and forward copy of the completed and signed <i>Tool to Identify a Suspected Concussion</i> (Appendix C) to principal.	Supervising School Staff/Volunteers
13. Ensure student is examined by a medical doctor or nurse practitioner as soon as possible that day.	Parent/Guardian/Emergency Contact
14. Complete <i>Documentation of Monitoring/Documentation of Medical Assessment</i> (Appendix D2) once diagnosis is made. Return to school principal prior to student's return to school.	Parent/Guardian
15. Inform all school staff (e.g. classroom teacher, LRTs, physical education teachers, intramural supervisors, coaches) and volunteers who work with the student of the suspected concussion.	Principal
16. Indicate that the student shall not participate in any learning or physical activities until parent/guardian communicates the results of the medical assessment to the school principal.	Principal

- d. Where signs are NOT observed, symptoms are NOT reported AND student passes Quick Memory Function Assessment (Appendix C) but supervising school staff/volunteers recognized that a possible concussion event occurred.

Action	Responsibility
1. Student to be monitored for 24 hours and removed from physical activity	Supervising School Staff/Volunteers
2. Inform parent/guardian (or emergency contact) of the incident and provide a copy of the <i>Tool to Identify a Suspected Concussion</i> (Appendix C) and the <i>Documentation of Monitoring/Documentation of Medical Assessment</i> (Appendix D2) and inform parent/guardian that the form (Appendix D2) needs to be completed and submitted to principal after the monitoring period is completed. Explain to parent/guardian (or emergency contact) that student <ul style="list-style-type: none"> • will attend school • will not participate in physical activity for a minimum of 24 hours 	Supervising School Staff/Volunteers Parent/Guardian

Action	Responsibility
<ul style="list-style-type: none"> will be monitored for signs and/or symptoms for 24 hours will be monitored at school by teachers will be monitored at home by parents/guardians <p>If any signs or symptoms appear, the student needs to be examined by medical doctor or nurse practitioner as soon as possible on the same day and results shared with principal before return to school.</p> <p>Note: continued monitoring by parent/guardian (beyond 24 hours) may be necessary as signs and/or symptoms may take hours or up to 7 days to emerge</p>	
3. Inform Supervising School Staff/Volunteers if symptoms appear during learning or any activity.	Student
4. If symptoms appear proceed with Action items under “If a concussion is suspected”.	Supervising School Staff/Volunteers & Parent/Guardian/Emergency Contact
5. If sign(s) and/or symptom(s) do not emerge, the student is permitted to resume physical activity after 24 hours. Medical Clearance is not required	Parent/Guardian

5.2 No Concussion Diagnosis

If **NO CONCUSSION** is diagnosed student may resume regular learning and physical activity.

Action	Responsibility
1. Communicate diagnosis to school principal and return completed and signed <i>Documentation of Monitoring/Documentation of Medical Assessment</i> (Appendix D2).	Parent/Guardian
2. Inform all school staff (e.g. classroom teacher, LRTs, physical education teachers, intramural supervisors, recess supervisors, coaches) and volunteers who work with the student of the diagnosis.	Principal
3. File any related written documentation of the incident and results of the medical assessment (e.g. in the student's OSR).	Principal
4. Resume regular learning and physical activity.	Student

6. Management Procedures for a Diagnosed Concussion:

If a concussion is diagnosed by a medical doctor or nurse practitioner, the student follows a medically supervised, individualized, and gradual Return to School (RTS) and Return to Physical Activity (RTPA) Plan.

Knowledge of how to properly manage a diagnosed concussion is critical in a student's recovery. It is essential in helping to prevent the student from returning to school or unrestricted physical activities too soon, risking further complications. Ultimately, this awareness and knowledge could help contribute to the student's long-term health and academic success.

The management of a student's concussion is a shared responsibility, requiring regular communication between the home, school (Collaborative Team), and outside sports team (where appropriate) with consultation from the student's medical doctor or nurse practitioner.

Other licensed healthcare providers (a healthcare provider who is licensed by a national professional regulatory body to provide concussion-related healthcare services that fall within their licensed scope of practice) may play a role in the management of a diagnosed concussion (e.g., nurses, physiotherapists, chiropractors, and athletic therapists).

6.1 Collaborative Team Approach:

The school collaborative team provides an important role in a student's recovery. In consultation with the parent/guardian, the team identifies the student's needs and provides learning strategies and approaches (consult Appendix B) for the prescribed stages in the Return to School (RTS) and Return to Physical Activity (RTPA) plan. Led by the school principal/designate, the team should include:

- the concussed student;
- the student's parents/guardians;
- school staff and volunteers who work with the student; and,
- the medical doctor or nurse practitioner and/or other licensed healthcare providers (e.g., nurses, physiotherapists, chiropractors, and athletic therapists).

The management of a student concussion is a shared responsibility, requiring regular communication between the Collaborative Team and outside sports team (where appropriate).

Principal will ensure collaborative team understands the importance of not placing undue pressure on concussed student to rush through the return to learn/physical activity steps to avoid prolonged or increased symptoms. Return to learn should proceed slowly and gradually.

One school staff lead (i.e., a member of the collaborative team, either the school principal/designate, or another staff person designated by the school principal) needs to serve as the main point of contact for the Collaborative Team.

The designated School Contact will monitor the student's progress through the Return to School and Return to Physical Activity Plan.

It is important for the designated School Contact, in consultation with other members of the collaborative team, to identify the student's symptoms and the ways they respond to various learning activities in order to develop appropriate strategies and/or approaches that meet the changing needs of the student. School staff and volunteers who work with

the student need to be aware of the possible difficulties (i.e., cognitive, emotional/behavioural) a student may encounter when returning to learning activities following a concussion. These difficulties may be subtle and temporary, but may significantly impact a student's performance (consult Appendix B).

6.2 Completion of the Steps within the Plan:

The members of the collaborative team must factor in special circumstances which may affect the setting in which the steps may occur (i.e., at home and/or school), for example:

- a. the student has a diagnosed concussion just prior to winter break, spring break or summer vacation; in this circumstance, the collaborative team must ensure that the student has:
 - completed RTS Stage 1 – 4b (full day at school without adaptation of learning strategies and/or approaches);
 - completed RTPA Stage 1 – 4 and is symptom free; and
 - obtained a signed Medical Clearance Letter from a medical doctor or nurse practitioner (refer to *Documentation of Medical Clearance* (Appendix F)) that indicates the student is able to return to full participation in Physical Education, intramural activities, Interschool sports (non-contact) and full contact training/practice in contact interschool sports.
- b. the student is neither enrolled in Health and Physical Education class, nor participating on a school team, the collaborative team must ensure that the student has:
 - completed RTS Stage 1 – 4b (full day at school without adaptation of learning strategies and/or approaches);
 - obtained a signed Medical Clearance Letter from a medical doctor or nurse practitioner (refer to *Documentation of Medical Clearance* (Appendix F)) that indicates the student is able to return to full participation in Physical Education, intramural activities, interschool sports (non-contact) and full contact training/practice in contact interschool sports.

6.3 If a Concussion Is Diagnosed:

Parent/Guardian must:

- communicate the diagnosis to school principal;
- return completed and signed *Documentation of Monitoring/Documentation for a Diagnosed Concussion* (Appendix D2); and
- report non-school related concussions.

A Return to School (RTS) and Return to Physical Activity (RTPA) Plan must be initiated and completed.

While the RTS and RTPA stages are inter-related they are not interdependent. A student's progress through the stages of RTS is independent from their progression through the RTPA stages. Different students will progress at different rates.

a. Student is at Home

There are two parts to a student's RTS and RTPA plan. The first part occurs at home and prepares the student for the second part which occurs at school.

The home stages of RTS and RTPA occur under the supervision of the parent/guardian in consultation with the medical doctor or nurse practitioner or other licensed healthcare provider.

Refer to the *Concussion Management - Home Preparation for Return to School (RTS) and Return to Physical Activity (RTPA) Plan* (Appendix E 1) for detailed background information, general procedures, instructions on how to complete the plan as well as activities that are permitted and are not permitted throughout the process.

b. Student Returns to School

The School Concussion Management plan occurs at school and where appropriate the RTPA part of the plan may occur at school activities or outside activities under the supervision of the Collaborative Team.

Refer to the *School Concussion Management – Return to School (RTS) and Return to Physical Activity (RTPA) Plan* (Appendix E 2) for general procedures, instructions on how to complete the plan as well as activities that are permitted and are not permitted throughout the process.

c. Return of Symptoms

Action	Responsibility
1. Report any return of symptoms to supervising staff/volunteers	Student
2. During all stages of RTS and in Stages 1-4 of RTPA: <ul style="list-style-type: none"> if symptoms return or new symptoms appear, the student returns to previous stage for a minimum of 24 hours and only participates in activities that can be tolerated. 	Collaborative Team
3. During stages 5 and 6 of RTPA: <ul style="list-style-type: none"> if symptoms return or new symptoms appear, the student must return to medical doctor/nurse practitioner to have the Medical Clearance re-assessed. 	Collaborative Team
4. During all stages of RTS and RTPA if symptoms worsen over time, follow school (collaborative team procedures) for contacting parents/guardians to inform them that the student needs a follow-up medical assessment.	Collaborative Team
If the student requires a medical assessment for return/worsening symptoms	
5. Contact parent/guardian (or emergency contact) to inform of returned symptoms and need for medical assessment on the same day.	Principal or Designate
6. Have student examined by a medical doctor/nurse practitioner as soon as possible on the same day	Parent/Guardian
7. Follow medical doctor/nurse practitioner's recommendations.	Student & Parent/Guardian
8. Inform all school staff, School Contact, and volunteers who work with the student that student has experienced return/worsening of symptoms which requires a medical assessment.	Principal or Designate

6.4 Additional Information Pertaining to the Steps in Diagnosed Concussions

- a. Cognitive or physical activities can cause student's symptoms to reappear.
- b. Steps are not days; each step must take a minimum of 24 hours and the length of time needed to complete each step will vary based on the student and the severity of the concussion.
- c. The signs and symptoms of a concussion often last for 7-10 days, but may last longer in children and adolescents.
- d. Most students who sustain a concussion while participating in sport/physical activities will make a complete recovery and be able to return to full school and sport/physical activities within 1-4 weeks of injury.
- e. Approximately 15-30% of individuals will experience symptoms that persist beyond this time frame.
- f. Individuals who experience persistent post-concussion symptoms (greater than 4 weeks for youth athletes) may benefit from referral to a medically supervised multidisciplinary concussion clinic that has access to professionals with licensed training in traumatic brain injury that may include experts in sport medicine, neuropsychology, physiotherapy, occupational therapy, neurology, neurosurgery, and rehabilitation medicine.
- g. Compared to older students, elementary school children are more likely to complain of physical problems or misbehave in response to cognitive overload, fatigue, and other concussion symptoms.
- h. If a student returns to activity while symptomatic, or before the brain has fully recovered, they are at an increased risk of sustaining another concussion with symptoms that can be prolonged and increased.
- i. Principals, supervising staff, coaches and volunteers must not place pressure on injured students to "Return to School" or "Return to Physical Activity" prematurely.
- j. Parents/guardians must report non-school related concussions.
- k. Return to Learn/Return to Physical Activity steps must be followed regardless of where diagnosed concussion occurred.
- l. It is imperative that open communication be maintained between the collaborative team to ensure successful transition between Return to School (RTS) and Return to Physical Activity (RTPA) stages.

6.5 Encouraging Parent/Guardian Cooperation:

If the Parent/Guardian refuses a physician consultation and/or refuses to adhere to the Student Concussion and Head Injury Policy, the principal will:

- a. Discuss parental concerns (e.g. documentation fees) surrounding the process and attempt to address these concerns.
- b. Provide rationale for the required steps of the Student Concussion and Head Injury Policy.
- c. Include parent/guardian and their child in every step of the recovery process
- d. Provide parents/guardians with concussion information to increase their awareness and knowledge.
- e. Re-iterate the importance of obtaining an official diagnosis from trained physician/nurse practitioner.
- f. Explain to parent/guardian that if a staff member feels immediate medical attention is required, that they are obligated to call 911.
- g. Inform parent/guardian that school is obligated to follow the steps of the "Return to Learn" and "Return to Physical Activity" process.
- h. If unsuccessful in acquiring full parental cooperation seek support from Senior Administration.



Appendix A: Concussion Information for Parents and Students

Context

Knowledge of how to properly manage a diagnosed concussion is critical in a student's recovery and is essential in helping to prevent the student from returning to school or unrestricted physical activities too soon and risking further complications.

The management of a student's concussion is a shared responsibility, requiring regular communication between the home, school and outside sports/activities (where appropriate), with consultation from the student's medical doctor or nurse practitioner.

Concussion Definition

A concussion:

- is a traumatic brain injury that causes changes in how the brain functions, leading to signs and symptoms that can emerge immediately or in the hours or days after the injury;
- may be caused by a significant impact to the head, face, neck or body, that causes the brain to move rapidly and hit the walls of the skull (for a visual description of how a concussion occurs, consult [How a concussion occurs](#));
- signs and symptoms can be physical (e.g., headache, dizziness), cognitive (e.g., difficulty concentrating or remembering), emotional/behavioural (e.g., depression, irritability) and/or related to sleep (e.g., drowsiness, difficulty falling asleep);
- can occur even if there has been no loss of consciousness (in fact most concussions occur without a loss of consciousness); and,
- cannot normally be seen on X-rays, standard CT scans or MRIs.

Common Concussion Signs and Symptoms

Following a significant impact to the head, face, neck or body, a concussion should be suspected with the presence of any one or more of the following signs or symptom:

Presence of ANY **Red Flag** sign(s) and or symptom(s) – Call 911.

✓ Neck pain or tenderness	✓ Severe or increasing headache	✓ Deteriorating conscious state
✓ Double vision	✓ Seizure or convulsion	✓ Vomiting
✓ Weakness or tingling/burning in arms or legs	✓ Loss of consciousness	✓ Increasingly restless, agitated or combative

Other Concussion Signs: Visual cues (what you see).

Lying motionless on the playing surface (no loss of consciousness)	Disorientation or confusion, or an inability to respond appropriately to questions	Balance, gait difficulties, motor incoordination, stumbling, slow laboured movements
Slow to get up after a direct or indirect hit to the head	Blank or vacant look	Facial injury after head trauma

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Other Concussion Symptoms: What the student is saying (what you hear).

Headache	Blurred vision	More emotional	Difficulty concentrating
"Pressure in head"	Sensitivity to light	More irritable	Difficulty remembering
Balance problems	Sensitivity to noise	Sadness	Feeling slowed down
Nausea	Fatigue or low energy	Nervous or anxious	Feeling like "in a fog"
Drowsiness	'don't feel right'	Dizziness	

➤ **IF ANY SIGN(S) OR SYMPTOM(S) WORSEN, CALL 911**

Concussion Diagnosis and Management

Medical doctors and **nurse practitioners** are the only healthcare professionals in Canada with licensed training and expertise to diagnose a concussion; therefore, all students with a suspected concussion should undergo evaluation by one of these professionals.

Other licensed healthcare providers (Examples include nurses, physiotherapists, chiropractors, and athletic therapists) may play a role in the management of a diagnosed concussion.

Second Impact Syndrome

Research suggests that a child or youth who suffers a second concussion before he or she is symptom-free from the first concussion is susceptible to a prolonged period of recovery, and possibly **Second Impact Syndrome** – a rare condition that causes rapid and severe brain swelling and often catastrophic results.

Additional Information:

- Signs and symptoms can appear immediately after the injury or may take hours or days to emerge. It is possible for symptoms to take up to 7 days to appear.
- Most students who sustain a concussion while participating in sport/physical activities will make a complete recovery and be able to return to full school and sport/physical activities within 1-4 weeks of injury.
- Individuals who experience ongoing concussion symptoms beyond 4 weeks (for youth athletes) may benefit from referral to a medically supervised multidisciplinary concussion clinic that has access to professionals with licensed training in traumatic brain injury that may include experts in sport medicine, neuropsychology, physiotherapy, occupational therapy, neurology, neurosurgery, and rehabilitation medicine.
- Signs and symptoms may be different for everyone.
- A student may be reluctant to report symptoms because of a fear that they will be removed from the activity, their status on a team or in a game could be jeopardized, or academics could be impacted.
- It may be difficult for students with special needs or those for whom English/French is not their first language to communicate how they are feeling.
- Signs for younger students (under the age of 10) may not be as obvious as in older students.

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Information for Parents/Guardians when a concussion is suspected

A student with a suspected concussion will NOT participate in any physical activity for a duration of 24 hours.

Student <i>has</i> signs and symptoms:	Student <i>has no</i> obvious signs or symptoms (student will be monitored because the supervising school staff/volunteers recognized that a possible concussion event occurred):
<p>Parent/Guardian will be:</p> <ul style="list-style-type: none">• provided with appropriate documentation;• informed that the student needs to be examined by a medical doctor or nurse practitioner as soon as possible that day; and• informed that they need to communicate to the school principal the results of the medical assessment prior to the student returning to school. <p><u>If no concussion is diagnosed:</u> the student may resume regular learning and physical activities.</p> <p><u>If a concussion is diagnosed:</u> the student follows a medically supervised, individualized and gradual Return to School (RTS) and Return to Physical Activity (RTPA) Plan with support from the school team.</p>	<p>Parent/Guardian will be:</p> <ul style="list-style-type: none">• provided with appropriate documentation;• informed that the student will:<ul style="list-style-type: none">o attend school;o not participate in physical activity for a minimum of 24 hours;o be monitored for signs and/or symptoms for 24 hours;o be monitored at school by teachers; ando be monitored at home by parents/guardians.• informed that monitoring information needs to be shared with the principal after the monitoring period is completed.• if any signs or symptoms emerge, the student needs to be examined by a medical doctor or nurse practitioner as soon as possible that day.

Management for a Diagnosed Concussion

If a concussion is diagnosed by a medical doctor or nurse practitioner, the student follows a medically supervised, individualized, and gradual Return to School (RTS) and Return to Physical Activity (RTPA) Plan.

There are two parts to a student's RTS and RTPA plan. The first part occurs at home and prepares the student for the second part which occurs at school.

For more information visit www.granderie.ca (select Elementary/Secondary > Concussion Information)



Appendix B: Return to Learn Strategies Approaches

COGNITIVE DIFFICULTIES		
Post-Concussion Symptoms	Impact on Student's Learning	Potential Strategies and/or Approaches
Headache and Fatigue	<ul style="list-style-type: none"> Difficulty concentrating, paying attention or multitasking 	<ul style="list-style-type: none"> ensure instructions are clear (e.g., simplify directions, have the student repeat directions back to the teacher) allow the student to have frequent breaks, or return to school gradually (e.g., 1-2 hours, half-days, late starts) keep distractions to a minimum (e.g., move the student away from bright lights or noisy areas) limit materials on the student's desk or in their work area to avoid distractions provide alternative assessment opportunities (e.g., give tests orally, allow the student to dictate responses to tests or assignments, provide access to technology)
Difficulty remembering or processing speed	<ul style="list-style-type: none"> Difficulty retaining new information, remembering instructions, accessing learned information 	<ul style="list-style-type: none"> provide a daily organizer and prioritize tasks provide visual aids/cues and/or advance organizers (e.g., visual cueing, non-verbal signs) divide larger assignments/assessments into smaller tasks provide the student with a copy of class notes provide access to technology repeat instructions provide alternative methods for the student to demonstrate mastery
Difficulty paying attention/ concentrating	<ul style="list-style-type: none"> Limited/short-term focus on schoolwork Difficulty maintaining a regular academic workload or keeping pace with work demands 	<ul style="list-style-type: none"> coordinate assignments and projects among all teachers use a planner/organizer to manage and record daily/weekly homework and assignments reduce and/or prioritize homework, assignments and projects extend deadlines or break down tasks facilitate the use of a peer note taker provide alternate assignments and/or tests check frequently for comprehension consider limiting tests to one per day and student may need extra time or a quiet environment

EMOTIONAL/BEHAVIOURAL DIFFICULTIES		
Post-Concussion Symptoms	Impact on Student's Learning	Potential Strategies and/or Approaches
Anxiety	<ul style="list-style-type: none"> Decreased attention/concentration Overexertion to avoid falling behind 	<ul style="list-style-type: none"> inform the student of any changes in the daily timetable/schedule adjust the student's timetable/schedule as needed to avoid fatigue (e.g., 1-2 hours/periods, half-days, full-days) build in more frequent breaks during the school day provide the student with preparation time to respond to questions
Irritable or Frustrated	<ul style="list-style-type: none"> Inappropriate or impulsive behaviour during class 	<ul style="list-style-type: none"> encourage teachers to use consistent strategies and approaches acknowledge and empathize with the student's frustration, anger or emotional outburst if and as they occur reinforce positive behaviour provide structure and consistency on a daily basis prepare the student for change and transitions set reasonable expectations anticipate and remove the student from a problem situation (without characterizing it as punishment)
Light/Noise sensitivity	<ul style="list-style-type: none"> Difficulties working in classroom environment (e.g., lights, noise, etc.) 	<ul style="list-style-type: none"> arrange strategic seating (e.g., move the student away from window or talkative peers, proximity to the teacher or peer support, quiet setting) where possible provide access to special lighting (e.g., task lighting, darker room) minimize background noise provide alternative settings (e.g., alternative work space, study carrel) avoid noisy crowded environments such as assemblies and hallways during high traffic times allow the student to eat lunch in a quiet area with a few friends where possible provide ear plugs/headphones, sunglasses
Depression/Withdrawal	<ul style="list-style-type: none"> Withdrawal from participation in school activities or friends 	<ul style="list-style-type: none"> build time into class/school day for socialization with peers partner student with a "buddy" for assignments or activities

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Appendix C: Tool to Identify a Suspected Concussion

This tool is a quick reference, to support identifying a suspected concussion and to communicate this information to parent/guardian

Identification of Suspected Concussion

Following a significant impact to the head, face, neck, or body that is either observed or reported, a concussion must be suspected in the presence of **any one or more** of the signs or symptoms outlined below **and/or** the failure of the Quick Memory Function Assessment.

First, assess the danger to the victim and the rescuer, and then check airway, breathing and circulation.

COMPLETE APPROPRIATE STEPS BELOW.

An incident occurred involving _____ student name _____ on _____ date _____ at _____ time _____

They were observed for signs and symptoms of a concussion.

- ☐ No signs or symptoms described below were noted at the time of assessing the student/athlete.
***Note:** Continued monitoring of the student/athlete is important as signs and symptoms of a concussion may appear hours or days later (refer to Step D).*
- ☐ The following signs were observed or symptoms reported (refer to Step A or Step B).

STEP A

If any one or more of the following **Red Flag** sign(s) or symptom(s) are present, **call 911**. Then **call parents/guardians/emergency contact**. Follow the **Risk Management Advisory-Transporting Students to Hospital/Urgent Care**.

Red Flag(s) sign(s) and/or symptoms.

- ☐ Neck pain or tenderness
- ☐ Severe or increasing headache
- ☐ Deteriorating conscious state
- ☐ Double vision
- ☐ Seizure or convulsion
- ☐ Vomiting
- ☐ Weakness or tingling/burning in arms or legs
- ☐ Loss of consciousness
- ☐ Increasingly restless, agitated or combative

If **Red Flag(s)** are identified, complete only Step D – Action to be taken.

Please **complete** the following steps if Red Flag(s) have **not** been identified.



STEP B

Other Sign(s) and Symptoms(s)

If red flag(s) are not identified continue and complete the following steps (as applicable) and Step D – Action to be taken.

STEP B1

Other Concussion Signs

Check for visual cues (what you see).

- ☐ Lying motionless on the playing surface (no loss of consciousness)
- ☐ Disorientation or confusion, or an inability to respond appropriately to questions
- ☐ Balance, gait difficulties, motor incoordination, stumbling, slow laboured movements
- ☐ Slow to get up after a direct or indirect hit to the head
- ☐ Blank or vacant look
- ☐ Facial injury after head trauma

STEP B2

Other Concussion Symptoms reported (what the student is saying)

Check for what the student feels.

- ☐ Headache
- ☐ Blurred vision
- ☐ More emotional
- ☐ Difficulty concentrating
- ☐ "Pressure in head"
- ☐ Sensitivity to light
- ☐ More irritable
- ☐ Difficulty remembering
- ☐ Balance problems
- ☐ Sensitivity to noise
- ☐ Sadness
- ☐ Feeling slowed down
- ☐ Nausea
- ☐ Fatigue or low energy
- ☐ Nervous or anxious
- ☐ Feeling like "in a fog"
- ☐ Drowsiness
- ☐ "Don't feel right"
- ☐ Dizziness

IF ANY SIGN(S) OR SYMPTOM(S) WORSEN, CALL 911

STEP C: Perform Quick Memory Function Assessment

Ask the student the following questions and record the answers below. Failure to answer any one of these questions correctly may indicate a concussion.

Note: It may be difficult for younger students (under the age of 10), students with special needs or students for whom English is not their first language to communicate how they are feeling. Select the most appropriate questions for the student based on their ability to respond.

Primary/Junior:

- What is your name? *Answer:* _____
- How old are you? *Answer:* _____
- What grade are you in? *Answer:* _____
- What is your teacher's name? *Answer:* _____
- Other _____ Answer _____

Intermediate/Senior:

- What room are we in right now? *Answer:* _____
- What activity/sport/game are we playing now? *Answer:* _____
- What field are we playing on today? *Answer:* _____
- What part of the day is it? *Answer:* _____
- What is the name of your teacher/coach? *Answer:* _____
- What school do you go to? *Answer:* _____

Comments:

STEP D: Action to be taken

- ☐ **Red Flag(s)** sign(s) observed and/or symptom(s) reported and EMS called. Parent/guardian (or emergency contact) contacted. Follow the **Risk Management Advisory-Transporting Students to Hospital/Urgent Care**.
- ☐ **Signs observed or Symptoms reported:**

If there are **any** signs observed or symptoms reported, or if the student/athlete fails to answer any of the above questions correctly:

- a concussion should be suspected;
- the student/athlete must be immediately removed from play and must not be allowed to return to play that day even if the student/athlete states that they are feeling better; and
- the student/athlete must not:
 - o leave the premises without parent/guardian (or emergency contact) supervision;
 - o drive a motor vehicle until cleared to do so by a medical doctor or a nurse practitioner; and
 - o take medications except for life threatening medical conditions (for example, diabetes, asthma).

In all cases of a suspected concussion, the student/athlete must be examined by a medical doctor or nurse practitioner for diagnosis and must follow the Student Concussion and Head Injury Policy.

- ☐ **No signs observed or symptoms reported:**
 - Student to be monitored for 24 hours and removed from physical activity (where sign(s) and/or symptom(s) were not identified but a possible concussion event was recognized by supervising school staff/volunteers).
 - Monitoring of the student/athlete to take place at home by parents and at school by school staff.
 - To monitor for signs and symptoms parents/guardians can refer to Step A and B on the front of this information form.
 - If any signs or symptoms emerge, the student/athlete needs to be examined by a medical doctor or nurse practitioner as soon as possible that day.

Comments:

School Contact/Teacher Advisor Name: _____ **Date** _____

Following the completion of this form (Appendix C), an OSBIE Incident Report form must be completed, indicating that the tool has been completed and the parent/guardian has received copies of Appendix C and Appendix D2.

Under the direction of the *Ontario Ministry of Education* and under the legal authority of the *Education Act*, the Grand Erie District School Board collects this information in order to fulfil its commitment to promoting the health and safety of students by raising awareness, identification, and prevention of concussion injuries, and managing diagnosed concussions. In accordance with the *Municipal Freedom of Information and Protection of Privacy Act* this information will be used solely to assess the student's [Return to Learn](#) and [Return to Physical Activity](#). It will be retained in the Ontario Student Record [OSR] for one year after the student graduates or transfers out of the school. The Ministry of Education may also request school reports on concussion activity. If you have any questions or concerns about the collection of information on this form, please contact the school principal.

***The original copy is filed with the principal**

***Duplicate copy provided to parent/guardian**

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Appendix D1: Emergency Action Plan for Concussion and Head Injury

After a significant impact to the head, face or neck or elsewhere on the body has been observed or reported, and the individual (for example, teacher/coach) responsible for that student suspects a concussion, the following actions must be taken immediately:

**First, assess the danger to the victim and the rescuer.
Then, check Airway, Breathing and Circulation.**

If any Red Flag sign(s) and or symptom(s) are present:

- Stop the activity immediately – assume there is a concussion.
- Initiate Emergency Action Plan for Concussion and Head Injury and call 911.
- Assume there is a possible neck injury and, only if trained, immobilize the student before emergency medical services arrive.
 - Do not remove athletic equipment (e.g., helmet) unless there is difficulty breathing.
- Stay with the student until emergency medical services arrive.
- Contact the student's parent/guardian (or emergency contact) to inform them of the incident and that emergency medical services have been contacted.
- Monitor and document any changes (i.e., physical, cognitive, emotional/behavioural) in the student.
- If the student has lost consciousness and regains consciousness, encourage him/her to remain calm and to lie still. Do not administer medication (unless the student requires medication for other conditions – e.g., insulin for a student with diabetes).
- Complete the *Tool to identify a Suspected Concussion* (Appendix C) and, if present, provide duplicate copy to parent/guardian retaining a copy.
- If present, provide the parent/guardian a copy of the Documentation of Monitoring/*Documentation of Medical Assessment*(Appendix D2) and inform parent/guardian that form needs to be completed and submitted to principal prior to student's return to school.
- Complete all necessary Board injury reports (i.e. OSBIE, Critical Injury), inform principal of suspected concussion, and forward copy of the completed and signed *Tool to Identify a Suspected Concussion* (Appendix C).

If there are no Red Flag sign(s) and or symptom(s), follow the actions listed below.

- Stop the activity immediately.
- Initiate Emergency Action Plan for Concussion and Head Injury.
- When the student can be safely moved, remove him/her from the current activity or game.
- Conduct an initial concussion assessment of the student (i.e., check for common signs and symptoms of concussion using the *Tool to Identify a Suspected Concussion* (Appendix C)).

If Signs are Observed or Symptoms are reported:

- A concussion should be suspected – do not allow the student to return to play in the activity, game or practice that day even if the student states that they are feeling better.
- Contact the student's parent/guardian (or emergency contact) to inform them:
 - o of the incident;
 - o that they need to come and pick up the student;
 - o that the student must not:
 - o drive a motor vehicle until cleared to do so by a medical doctor or a nurse practitioner;
 - o take medications except for life threatening medical conditions (for example, diabetes, asthma).

that the student needs to be examined by a medical doctor or nurse practitioner as soon as possible that day.
- Monitor and document any changes (i.e., physical, cognitive, emotional/behavioural) in the student. If any signs or symptoms worsen, call 911.
 - o Refer to your board's injury report form for documentation procedures.
- Stay with the student until their parent/guardian (or emergency contact) arrives.
- Information to be provided to the Parent/Guardian:
 - o A copy of the *Tool to Identify a Suspected Concussion* (Appendix C).
 - o A copy of the *Documentation of Monitoring/Documentation of Medical Assessment* (Appendix D2) and inform parent/guardian that the form needs to be completed and submitted to principal prior to student's return to school.
- Complete OSBIE incident report, inform principal of suspected concussion, and forward copy of the completed *Tool to Identify a Suspected Concussion* (Appendix C) to principal.

If Signs are Not Observed or Symptoms are Not Reported but the Supervising School Staff/Volunteers recognized that a possible concussion event occurred:

- Student to be removed from physical activity.
- The student's parent/guardian (or emergency contact) must be contacted and informed of the incident.
- Information to be provided to the Parent/Guardian:
 - o Student will attend school
 - o Student will not participate in physical activity for a minimum of 24 hours
 - o Student will be monitored for signs and/or symptoms for 24 hours at school by teachers and at home by parents/guardians
 - o A copy of the *Tool to Identify a Suspected Concussion* (Appendix C).
 - o A copy of the *Documentation of Monitoring/Documentation of Medical Assessment* (Appendix D2) and inform parent/guardian that the form needs to be completed and submitted to principal after the monitoring period is completed.
 - o If any signs or symptoms emerge, the student needs to be examined by a physician/nurse practitioner as soon as possible that day and results shared with principal before return to school.

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Appendix D2: Documentation of Monitoring/Medical Assessment Form

This form is provided to the parent/guardian, in conjunction with
[Appendix C - Tool to Identify a Suspected Concussion](#)

MONITORING FORM

Student name _____ Date _____ sustained a significant impact to the head, face or neck or elsewhere on the body (observed or reported), and the individual responsible for that student suspects a concussion.

Results of initial assessment using Tool to Identify a Suspected Concussion:

☐ **NO SIGNS OR SYMPTOMS OBSERVED AT TIME OF INCIDENT.**

Signs or symptoms can occur later within a 24-hour period. Your child is not to participate in physical activity for a **24-hour period**. While at home parent/guardian is to monitor their child using the *Tool to Identify a Suspected Concussion* (Appendix C). School Staff will monitor the student/athlete while at school.

Actions: If no signs/symptoms occur during the monitoring period, parent/guardian is to complete the Results of Monitoring section and submit the *Documentation of Monitoring/Documentation of Medical Assessment* (Appendix D2) to the principal after the monitoring period is completed.

Results of Monitoring

- ☐ As the parent/guardian, my child has been observed for the 24-hour period, and no signs/symptoms have been observed.

Parent/Guardian Signature: _____ Date: _____

Comments:

If signs or symptoms are observed within the 24-hour monitoring period,
please fill out the Medical Assessment Form to follow.

MEDICAL ASSESSMENT FORM

Student Name: _____ *Date:* _____

Your child must be seen by a medical doctor or nurse practitioner as soon as possible with the results of Medical Examination form (to follow) returned to the school principal after medical assessment.

☐ **SIGNS OR SYMPTOMS** were observed or reported by the individual responsible your child

Results of Medical Assessment

- ☐ My child has been examined and **a concussion has not** been diagnosed and therefore may resume full participation in learning and physical activity with no restrictions.
- ☐ My child has been assessed and a concussion has not been diagnosed but the assessment led to the following diagnosis and recommendations:
- _____
- _____
- ☐ My child has been examined and **a concussion has been diagnosed** and therefore must begin a medically supervised, individualized and gradual Return to School (RTS) and Return to Physical Activity (RTPA) Plan.

Medical Doctor/Nurse Practitioner providing assessment

Name: _____

Phone Number: _____

Parent/Guardian

Parent/Guardian Signature: _____ *Date:* _____

Comments:

Original filed in OSR.

Under the direction of the *Ontario Ministry of Education* and under the legal authority of the *Education Act*, the Grand Erie District School Board collects this information in order to fulfil its commitment to promoting the health and safety of students by raising awareness, identification, and prevention of concussion injuries, and managing diagnosed concussions. In accordance with the *Municipal Freedom of Information and Protection of Privacy Act* this information will be used solely to assess the student's *Return to Learn* and *Return to Physical Activity*. It will be retained in the Ontario Student Record [OSR] for one year after the student graduates or transfers out of the school. The Ministry of Education may also request school reports on concussion activity. If you have any questions or concerns about the collection of information on this form, please contact the school principal.

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Appendix E 1: Concussion Management -Home Preparation for Return to School (RTS) and Return to Physical Activity (RTPA) Plan

Student Name: _____ *Date:* _____

This form is to be used by parents/guardians to track and to communicate to the school the student's progress through the stages of the Home Preparation for Return to School (RTS) and Return to Physical Activity (RTPA) Plan following a diagnosed concussion.

- Each stage must take a minimum of 24 hours.
- All stages must be followed.

Background Information on the Concussion Recovery Process

A student with a diagnosed concussion needs to follow an individualized and gradual RTS and RTPA Plan. In developing the Plan, the RTS process is individualized to meet the particular needs of the student, as there is not a pre-set plan of strategies and/or approaches to assist a student returning to their learning activities. In contrast the RTPA Plan follows an internationally recognized graduated approach.

The management of a student concussion is a shared responsibility, requiring regular communication between the Collaborative Team* and outside sports team (where appropriate).

- * *The Collaborative Team consists of the student, parents/guardians, staff and volunteers working with the student with consultation from the student's medical doctor or nurse practitioner and/or other licensed healthcare providers (for example, nurses, physiotherapists, chiropractors and athletic therapists).*

There are two parts to a student's RTS and RTPA Plan. The first part of the plan occurs at home (refer to the *Concussion Management - Home Preparation for Return to School (RTS) and Return to Physical Activity (RTPA) Plan (Appendix E 1)*) and prepares the student for the second part which occurs at school (refer to the *School Concussion Management – Return to School (RTS) and Return to Physical Activity (RTPA) Plan (Appendix E 2)*).

General Procedures for Home Preparation for Return to School (RTS) and Return to Physical Activity (RTPA) Plan

- **This Plan does not replace medical advice.**

1. The home part of the plan begins with the Parent/Guardian communicating the diagnosis to school principal. Reporting non-school related concussions as well.
2. The school principal or designate will communicate information on the stages of RTS and RTPA Plan that occur at home.
3. The stages of the plan occur at home under the supervision of the parent/guardian in consultation with the medical doctor/nurse practitioner and/or other licensed healthcare providers.
4. A student moves forward to the next stage when activities at the current stage are tolerated and the student has not exhibited or reported a return of symptoms, new symptoms, or worsening symptoms.

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5. If **symptoms return**, or **new symptoms appear at any stage** in the Home Preparation for RTS and RTPA Plan, the student returns to previous stage for a **minimum of 24 hours** and only participates in activities that can be tolerated.
6. If at any time **symptoms worsen**, the student/parent/guardian contacts medical doctor/nurse practitioner or seeks medical help immediately.
7. While the RTS and RTPA stages are inter-related they are not interdependent. Students do not have to go through the same stages of RTS and RTPA at the same time. However, **before a student can return to school** to start the second part of the plan (Appendix E 2) they must have completed RTS Stage 2 and RTPA Stage 2b.
8. A student must not return to vigorous or organized physical activities where the risk of re-injury is possible, until they have successfully completed all stages of the Return to School Plan. Early introduction of some low intensity physical activity in controlled and predictable environments with no risk of re-injury is appropriate.
9. Progression through the Plan is individual; timelines and activities may vary.
10. Prior to the student returning to school the principal will identify and inform members of the collaborative team and designate a staff member to serve as the main point of contact for the student and the collaborative team.

INSTRUCTIONS

- Review the activities (permitted and not permitted) at each stage prior to beginning the Plan.
- Check (✓) the boxes at the completion of each stage to record student's progress through the stages.
- A student may progress through the RTS stages at a faster or slower rate than the RTPA stages.
- When the student has successfully completed all stages of the Home Preparation for RTS and RTPA Plan, parent(s)/guardian(s) must sign and date this form.
- Communicate to the school principal/designate that the student is ready to begin the school portion of the RTS and RTPA Plan (Appendix E 2).

Home Preparation for Return to School (RTS) and Return to Physical Activity (RTPA) Plan

Home Preparation for Return to School (RTS) Stages	Home Preparation for Return to Physical Activity (RTPA) Stages
Each stage must last a minimum of 24 hours.	Each stage must last a minimum of 24 hours.
<p><u>RTS–Initial Rest</u></p> <p>24 – 48 hours of relative cognitive rest (sample activities below):</p> <p><u>Sample activities permitted if tolerated by student</u></p> <ul style="list-style-type: none"> ✓ Short board/card games ✓ Short phone calls ✓ Photography (with camera) ✓ Crafts <p><u>Activities that are not permitted at this stage</u></p> <ul style="list-style-type: none"> ✗ TV ✗ Device use (e.g., computer, laptop, tablet, iPad, cell phone) ✗ Video games ✗ Reading ✗ Attendance at school or school-type work 	<p><u>RTPA –Initial Rest</u></p> <p>24 – 48 hours of relative physical rest (sample activities below):</p> <p><u>Sample activities permitted if tolerated by student</u></p> <ul style="list-style-type: none"> ✓ Limited movement that does not increase heart rate or break a sweat ✓ Moving to various locations in the home ✓ Daily hygiene activities <p><u>Activities that are not permitted at this stage</u></p> <ul style="list-style-type: none"> ✗ Physical exertion (increases breathing and heart rate and sweating) ✗ Stair climbing other than to move locations throughout the home ✗ Sports/sporting activity
<p>Student moves to RTS Stage 1 when:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Symptoms start to improve or after resting 2 days maximum, or whichever occurs first. 	<p>Student moves to RTPA Stage 1 when:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Symptoms start to improve or after resting 2 days maximum, or whichever occurs first.
Stage 1	
<p><u>RTS – Stage1</u></p> <p>Light cognitive (thinking/memory/knowledge) activities (as per activities permitted listed below).</p> <p>Gradually increase cognitive activity up to 30 minutes. Take frequent breaks.</p> <p><u>Activities permitted if tolerated by student</u></p> <ul style="list-style-type: none"> ✓ Activities from previous stage ✓ Easy reading (for example, books, magazines, newspaper) ✓ Limited TV ✓ Limited cell phone conversations ✓ Drawing/building blocks/puzzles ✓ Some contact with friends <p><u>Activities that are not permitted at this stage</u></p> <ul style="list-style-type: none"> ✗ Device use (e.g., computer, laptop, tablet, iPad, cell phone) ✗ Attendance at school or school-type work 	<p><u>RTPA – Stage1</u></p> <p>Light physical activities (as per activities permitted listed below) that do not provoke symptoms.</p> <p>Movements that can be done with little effort (do not increase breathing and/or heart rate or break a sweat).</p> <p><u>Activities permitted if tolerated by student</u></p> <ul style="list-style-type: none"> ✓ Daily household tasks (for example, bed-making, dishes, feeding pets, meal preparation) ✓ Slow walking for short time <p><u>Activities that are not permitted at this stage</u></p> <ul style="list-style-type: none"> ✗ Physical exertion (increased breathing and/heart rate and sweating) ✗ Sports/sporting activity ✗ Stair climbing, other than to move locations throughout the home

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<p>Student moves to RTS Stage 2 when:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student tolerates 30 minutes of light cognitive activity (for example a student should be able to complete 3-4 of the permitted activities listed above) and has not exhibited or reported a return of symptoms, new symptoms or worsening symptoms. <input type="checkbox"/> Student has completed a minimum of 24 hours at RTS – Stage 1. <hr/> <ul style="list-style-type: none"> <input type="checkbox"/> Student has exhibited or reported a return of symptoms, or new symptoms and must return to the previous stage for a minimum of 24 hours. <input type="checkbox"/> Student has exhibited or reported a worsening of symptoms and must return to medical doctor or nurse practitioner. 	<p>Student moves to RTPA Stage 2a when:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student tolerates light physical activities (completes both activities above) and has not exhibited or reported a return of symptoms, new symptoms or worsening symptoms. <input type="checkbox"/> Student has completed a minimum of 24 hours at RTPA – Stage 1 <hr/> <ul style="list-style-type: none"> <input type="checkbox"/> Student has exhibited or reported a return of symptoms, or new symptoms and must return to the previous stage for a minimum of 24 hours. <input type="checkbox"/> Student has exhibited or reported a worsening of symptoms and must return to medical doctor or nurse practitioner.
Stage 2	
<p><u>RTS -Stage 2</u></p> <p>Gradually add cognitive activity (as per activities permitted listed below). When light cognitive activity is tolerated, introduce school work (at home and facilitated by the school).</p> <p><u>Activities permitted if tolerated by student</u></p> <ul style="list-style-type: none"> ✓ Activities from previous stage ✓ School-type work in 30-minute increments ✓ Crosswords, word puzzles, Sudoku, word search ✓ Limited device use (for example, computer, laptop, tablet, iPad)/cell phone (for example, texting/games/photography) starting with shorter periods and building up as tolerated <p><u>Activities that are not permitted at this stage</u></p> <ul style="list-style-type: none"> ✗ School attendance 	<p><u>RTPA –Stage 2a</u></p> <p>Daily activities that do not provoke symptoms. Add additional movements that do not increase breathing and heart rate or break a sweat.</p> <p><u>Activities permitted if tolerated by student</u></p> <ul style="list-style-type: none"> ✓ Activities from previous stage ✓ Light physical activity for example, use of stairs ✓ 10-15 minutes slow walking 1-2x per day inside and outside (weather permitting) <p><u>Activities that are not permitted at this stage</u></p> <ul style="list-style-type: none"> ✗ Physical exertion (increases breathing and/heart rate and sweating) ✗ Sports ✗ Sporting activities
<p>Student moves to RTS Stage 3a when:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student tolerates the additional cognitive activity (for example a student should be able to complete 3-4 of the activities permitted) and has not exhibited or reported a return of symptoms, new symptoms or worsening symptoms. <input type="checkbox"/> Student has completed a minimum of 24 hours at RTS – Stage 2. <hr/> <ul style="list-style-type: none"> <input type="checkbox"/> Student has exhibited or reported a return of symptoms, or new symptoms and must 	<p>Student moves to RTPA Stage 2b when:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student tolerates daily physical activities (completes activities permitted listed above) and has not exhibited or reported a return of symptoms, new symptoms or worsening symptoms. <input type="checkbox"/> Student has completed a minimum of 24 hours at RTPA – Stage 2a. <hr/> <ul style="list-style-type: none"> <input type="checkbox"/> Student has exhibited or reported a return of symptoms, or new symptoms and must return to the previous stage for a minimum of 24 hours.

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<p>return to the previous stage for a minimum of 24 hours.</p> <p><input type="checkbox"/> Student has exhibited or reported a worsening of symptoms and must return to medical doctor or nurse practitioner.</p>	<p><input type="checkbox"/> Student has exhibited or reported a worsening of symptoms and must return to medical doctor or nurse practitioner.</p>
	<p><u>RTPA- Stage 2b</u></p> <p>Light aerobic activity</p> <p><u>Activities permitted if tolerated by student</u></p> <ul style="list-style-type: none"> ✓ Activities from previous stage ✓ 20-30 minutes walking/stationary cycling (i.e., at a pace that causes some increase in breathing/heart rate but not enough to prevent student from carrying on a conversation comfortably) <p><u>Activities that are not permitted at this stage</u></p> <ul style="list-style-type: none"> ✗ Resistance or weight training ✗ Physical activities with others ✗ Physical activities using equipment
	<p>Student moves to RTPA Stage 3 when:</p> <p><input type="checkbox"/> Student tolerates light aerobic activities (completes activities above) and has not exhibited or reported a return of symptoms, new symptoms, or worsening symptoms.</p> <p><input type="checkbox"/> Student has completed a minimum of 24 hours at RTPA – Stage 2b.</p> <hr/> <p><input type="checkbox"/> Student has exhibited or reported a return of symptoms, or new symptoms, and must return to the previous stage for a minimum of 24 hours.</p> <p><input type="checkbox"/> Student has exhibited or reported a worsening of symptoms and must return to medical doctor or nurse practitioner.</p>

Parent/Guardian communicates to school principal (by completing the following information on this form) that the student has completed RTS Stage 2 and RTPA Stage 2b and is ready to return to school and begin the school part of the Return to School and Return to Physical Activity Plan.

- ☐ My child has successfully completed all of the stages of the Home Preparation for Return to School (RTS) and Return to Physical Activity (RTPA) and is ready to return to school

Parent/Guardian Signature: _____ **Date:** _____

Comments:

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The school part of the plan begins with:

- Communication from the principal or designate to the Parent/Guardian to provide information on:
 - the school part of the RTS and RTPA Plan (Appendix E 2)
 - Collaborative Team participants and parent/guardian role on the team
- A student assessment to determine possible strategies and/or approaches for student learning

Original filed in OSR once completed.

Under the direction of the *Ontario Ministry of Education* and under the legal authority of the *Education Act*, the Grand Erie District School Board collects this information in order to fulfil its commitment to promoting the health and safety of students by raising awareness, identification, and prevention of concussion injuries, and managing diagnosed concussions. In accordance with the *Municipal Freedom of Information and Protection of Privacy Act* this information will be used solely to assess the student's Return to Learn and Return to Physical Activity. It will be retained in the Ontario Student Record [OSR] for one year after the student graduates or transfers out of the school. The Ministry of Education may also request school reports on concussion activity. If you have any questions or concerns about the collection of information on this form, please contact the school principal.

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Revised Version



Appendix E 2: School Concussion Management - Return to School (RTS) and Return to Physical Activity (RTPA) Plan

This form is to be used by parents/guardians and the school Collaborative Team to communicate and track a student's progress through the stages of the Return to School and Return to Physical Activity Plan following completion of Home Preparation for Return to School and Return to Physical Activity. The RTS and RTPA Plan is to be used with the GEDSB Student Concussion and Head Injury Resource Package (section 6 - Management Procedures for a Diagnosed Concussion)

- Each stage must take a **minimum of 24 hours**.
- All steps must be followed.

General procedures for School Concussion Management – Return to School (RTS) and Return to Physical Activity (RTPA) Plan

➤ **The Plan does not replace medical advice.**

1. The school part of the plan begins with a parent/guardian and principal or designate communicating information on:
 - the school part of the RTS and RTPA Plan (Appendix E 2);
 - the Collaborative Team members and their role
2. A student conference will be established to determine the individualized RTS and RTPA Plan and to identify:
 - the RTS learning strategies and/or approaches required by the student based on the post-concussion symptoms
 - the best way to provide opportunities for the permissible activities.
3. The need to report any return of symptoms to supervising staff/volunteer should be emphasized to the student and parent/guardian.
4. The stages of the General Procedures for School Concussion Management plan occur at school and where appropriate the RTPA part of the plan may occur during school activities or outside activities
5. For the student who is participating in activities outside of the school, communication is essential between the parent/guardian/student, activities supervisor and the collaborative team members.
6. Stages within the plan:
 - Stages are not days – each stage must take a **minimum of 24 hours**
 - The length of time needed to complete each stage will vary based on the student and the severity of the concussion.
 - A student who has no symptoms when they return to school must progress through all of the RTS stages and RTPA stages and remain symptom free for a minimum of 24 hours in each stage prior to moving to the next stage.
 - Completion of the plan may take 1-4 weeks.
7. The Collaborative Team will closely monitor student for the return of any concussion symptoms and/or deterioration of work habits and performance.
8. A student moves forward to the next stage when activities at the current stage are tolerated and the student has not exhibited or reported a return of symptoms, new symptoms, or worsening symptoms.

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9. A student's progression through the stages of RTS is **independent** from their progression through the RTPA stages.
10. Medical clearance by a doctor/nurse practitioner is required **prior** to beginning Stage 5 of RTPA (*Documentation for Medical Clearance* Appendix F).
11. Until a student has successfully completed all stages in the RTS plan they must not participate in the following physical activities where the risk of re-injury is possible:
 - full participation in the physical education curricular program;
 - intramural activities;
 - full participation in non-contact interschool activities; or
 - participation in practice for a contact sport.
12. Upon completion of the RTS and RTPA Plan, this form is returned to the principal or designate for filing in the OSR.

Return of Symptoms

- The student and the parent/guardian will report any return of symptoms to supervising staff/volunteers
- During all stages of RTS and in Stages 1-4 of RTPA:
 - o if symptoms return or new symptoms appear, the student returns to previous stage for a **minimum of 24 hours** and only participates in activities that can be tolerated.
- After Medical Clearance, during stages 5 and 6 of RTPA:
 - o if symptoms return or new symptoms appear, the student **must return to medical doctor/nurse practitioner** to have the Medical Clearance re-assessed.
- During all stages of RTS and RTPA, if symptoms worsen over time, follow the school's collaborative team procedures for contacting parents/guardians to inform them that the student needs a follow-up medical assessment.

Students requires a medical assessment for return/worsening symptoms

- When there is a return/worsening of symptoms the principal or designate contacts parent/guardian (or emergency contact) to inform of returned/worsened symptoms and the possible need for medical assessment on the same day.
- The collaborative team is to be informed and to follow the medical doctor/nurse practitioner's treatment recommendations.


Instructions: At each stage, this form will be exchanged between the school and home.

- Review the activities (permitted and not permitted) at each stage prior to beginning the Plan.
- School provides appropriate activities and documents student's progress by checking (✓), dating, initialling completion of each stage and communicating information (form) to parent/guardian.
- Within each stage, parent/guardian completes, checks (✓), dates, and signs the student's tolerance to those activities giving permission for the student to progress to the next stage and returns completed form to school.
- Principal or designate will inform all school staff when the student:
 - o is able to advance to the next stage
 - o must return to the previous stage
 - o must be medically assessed
 - o has completed the plan

School Concussion Management – Return to School (RTS) and Return to Physical Activity (RTPA) Plan

Return to School (RTS) Stages	Return to Physical Activity (RTPA) Stages
Stage 3	
<p><u>RTS - Stage 3a</u> Student begins with an initial length of time at school of 2 hours. The individual RTS Plan is developed by Collaborative Team following the student conference and assessment of the student's individual needs determining possible strategies and/or approaches for student learning (refer to Appendix B: Return to Learn Approaches). <u>Activities permitted if tolerated by student</u></p> <ul style="list-style-type: none"> ✓ Activities from previous stage ✓ School work for up to 2 hours per day in smaller chunks (completed at school) working up to a 1/2 day of cognitive activity ✓ Adaptation of learning strategies and/or approaches <p><u>Activities that are not permitted at this stage</u></p> <ul style="list-style-type: none"> ✗ Tests/exams ✗ Homework ✗ Music class ✗ Assemblies ✗ Field trips 	<p><u>RTPA –Stage 3</u> Simple locomotor activities/sport-specific exercise to add movement. <u>Activities permitted if tolerated by student</u></p> <ul style="list-style-type: none"> ✓ Activities from previous stage (20-30 minutes walking/stationary cycling/elliptical/recreational dancing at a moderate pace) ✓ Simple individual drills (e.g., running/throwing drills, skating drills in hockey, shooting drills in basketball) in predictable and controlled environments with no risk of re-injury ✓ Restricted recess activities (e.g., walking) <p><u>Activities that are not permitted at this stage</u></p> <ul style="list-style-type: none"> ✗ Full participation in physical education or DPA ✗ Participation in intramurals ✗ Full participation in interschool practices ✗ Interschool competitions ✗ Resistance or weight training ✗ Body contact or head impact activities (e.g., heading a soccer ball) ✗ Jarring motions (e.g., high speed stops, hitting a baseball with a bat)
<p>School</p> <p><input type="checkbox"/> Student has demonstrated they can tolerate up to a half day of cognitive activity.</p> <p><input type="checkbox"/> E 2 sent home to parent/guardian.</p> <p>School Initials (e.g., collaborative team Lead/designate): _____</p> <p>Date: _____</p>	<p>School</p> <p><input type="checkbox"/> Student has demonstrated they can tolerate simple individual drills/sport-specific drills as listed in permitted activities.</p> <p><input type="checkbox"/> E 2 sent home to parent/guardian.</p> <p>School Initials (e.g., collaborative team lead/designate): _____</p> <p>Date: _____</p>
<p>Home</p> <p><input type="checkbox"/> Student has not exhibited or reported a return of symptoms, new symptoms, or worsening symptoms.</p> <p><input type="checkbox"/> Student has exhibited or reported a return of symptoms, or new symptoms, and must return to the previous stage for a minimum of 24 hours.</p>	<p>Home</p> <p><input type="checkbox"/> Student has not exhibited or reported a return of symptoms, new symptoms, or worsening symptoms.</p> <p><input type="checkbox"/> Student has exhibited or reported a return of symptoms, or new symptoms, and must return to the previous stage for a minimum of 24 hours.</p>

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<input type="checkbox"/> Student has exhibited or reported a worsening of symptoms and must return to medical doctor or nurse practitioner. <input type="checkbox"/> E 2 sent back to school. Parent/Guardian: Signature: _____ Date: _____ Comments: _____	<input type="checkbox"/> Student has exhibited or reported a worsening of symptoms and must return to medical doctor or nurse practitioner. <input type="checkbox"/> E 2 sent back to school. Parent/Guardian: Signature: _____ Date: _____ Comments: _____
<p><u>RTS - Stage 3b</u> Student continues attending school half time with gradual increase in school attendance. Gradual increase in school work and a decrease in the adaptation of learning strategies and/or approaches.</p> <p><u>Activities permitted if tolerated by student</u></p> <ul style="list-style-type: none"> ✓ Activities from previous stage ✓ School work for 4-5 hours per day, in smaller chunks (e.g., 2-4 days of school/week) ✓ Homework – up to 30 minutes per day ✓ Decrease adaptation of learning strategies and/or approaches ✓ Classroom testing with accommodations <p><u>Activities that are not permitted at this stage</u></p> <ul style="list-style-type: none"> ✗ Standardized tests/exams 	
<p>School</p> <input type="checkbox"/> Student has demonstrated they can tolerate up to 4-5 hours of the cognitive activities listed above. <input type="checkbox"/> E 2 sent home to parent/guardian. School Initials (e.g., collaborative team Lead/designate): _____ Date: _____	
<p>Home</p> <input type="checkbox"/> Student has not exhibited or reported a return of symptoms, new symptoms, or worsening symptoms. <input type="checkbox"/> Student has exhibited or reported a return of symptoms, or new symptoms, and must return to the previous stage for a minimum of 24 hours. <input type="checkbox"/> Student has exhibited or reported a worsening of symptoms and must return to medical doctor or nurse practitioner. <input type="checkbox"/> E 2 sent back to school.	

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Parent/Guardian: Signature: _____ Date: _____ Comments: _____	
Stage 4	
RTS– Stage 4 a Full day school, minimal adaptation of learning strategies and/or approaches. Nearly normal workload. <u>Activities permitted if tolerated by student</u> <ul style="list-style-type: none"> ✓ Activities from previous stage ✓ Nearly normal cognitive activities ✓ Routine school work as tolerated ✓ Minimal adaptation of learning strategies and/or approaches <ul style="list-style-type: none"> • Start to eliminate adaptation of learning strategies and/or approaches • Increase homework to 60 minutes per day • Limit routine testing to one test per day with accommodations (e.g., supports - such as more time) <u>Activities that are not permitted at this stage</u> <ul style="list-style-type: none"> ✗ Standardized tests/exams 	RTPA –Stage 4 Progressively increase physical activity. Non-contact training drills to add coordination and increased thinking. <u>Activities permitted if tolerated by student</u> <ul style="list-style-type: none"> ✓ Activities from previous stage ✓ More complex training drills (e.g., passing drills in soccer and hockey) ✓ Physical activity with no body contact (e.g., dance, badminton) ✓ Participation in practices for noncontact interschool sports (no contact) ✓ Progressive resistance training may be started ✓ Recess – physical activity running/games with no body contact ✓ DPA (elementary) <u>Activities that are not permitted at this stage</u> <ul style="list-style-type: none"> ✗ Full participation in physical education Participation in intramurals ✗ Body contact or head impact activities (e.g., heading a soccer ball) ✗ Participation in interschool contact sport practices, or interschool games/competitions (non-contact and contact)
School <ul style="list-style-type: none"> <input type="checkbox"/> Student has demonstrated they can tolerate a full day of school and a nearly normal workload with minimal adaptation of learning strategies and/or approaches. <input type="checkbox"/> E 2 sent home to parent/guardian. School Initials (e.g., collaborative team Lead/designate): _____ Date: _____	School <ul style="list-style-type: none"> <input type="checkbox"/> Student has completed the activities in RTPA Stage 4 as applicable. <input type="checkbox"/> E 2 sent home to parent/guardian. <input type="checkbox"/> Documentation for Medical Clearance (Appendix F) sent home to parent/guardian. School Initials (e.g., collaborative team lead/designate): _____ Date: _____
Home <ul style="list-style-type: none"> <input type="checkbox"/> Student has not exhibited or reported a return of symptoms, new symptoms, or worsening symptoms. <input type="checkbox"/> Student has exhibited or reported a return of symptoms, or new symptoms, and must 	Home <ul style="list-style-type: none"> <input type="checkbox"/> Student has not exhibited or reported a return of symptoms, new symptoms, or worsening symptoms. <input type="checkbox"/> Student has exhibited or reported a return of symptoms, or new symptoms, and must

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<p>return to the previous stage for a minimum of 24 hours.</p> <p><input type="checkbox"/> Student has exhibited or reported a worsening of symptoms and must return to medical doctor or nurse practitioner.</p> <p><input type="checkbox"/> E 2 sent back to school.</p> <p>Parent/Guardian:</p> <p>Signature: _____</p> <p>Date: _____</p> <p>Comments: _____</p>	<p>return to the previous stage for a minimum of 24 hours.</p> <p><input type="checkbox"/> Student has exhibited or reported a worsening of symptoms and must return to medical doctor or nurse practitioner.</p> <p><input type="checkbox"/> E 2 sent back to school.</p> <p>Parent/Guardian:</p> <p>Signature: _____</p> <p>Date: _____</p> <p>Comments: _____</p>
<p>RTS - Stage 4b</p> <p>At school: full day, without adaptation of learning strategies and/or approaches</p> <p><u>Activities permitted if tolerated by student</u></p> <ul style="list-style-type: none"> ✓ Normal cognitive activities ✓ Routine school work ✓ Full curriculum load (attend all classes, all homework, tests) ✓ Standardized tests/exams ✓ Full extracurricular involvement (non-sport/non-physical activity - e.g., debating club, drama club, chess club) 	<p><u>Before progressing to RTPA Stage 5, the student must:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> have completed RTS Stage 4a and 4b (full day at school without adaptation of learning strategies and/or approaches), <input type="checkbox"/> have completed RTPA Stage 4 and be symptom-free, and <input type="checkbox"/> obtain a signed Medical Clearance from a medical doctor or nurse practitioner. <p>Please Note: Premature return to contact sports (full practice and game play) may cause a significant setback in recovery.</p>
<p>School</p> <p><input type="checkbox"/> Student has demonstrated they can tolerate a full day of school without adaptation of learning strategies and/or approaches.</p> <p><input type="checkbox"/> E 2 sent home to parent/guardian.</p> <p>School Initials (e.g., collaborative team Lead/designate): _____</p> <p>Date: _____</p>	
<p>Home</p> <p><input type="checkbox"/> Student has not exhibited or reported a return of symptoms, new symptoms, or worsening symptoms.</p> <p><input type="checkbox"/> Student has exhibited or reported a return of symptoms, or new symptoms, and must return to the previous stage for a minimum of 24 hours.</p> <p><input type="checkbox"/> Student has exhibited or reported a worsening of symptoms and must return to medical doctor or nurse practitioner.</p> <p>Parent/Guardian:</p> <p>Signature: _____</p> <p>Date: _____</p> <p>Comments: _____</p>	

Stage 5	
	<p><u>RTPA–Stage 5</u></p> <p>Following medical clearance, full participation in all non-contact physical activities (i.e., non-intentional body contact) and full contact training/practice in contact sports.</p> <p><u>Activities permitted if tolerated by student</u></p> <ul style="list-style-type: none"> ✓ Physical Education ✓ Intramural programs ✓ Full contact training/practice in contact interschool sports <p><u>Activities that are not permitted at this stage</u></p> <ul style="list-style-type: none"> ✗ Competition (e.g., games, meets, events) that involves body contact
	<p>School</p> <p><input type="checkbox"/> Student has successfully completed the applicable physical activities in RTPA Stage 5.</p> <p><input type="checkbox"/> E 2 sent home to parent/guardian.</p>
	<p>School Initials (e.g., collaborative team lead/designate): _____</p>
	<p>Date: _____</p>
	<p>Home</p> <p><input type="checkbox"/> Student has not exhibited or reported a return of symptoms or new symptoms.</p> <p><input type="checkbox"/> Student has exhibited or reported a return of symptoms or new symptoms and must return to medical doctor or nurse practitioner for Medical Clearance reassessment.</p> <p><input type="checkbox"/> E 2 sent back to school.</p> <p>Parent/Guardian:</p> <p>Signature: _____</p> <p>Date: _____</p> <p>Comments: _____</p>
Stage 6	
	<p><u>RTPA - Stage 6</u></p> <ul style="list-style-type: none"> ✓ Unrestricted return to contact sports. Full participation in contact sports games/competitions
	<p>School</p> <p><input type="checkbox"/> Student has completed full participation in contact sports.</p> <p><input type="checkbox"/> E 2 sent home to parent/guardian</p>
	<p>School Initials (e.g., collaborative team lead/designate): _____</p>
	<p>Date: _____</p>

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Home

- ☐ Student has not exhibited or reported a return of symptoms or new symptoms and has completed the RTPA Plan.
- ☐ Student has exhibited/reported a return of symptoms or new symptoms and must return to medical doctor/nurse practitioner for Medical Clearance reassessment.
- ☐ E 2 sent back to school for documentation purposes.

Parent/Guardian:

Signature: _____

Date: _____

Comments: _____

Original filed in OSR once completed.

Under the direction of the *Ontario Ministry of Education* and under the legal authority of the *Education Act*, the Grand Erie District School Board collects this information in order to fulfil its commitment to promoting the health and safety of students by raising awareness, identification, and prevention of concussion injuries, and managing diagnosed concussions. In accordance with the *Municipal Freedom of Information and Protection of Privacy Act* this information will be used solely to assess the student's Return to Learn and Return to Physical Activity. It will be retained in the Ontario Student Record [OSR] for one year after the student graduates or transfers out of the school. The Ministry of Education may also request school reports on concussion activity. If you have any questions or concerns about the collection of information on this form, please contact the school principal.

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Appendix F: Documentation for Medical Clearance

This form is to be provided to students who have completed the Return to School (RTS) Stage 4b and Return to Physical Activity (RTPA) Stage 4. Consult the School Concussion Management Plan below. Student must be medically cleared by a medical doctor/nurse practitioner prior to moving on to full participation in non-contact physical activities and full contact practices (RTPA) Stage 5.

Note: Forms completed by other licensed healthcare professionals will not be otherwise accepted.

Student Name: _____ *Date:* _____

I have examined this student and confirm they are medically cleared to participate in all of the following activities:

- Full participation in Physical Education classes
- Full participation in Intramural physical activities (non-contact)
- Full participation in non-contact Interschool Sports (practices and competition)
- Full-contact training/practice in contact Interschool Sports

Other Comments:

Medical Doctor/Nurse Practitioner

Name: _____

Signature: _____

Date: _____

What if symptoms recur? A student who has received Medical Clearance and has a recurrence of symptoms or new symptoms appear, must immediately remove themselves from play, inform their parent/guardian/teacher/coach, and return to medical doctor or nurse practitioner for Medical Clearance reassessment before returning to physical activity.

School Concussion Management Plan

Return to School (RTS) Stages	Return to Physical Activity (RTPA) Stages
Each stage must last a minimum of 24 hours.	Each stage must last a minimum of 24 hours.
<p><u>RTS - Stage 3a</u> Student begins with an initial length of time at school of 2 hours.</p> <p>The individual RTS Plan is developed by Collaborative Team following the student conference and assessment of the student's individual needs determining possible strategies and/or approaches for student learning .</p>	<p><u>RTPA –Stage 3</u> Simple locomotor activities/sport-specific exercise to add movement.</p>
<p><u>RTS - Stage 3b</u> Student continues attending school half time with gradual increase in school attendance time, increased school work, and decrease in learning strategies and/or approaches.</p>	
<p><u>RTS– Stage 4 a</u> Full day school, minimal adaptation of learning strategies and/or approaches.</p> <p>Nearly normal workload.</p>	<p><u>RTPA –Stage 4</u> Progressively increase physical activity. Noncontact training drills to add coordination and increased thinking.</p>
<p><u>RTS - Stage 4b</u> At school: full day, without adaptation of learning strategies and/or approaches.</p>	<p><u>Before progressing to RTPA Stage 5, the student must:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> have completed RTS Stage 4a and 4b (full day at school without adaptation of learning strategies and/or approaches <input type="checkbox"/> have completed RTPA Stage 4 and be symptom-free, and obtain signed Medical Clearance from a medical doctor or nurse practitioner.
	<p><u>RTPA–Stage 5</u> Following medical clearance, full participation in all non-contact physical activities (i.e., non-intentional body contact) and full contact training/practice in contact sports.</p>
	<p><u>RTPA - Stage 6</u> Unrestricted return to contact sports.</p>

Original filed in OSR once completed.

Under the direction of the *Ontario Ministry of Education* and under the legal authority of the *Education Act*, the Grand Erie District School Board collects this information in order to fulfil its commitment to promoting the health and safety of students by raising awareness, identification, and prevention of concussion injuries, and managing diagnosed concussions. In accordance with the *Municipal Freedom of Information and Protection of Privacy Act* this information will be used solely to assess the student's Return to Learn and Return to Physical Activity. It will be retained in the Ontario Student Record [OSR] for one year after the student graduates or transfers out of the school. The Ministry of Education may also request school reports on concussion activity. If you have any questions or concerns about the collection of information on this form, please contact the school principal.

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Appendix G: Player Code of Conduct

Respect yourself:

- I will wear the proper equipment and wear it correctly.
- I will develop my skill and body strength so that I can play the game to the best of my abilities.
- I understand that a concussion is a serious brain injury that has both short- and long-term effects.
- I understand that I don't need to lose consciousness to have had a concussion.
- I understand that a significant impact to the head, face, neck or body may cause a concussion.
- I understand that if I suspect I might have a concussion I should stop playing the sport immediately.
- I understand that continuing to play with a suspected concussion increases my risk of more severe, longer lasting concussion symptoms, as well as increases my risk of other injury.
- I will not hide my symptoms.
- I will tell my coach, trainer, parent, or other responsible person if I am concerned.
- I have had a concussion and/or experience any signs and symptoms of concussion following a collision.
- I understand I will not be able to return to play following a collision where I experience signs and symptoms of concussion.
- I understand I will have to be cleared by a physician or qualified medical professional, preferably one with experience in concussion management, prior to returning to play.
- I understand I will have to follow the 6-step Return to Play guidelines when returning to activity.

Respect Others:

- I will respect the rules of the game.
- I will respect my opponents and play fair.
- I will not fight or attempt to injure anyone on purpose.
- I will respect my coaches, trainers, parents and the medical professionals and any decisions made with regards to my health and safety

Team: _____

Player: _____

Parent/Caregiver: _____

Date: _____





Appendix H: Student Concussion Diagnosis Report

GRAND ERIE DISTRICT SCHOOL BOARD Student Concussion Diagnosis Report			
<input type="checkbox"/> January 30		<input type="checkbox"/> June 28	
School:		Principal:	
Student(s) Name(s)		Date of Birth YYYY/MM/DD	Documentation for a Diagnosed Concussion - Return to Learn/Return to Physical Activity Plan in Place
Surname	Given Name		Status of Return to Learn/Return to Physical Activity Plan Completed (Y) Ongoing (N)
1.			<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> YES <input type="checkbox"/> NO
Date/Location of incident:		Circumstances causing concussion:	
2.			<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> YES <input type="checkbox"/> NO
Date/Location of incident:		Circumstances causing concussion:	
3.			<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> YES <input type="checkbox"/> NO
Date/Location of incident:		Circumstances causing concussion:	
4.			<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> YES <input type="checkbox"/> NO
Date/Location of incident:		Circumstances causing concussion:	
5.			<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> YES <input type="checkbox"/> NO
Date/Location of incident:		Circumstances causing concussion:	
Concussion Awareness Training			
Staff Completed on: DATE			
Comments:			



STUDENT CONCUSSION AND HEAD INJURY

RESOURCE PACKAGE

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1. Information

1.1. Definitions

The definition of **concussion** outlined below is adapted from the definition provided in the concussion protocol in the Ontario Physical Education Association (Ophea) Safety Guidelines.

A concussion:

- is a brain injury that causes changes in how the brain functions, leading to symptoms that can be physical (e.g., headache, dizziness), cognitive (e.g., difficulty concentrating or remembering), emotional/behavioural (e.g., depression, irritability) and/or related to sleep (e.g., drowsiness, difficulty falling asleep);
- may be caused either by a direct blow to the head, face or neck, or a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull;
- can occur even if there has been no loss of consciousness (in fact most concussions occur without a loss of consciousness); and,
- cannot normally be seen on X-rays, standard CT scans or MRIs.

A concussion diagnosis:

A concussion is a clinical diagnosis made by a medical doctor or nurse practitioner. In the best interest of the child it is critical that a student with a suspected concussion be examined by a medical doctor or nurse practitioner. Without medical documentation the students' participation in physical activity will be restricted.

Second Impact Syndrome:

Research suggests that a child or youth who suffers a second concussion before he or she is symptom free from the first concussion is susceptible to a prolonged period of recovery, and possibly Second Impact Syndrome – a rare condition that causes rapid and severe brain swelling and often catastrophic results, including death.

2. Signs and Symptoms of a Concussion

The first step to managing a concussion is being able to recognize common signs and symptoms. A concussion should be suspected following a blow to the head, face or neck, or a blow to the body that transmits a force to the head.

- 2.1 What is the difference between a sign and a symptom?
 - a. A sign is something that will be observed.
 - b. A symptom is something the student will feel and explain.
- 2.2 When examining for signs and symptoms of a suspected concussion:
 - a. Concussion should be suspected in the presence of any **one** or more of the signs or symptoms
 - b. Signs and symptoms of a suspected concussion can occur immediately after the incident or can occur hours or days after the incident
 - c. Student does not have to lose consciousness in order to have a concussion
 - d. Signs and symptoms may be different for everyone

- e. Concussion symptoms for younger students may not be as obvious compared to older students
- f. A student may be reluctant to report symptoms because of a fear that he/she will be removed from the activity, his/her status on a team or in a game could be jeopardized or academics could be impacted
- g. It may be difficult for students under 10, with special needs, or students for whom English/French is not their first language, to communicate how they are feeling
- h. If student loses consciousness or signs or symptoms worsen, call 911.

2.3 Refer to the chart below for a list of common signs and symptoms.

Signs Observed	Symptoms Reported
Physical	Physical
<ul style="list-style-type: none"> • Vomiting • Slurred speech • Slowed reaction time • Poor coordination or balance • Blank stare/glassy-eyed • Decreased playing ability • Loss of consciousness • Lying motionless on the ground or slow to get up • Seizure or convulsion • Grabbing or clutching of head 	<ul style="list-style-type: none"> • Headache • Neck pain • Feeling off/not right • Ringing in the ears • Seeing double or blurry/loss of vision • Seeing stars, flashing lights • Pain at physical site of injury • Nausea/stomach ache/pain • Balance problems or dizziness • Fatigue or feeling tired • Sensitivity to light or noise
Cognitive	Cognitive
<ul style="list-style-type: none"> • Difficulty concentrating • Easily distracted • General confusion • Amnesia • Cannot remember things that happened before and after the injury • Does not know time, date, place, class, type of activity in which he/she was participating • Slow to answer questions or follow directions 	<ul style="list-style-type: none"> • Difficulty concentrating or remembering • Slowed down, fatigue or low energy • Dazed or in a fog
Emotional	Emotional
<ul style="list-style-type: none"> • Strange or inappropriate emotions, (e.g., laughing, crying, getting mad easily) 	<ul style="list-style-type: none"> • Irritable, sad, more emotional than usual • Nervous, anxious, depressed
Sleep	Sleep
<ul style="list-style-type: none"> • Drowsiness 	<ul style="list-style-type: none"> • Drowsy • Sleeps more/less than usual • Difficulty falling asleep

3. Roles and Responsibilities

3.1 Principal will:

- a. Implement the Student Concussion and Head Injury Policy
- b. Ensure all staff, volunteers, parents/guardians, and students are aware of the Student Concussion and Head Injury Policy and understand their roles and responsibilities
- c. Ensure the Student Concussion and Head Injury Policy is followed by all school staff (including occasional staff/support staff, recess supervisors), parents/guardians, students, and volunteers
- d. Arrange for concussion in-servicing for staff and coaching volunteers, and repeat as necessary
- e. Share concussion information with students and their parents/guardians
 - i. Ensure that the *Tool to identify a Suspected Concussion* (Appendix C) and the
 - ii. *Documentation of Monitoring/Documentation of Medical Examination Form* (Appendix D2) and the
 - iii. *Documentation for a Diagnosed Concussion – Documentation for a Diagnosed Concussion - Return to Learn/Return to Physical Activity Plan* (Appendix E) are provided to parents/guardians
- f. Ensure Opeha safety guidelines are being followed
- g. Work as closely as possible with students, parents/guardians, staff, volunteers, and health professionals to support concussed students with their recovery and academic success
- h. Maintain up to date emergency contact and telephone numbers
- i. Encourage parental/guardian cooperation in reporting all non-school related concussions
- j. Ensure concussion information is readily available to all school staff and volunteers
- k. Ensure that all incidents have been reported, recorded and filed as necessary
 - i. the Ontario School Boards' Insurance Exchange (OSBIE) incident report
 - ii. Critical Injury Report
 - iii. *Student Concussion Diagnosis Report* (Appendix G)
- l. For students who are experiencing difficulty in their learning environment as a result of a concussion, principals may coordinate the development of an Individual Education Plan-non-identified (IEP-non-identified). See Appendix B for *Return to Learn Strategies/Approaches*
- m. Approve any adjustments to the student's schedule as required
- n. Alert appropriate staff about students with a suspected or diagnosed concussion
- o. Prior to student return to school, ensure completion and collection of the following documentation:
 - i. *Documentation of Monitoring/Documentation of Medical Examination Form* (Appendix D2)
 - ii. *Documentation for a Diagnosed Concussion – Documentation for a Diagnosed Concussion - Return to Learn/Return to Physical Activity Plan* (Appendix E)
- p. File above documents (Appendix D2 & E) in student's OSR and provide copy to appropriate school staff
- q. Once concussion is diagnosed, appoint primary staff member to act as the student's school contact to ensure adequate communication and coordination of their needs.

- 3.2 School Staff (Includes administration staff, teaching staff, support staff, coaches, volunteers, etc.) will:
- Understand and follow the Student Concussion and Head Injury Policy
 - Attend and complete concussion training
 - Ensure age-appropriate concussion education, including prevention, is included for all students participating in activities that could result in a concussion. Have students complete the *Player Code of Conduct* (Appendix F)
 - Be able to recognize signs, symptoms and respond appropriately in the event of a concussion see the *Tool to Identify a Suspected Concussion* (Appendix C)
 - Follow current Opeha safety guidelines related to concussions and implement risk management and injury prevention strategies
 - Make sure that occasional teaching staff are updated on concussed student's condition.
- 3.3 Parents/Guardians will:
- Review with your child the concussion information that is distributed through the school (e.g. *Concussion Information for Parents and Students* (Appendix A))
 - Reinforce concussion prevention strategies with your child, for example the *Player Code of Conduct* (Appendix F)
 - Understand and follow parents/guardian roles and responsibilities in this policy
 - In the event of a suspected concussion, ensure child is assessed as soon as possible by physician/nurse practitioner, preferably on the same day
 - Cooperate with school to facilitate *Documentation for a Diagnosed Concussion - Return to Learn/Return to Physical Activity Plan* (Appendix E)
 - Follow physician/nurse practitioner recommendations to promote recovery
 - Be responsible for the completion of all required documentation
 - Support your child's progress through recommended *Documentation for a Diagnosed Concussion - Return to Learn/Return to Physical Activity Plan* (Appendix E)
 - Collaborate with school to manage your child's suspected or diagnosed concussions appropriately
 - Report non-school related concussion to principal (*Documentation for a Diagnosed Concussion - Return to Learn/Return to Physical Activity Plan* (Appendix E) will still apply).
- 3.4 Students will:
- Learn about concussions, including prevention strategies, signs and symptoms, concussion management and student roles and responsibilities, throughout applicable curriculum
 - Immediately inform school staff of suspected or diagnosed concussions occurring during or outside of school
 - Inform school staff if you experience any concussion related symptoms (immediate, delayed or reoccurring)
 - Remain on school premises until parent/guardian arrives if concussion is suspected
 - Communicate concerns and challenges during recovery process with appropriate school staff, parents/guardians, and health care providers
 - Complete the *Player Code of Conduct* (Appendix F)
 - Follow concussion management strategies as per medical doctor/nurse practitioner direction and *Documentation for a Diagnosed Concussion - Return to Learn/Return to Physical Activity Plan* (Appendix E).

4. Prevention

Regardless of the steps taken to prevent injury, some students will continue to be injured. The severity of the injury can be mitigated by the following:

- 4.1 Awareness and education for coaches, staff, parents and students to:
 - a. Recognize the symptoms of concussion;
 - b. Remove the student from play;
 - c. Refer the student to a medical doctor/nurse practitioner.
- 4.2 Wearing the sport specific protective equipment:
 - b. Equipment should fit properly;
 - c. Equipment should be well maintained;
 - d. Equipment should be worn consistently and correctly;
 - e. Equipment should meet current safety standards;
 - f. Damaged or expired equipment shall be replaced.
- 4.3 Follow Ophea sport specific safety guidelines and follow the Player Code of Conduct (Appendix F)
- 4.4 Ensure all students receive instruction, understand and follow the sport/activity specific safety rules and skills prior to participation (e.g. eliminate all checks to the head and eliminate all hits from behind)
- 4.5 Teach skills in proper progression (e.g. emphasize the principles of head-injury prevention, keeping the head up and avoiding collision)
- 4.6 Outline the concussion risks associated with the activity/sport and demonstrate how they can be minimized e.g. teach proper sport techniques such as correct tackling in football, effective positioning in soccer and how to avoid over-crowding when using the playground
- 4.7 Students must follow their supervising staff/coach's/volunteer's safety instructions at all times
- 4.8 Reinforce to students that it is extremely important not to return to learning or physical activity while still recovering from a concussion to avoid further risk of injury
- 4.9 Discourage parents/guardians/teachers/coaches, school staff from pressuring recovering concussed students to play or learn before they are ready
- 4.10 Parents need to reinforce with their child the importance of following the Return to Learn/Return to Physical Activity Plan
- 4.11 Parents are encouraged to report concussion history on the student registration form
- 4.12 Provide reassurance, support and request/offer academic accommodations as needed.

5. Identification Procedures - Steps and Responsibilities in a Suspected Concussions

Immediate action must be taken by the individual (e.g. principal, teacher, coach) responsible for the student if the student receives a blow to the head, face or neck, or a blow to the body that transmits a force to the head. Refer to the *Tool to Identify a Suspected Concussion* (Appendix C) and *Emergency Action Plan for Concussion and Head Injury* (Appendix D1).

As stated in SO 120 – Student and Visitor Injuries/Accidents, initial response to all injuries is to administer first aid. Each school and work site has staff who have received first aid training.

5.1 Initial Response:

a. Unconscious Student (any loss of consciousness, including seizure or convulsion)

Action	Responsibility
1. Stop the activity immediately -assume concussion.	Supervising School Staff/Volunteers
2. Initiate <i>Emergency Action Plan for Concussion and Head Injury</i> (Appendix D1) and call 911. Assume neck injury. Only if trained, immobilize student. <u>DO NOT</u> move the student or remove athletic equipment unless breathing difficulty.	Supervising School Staff/Volunteers
3. Remain with student until emergency medical service arrives	Supervising School Staff/Volunteers
4. Contact student's parent/guardian (or emergency contact) to inform of incident and that emergency medical services have been contacted.	Supervising School Staff/Volunteers
5. Monitor student and document any changes (physical, cognitive, emotional/behavioural).	Supervising School Staff/Volunteers
6. If student regains consciousness, encourage student to remain calm and still. Do not administer medication (unless the student requires medication for other conditions (e.g. insulin).	Supervising School Staff/Volunteers
7. Complete the <i>Tool to identify a Suspected Concussion</i> (Appendix C) and, if present, provide copy to parent/guardian retaining a copy.	Supervising School Staff/Volunteers
8. If present, provide the parent/guardian a copy of the <i>Documentation of Monitoring/Documentation of Medical Examination</i> (Appendix D2) and inform parent/guardian that form needs to be completed and submitted to principal prior to student's return to school.	Supervising School Staff/Volunteers
9. Complete board injury report (OSBIE, Critical Injury), inform principal of suspected concussion, and forward copy of the completed and signed <i>Tool to Identify a Suspected Concussion</i> (Appendix C) to principal.	Supervising School Staff/Volunteers
10. Ensure student is examined by a medical doctor or nurse practitioner as soon as possible that day.	Parent/ Guardian/ Emergency Contact
11. Once diagnosis is made complete <i>Documentation of Monitoring/Documentation of Medical Examination</i> (Appendix D2) and return completed and signed document to school principal prior to student's return to school.	Parent/Guardian
12. Inform all school staff (e.g. classroom teacher, LRTs, physical education teachers, intramural supervisors, recess supervisors, coaches) and volunteers who work with the student of the suspected concussion.	Principal
13. Indicate that the student shall not participate in any learning or physical activities until parent/guardian communicates the results of the medical examination to the school principal.	Principal

b. Conscious Student

Action	Responsibility
1. Stop the activity immediately	Supervising School Staff/Volunteers
2. Initiate school <i>Emergency Action Plan for Concussion and Head Injury</i> (Appendix D1).	Supervising School Staff/Volunteers
3. When safe to do so, remove student from current activity/game.	Supervising School Staff/Volunteers
4. Conduct an initial concussion assessment of the student using the <i>Tool to Identify a Suspected Concussion</i> (Appendix C).	Supervising School Staff/Volunteers

c. Where signs are observed and/or symptoms are reported and/or student does not answer correctly the Quick Memory Function Assessment and a concussion is suspected.

Action	Responsibility
1. Do not allow student to return to play in the activity, game or practice that day even if the student states she/he is feeling better.	Supervising School Staff/Volunteers
2. Contact the student's parent/guardian (or emergency contact) to inform them: <ul style="list-style-type: none"> • Of the incident • That they need to come and pick up the student • That the student needs to be examined by a medical doctor or nurse practitioner as soon as possible that day 	Supervising School Staff/Volunteers
3. Monitor and document any changes (i.e. physical, cognitive, and emotional/behavioural) in the student. If signs or symptoms worsen, call 911.	Supervising School Staff/Volunteers
4. Complete the <i>Tool to Identify a Suspected Concussion</i> (Appendix C)	Supervising School Staff/Volunteers
5. Do not administer medication (unless student requires medication for other conditions-e.g. insulin).	Supervising School Staff/Volunteers
6. Stay with student until his/her parent/guardian (or emergency contact) arrives.	Supervising School Staff/Volunteers
7. Student must not leave the premises without parent/guardian supervision.	Supervising School Staff/Volunteers & Student
8. Provide parent/guardian (emergency contact) a copy of the <i>Tool to Identify a Suspected Concussion</i> (Appendix C).	Supervising School Staff/Volunteers
9. Provide parent/guardian (or emergency contact) copy of the <i>Documentation of Monitoring/Documentation of Medical Examination</i> (Appendix D2) and inform parent/guardian that form needs to be completed and submitted to principal prior to student's return to school.	Supervising School Staff/Volunteers
10. Inform parent/guardian (or emergency contact) that the student must be examined by a medical doctor or nurse practitioner as soon as possible that day.	Supervising School Staff/Volunteers
11. Complete board injury report (OSBIE), inform principal of suspected concussion, and forward copy of the completed and signed <i>Tool to Identify a Suspected Concussion</i> (Appendix C) to principal.	Supervising School Staff/Volunteers

Action	Responsibility
12. Ensure student is examined by a medical doctor or nurse practitioner as soon as possible that day.	Parent/ Guardian/Emergency Contact
13. Complete <i>Documentation of Monitoring/Documentation of Medical Examination</i> (Appendix D2) once diagnosis is made and return completed and signed document to school principal prior to student's return to school.	Parent/Guardian
14. Inform all school staff (e.g. classroom teacher, LRT's, physical education teachers, intramural supervisors, coaches) and volunteers who work with the student of the suspected concussion.	Principal
15. Indicate that the student shall not participate in any learning or physical activities until parent/guardian communicates the results of the medical examination to the school principal.	Principal

- d. Where signs are NOT observed, symptoms are NOT reported AND student passes Quick Memory Function Assessment (Appendix C)

Action	Responsibility
1. Student to be monitored for 24 hours and removed from physical activity (where teacher/coach determines monitoring is applicable or where teacher/coach is not sure).	Supervising School Staff/Volunteers
2. Inform parent/guardian (or emergency contact) of the incident and provide a copy of the <i>Tool to Identify a Suspected Concussion</i> (Appendix C) and the <i>Documentation of Monitoring/Documentation of Medical Examination</i> (Appendix D2) and inform parent/guardian that the form (Appendix D2) needs to be completed and submitted to principal after the monitoring period is completed. Explain to parent/guardian (or emergency contact) that student <ul style="list-style-type: none"> • will attend school • will not participate in physical activity • will be monitored for signs and/or symptoms for 24 hours • will be monitored at school by teachers • will be monitored at home by parents/guardians If any signs or symptoms appear, the student needs to be examined by medical doctor or nurse practitioner as soon as possible on the same day and results shared with principal before return to school.	Supervising School Staff/Volunteers
3. Inform Supervising School Staff/Volunteers if symptoms appear during learning or any activity.	Student
4. If symptoms appear proceed with Action items under "If a concussion is suspected".	Supervising School Staff/Volunteers & Parent/Guardian/ Emergency Contact

5.2 No Concussion Diagnosis

If **NO CONCUSSION** is diagnosed student may resume regular learning and physical activity.

Action	Responsibility
1. Communicate diagnosis to school principal and return completed and signed <i>Documentation of Monitoring/Documentation of Medical Examination</i> (Appendix D2).	Parent/Guardian
2. Inform all school staff (e.g. classroom teacher, LRT's, physical education teachers, intramural supervisors, recess supervisors, coaches) and volunteers who work with the student of the diagnosis.	Principal
3. File any related written documentation of the incident and results of the medical examination (e.g. in the student's OSR).	Principal
4. Resume regular learning and physical activity.	Student

6. Management Procedures for a Diagnosed Concussion:

Where a Concussion is diagnosed the student follows a medically supervised, individualized and gradual Return to Learn- Return to Physical Activity Plan.

In developing the Plan, the return to learn process is individualized to meet the particular needs of the student. There is no preset formula for developing strategies to assist a student with a concussion to return to his/her learning activities. In contrast, the return to physical activity process follows an internationally recognized graduated stepwise approach.

6.1 Collaborative Team Approach:

It is critical to a student's recovery that the Return to Learn/Return to Physical Activity Plan be developed through a collaborative team approach. Led by the school principal, the team should include:

- the concussed student;
- her/his parents/guardians;
- school staff and volunteers who work with the student; and,
- the medical doctor or nurse practitioner. Ongoing communication and monitoring by all members of the team is essential for the successful recovery of the student.

6.2 Completion of the Steps within the Plan:

The steps of the Return to Learn/Return to Physical Activity Plan may occur at home or at school.

The members of the collaborative team must factor in special circumstances which may affect the setting in which the steps may occur (i.e., at home and/or school), for example:

- the student has a diagnosed concussion just prior to winter break, spring break or summer vacation; or,
- the student is neither enrolled in Health and Physical Education class nor participating on a school team.

Given these special circumstances, the collaborative team must ensure that steps 1-4 of the Return to Learn/Return to Physical Activity Plan are completed. As such, written documentation from a medical doctor or nurse practitioner (e.g., "Documentation for a

Diagnosed Concussion – Return to Learn/Return to Physical Activity Plan”) that indicates the student is symptom free and able to return to full participation in physical activity must be provided by the student’s parent/guardian to the school principal and kept on file (e.g., in the student’s OSR).

6.3 If Concussion Is Diagnosed:

- a. Documentation for a Diagnosed Concussion - Return to Learn/Return to Physical Activity Plan **must be initiated and completed.**
(Note: Student must successfully complete return to learn steps before initiating return to physical activity steps)

Action	Responsibility
1. Communicate diagnosis to school principal and return completed and signed <i>Documentation of Monitoring/Documentation for a Diagnosed Concussion</i> (Appendix D2). Also report non-school related concussions.	Parent/Guardian
2. Provide parent/guardian <i>Documentation for a Diagnosed Concussion - Return to Learn/Return to Physical Activity Plan</i> (Appendix E) and indicate that student must be symptom free or improved and form needs to be completed and signed before student can return to school. Ensure parent/guardian understands the plan, addressing their questions, concerns, and working with parent/guardian to overcome any barriers.	Principal
3. Complete Step 1- <i>Documentation for a Diagnosed Concussion - Return to Learn/Return to Physical Activity Plan</i> (Appendix E). Keep student home for cognitive rest (no school, no homework, no texting, and no screen time) and physical rest (restricting recreational/leisure and competitive physical activities) until student is feeling better. Once symptoms start to improve, gradually increase mental activity (limit activities such as reading, texting, television, computer, and video games that require concentration and attention to 5-15 minutes). If moderate symptoms return, stop activity and allow student 30 minute break to resolve symptoms. If symptoms don’t resolve, return to complete cognitive rest. Continue to gradually increase mental activity and monitor symptoms.	Parent/Guardian & Student
4. Continue cognitive and physical rest at home for at least 24-48 hours (or longer) until student’s symptoms are improving or he/she is symptom free. Student should be able to complete 1-2 hours of mental activity (e.g. reading, homework) at home for one to two days before attempting return to school.	Parent/Guardian & Student
5. Inform all school staff (e.g. classroom teacher, LRTs, physical education teachers, intramural supervisors, recess supervisors, coaches) and volunteers who work with the student of the diagnosis.	Principal
6. Identify collaborative team (i.e. principal, concussed student, his/her parents/guardians, school staff and volunteers who work with the student, and the student’s medical doctor/nurse practitioner) and designate a school staff member of the team as the School Contact to serve as the main point of contact for the student, the parent/guardians, or other school staff & volunteers who work with the student, and the medical doctor or nurse practitioner.	Principal

Action	Responsibility
7. Meet with collaborative team to review potential cognitive and emotional/behavioural difficulties student may experience, explain how these symptoms can impact learning and identify strategies/approaches to manage these symptoms. See <i>Return to Learn Strategies/Approaches</i> (Appendix B).	Principal
8. Ensure collaborative team understands the importance of not placing undue pressure on concussed student to rush through the return to learn/physical activity steps to avoid prolonged or increased symptoms. Return to learn should proceed slowly and gradually.	Principal

b. Student's Symptoms are Improving

Action	Responsibility
1. Complete, sign and forward <i>Documentation for a Diagnosed Concussion - Return to Learn/Return to Physical Activity Plan (Appendix E)</i> section titled Step1-Return to Learn/Return to Physical Activity.	Parent/Guardian
2. Proceed to Step 2a-Return to Learn: Student returns to school. If necessary, develop and implement in consultation with parent/guardian an Individual Education Plan-non-identified (IEP-non-identified) (See Appendix B for Return to Learn Strategies/Approaches) with slow and gradual increases in cognitive activity (both at home and at school). Absolutely no recreational/leisure and competitive physical activity.	Principal, School Contact, LRT, Parent/Guardian, Medical Doctor/Nurse Practitioner, Student, Parent/Guardian
3. Monitor the student's progress through the <i>Documentation for a Diagnosed Concussion - Return to Learn/Return to Physical Activity Plan</i> (Appendix E). This may include identification of the student's symptoms and how he/she responds to various activities. Strategies may need to be developed or modified to meet the changing needs of the student.	School Contact (in consultation with other members of the collaborative team)
4. Follow individualized classroom strategies/approaches for return to learn plan until student is symptom free.	School Staff, volunteers, student

c. Student is Symptom Free

Action	Responsibility
1. Complete, sign and forward to school Principal Step 2a of the <i>Documentation for a Diagnosed Concussion - Return to Learn/Return to Physical Activity Plan</i> (Appendix E).	Parent/Guardian
2. Inform all school staff (e.g. classroom teacher, LRTs, physical education teachers, intramural supervisors, coaches, School Contact, and volunteers) who work with the student that student is symptom free and can return to regular learning activities without individualized classroom strategies and/or approaches. If applicable at this time, in consultation with parent/guardian, the IEP- non-identified may be removed. Student can proceed to Step 2-Return to Physical Activity in <i>Documentation for a Diagnosed Concussion - Return to Learn/Return to Physical Activity Plan</i> (Appendix E).	Principal
3. Closely monitor student for the return of any concussion symptoms and/or deterioration of work habits and performance.	School Contact (in consultation with other members of the collaborative team)
4. Report any return of symptoms to supervising staff/volunteer.	Student
5. If symptoms return, stop activity and see Table below titled: Return of Symptoms. For more information see the last sections of the <i>Documentation for a Diagnosed Concussion - Return to Learn/Return to Physical Activity Plan</i> (Appendix E).	Supervising Staff/Volunteer
6. Begin regular learning activities without individualized classroom strategies and/or approaches and initiate Step 2-Return to Physical Activity: individual light aerobic physical activity (e.g. walking, swimming or stationary cycling) only. Objective is to increase heart rate. Absolutely No participation in resistance/weight training, competition (including practices, scrimmages), and participation with equipment or other students, drills, and body contact. Occurs at home.	Parent/Guardian
7. Complete and sign the <i>Documentation for a Diagnosed Concussion - Return to Learn/Return to Physical Activity Plan</i> (Appendix E) Step 2-Return to Physical Activity if your child/ward is symptom free after participating in light aerobic physical activity and return to principal.	Parent/Guardian
8. Inform all school staff (e.g. classroom teacher, LRT's, physical education teachers, staff supervisors, recess supervisors, coaches, School Contact, and volunteers) who work with the student that he/she may proceed to Step 3-Return to Physical Activity. Provide supervising staff/coaches/volunteers the <i>Documentation for a Diagnosed Concussion - Return to Learn/Return to Physical Activity Plan</i> (Appendix E) to record student progress through Step 3 and 4.	Principal
9. Continue with regular learning activities at school and begin Step 3: individual sport specific physical activity only (e.g. running drills in soccer, skating drills in hockey, and shooting drills in basketball) to add movement. Absolutely No resistance/weight training, competition (including practices, scrimmages), body contact, head impact activities (e.g. heading a soccer ball) or other jarring motions (e.g. high speed stops, hitting a baseball with bat).	Student and Supervising Staff/Coaches/ Volunteer

Action	Responsibility
10. If symptom free, proceed to Step 4-Return to Physical Activity. Student may begin activities where there is no body contact (e.g. dance, badminton); light resistance/weight training; non-contact practice; and non-contact sport-specific drills (e.g. passing drills in football and ice hockey) to increase exercise, coordination and cognitive load. Absolutely no activities that involve body contact, head impact (e.g. heading soccer ball) or jarring motions (e.g. high speed stops, hitting a baseball with a bat).	Student and Supervising Staff/Coaches/ Volunteer
11. Record student's progress through Steps 3 and 4. Once student has completed Steps 3 and 4 and is symptom free, complete the <i>Documentation for a Diagnosed Concussion - Return to Learn/Return to Physical Activity Plan</i> (Appendix E) section titled "Step 4-Return to Physical Activity". Communicate with parent/guardian that the student has successfully completed Steps 3 and 4 and return completed form <i>Documentation for a Diagnosed Concussion - Return to Learn/Return to Physical Activity Plan</i> (Appendix E) to parent/guardian to obtain medical doctor/nurse practitioner diagnosis and signature.	Supervising Staff/Coaches/ Volunteers/ School Contact
12. Provide school principal with written documentation from a medical doctor or nurse practitioner (e.g. completed and signed <i>Documentation for a Diagnosed Concussion - Return to Learn/Return to Physical Activity Plan</i> (Appendix E) section titled "Medical Examination") that indicates the student is symptom free and able to return to full participation in physical activity.	Parent/Guardian
13. Inform all school staff (e.g. classroom teacher, LRTs, physical education teachers, intramural supervisors, recess supervisors, coaches, School Contact, and volunteers) who work with the student that student may proceed to Step 5-Return to Physical Activity. File written documentation (completed and signed <i>Documentation for a Diagnosed Concussion - Return to Learn/Return to Physical Activity Plan</i> (Appendix E) section titled "Medical Examination") in student's OSR.	Principal
14. Continue with regular learning activities and begin Step 5: resume full participation in regular physical education/ intramural/ interschool activities in non-contact sports and full training practices for contact sports. The objective is to restore confidence and assess functional skills by teacher/coach. Absolutely no competitions (e.g. games, meets, events) that involve body contact.	Student and Supervising Staff/Coaches/ Volunteers
15. Before proceeding to Step 6, the parent/guardian will have to sign indicating their child/ward is symptom free after participating in activities, in practice, where there is body contact and has their permission to participate fully, including participation in competition at that time.	Parent/Guardian
16. After the completion of Step 5 with parent signature, the student may return to full participation in contact sports with no restrictions.	Student and Supervising Staff/Coaches/ Volunteers

d. Return of Symptoms

Action	Responsibility
1. Report any return of symptoms to supervising staff/volunteers	Student
2. If signs of returned concussion symptoms and/or deterioration of work habits and performance occur, stop activity and contact student's parent/guardian (or emergency contact) and report to principal. Complete the Board OSBIE report and the <i>Student Concussion Diagnosis Report</i> (Appendix G) forward to principal who will file in student record.	Supervising staff/Principal /volunteer/School Contact
3. Contact parent/guardian (or emergency contact) to inform of returned symptoms and need for medical examination on the same day. Provide <i>Documentation for a Diagnosed Concussion - Return to Learn/Return to Physical Activity Plan</i> (Appendix E) and indicate that the last section titled "Return of Symptoms" must be completed, signed and returned before student can return to school.	Principal or School Contact/School Designate (if Principal not available)
4. Have student examined by a medical doctor/nurse practitioner as soon as possible on the same day	Parent/Guardian
5. Complete, sign and forward the <i>Documentation for a Diagnosed Concussion - Return to Learn/Return to Physical Activity Plan</i> (Appendix E) section titled "Return of Symptoms" to principal.	Parent/Guardian
6. Follow medical doctor/nurse practitioner's treatment.	Student & Parent/Guardian
7. Inform all school staff (e.g. classroom teacher, LRTs, physical education teachers, intramural supervisors, recess supervisors, coaches), School Contact, and volunteers who work with the student that student has experienced return of symptoms and which step of the Return to Learn/Return to Physical Activity Plan to proceed from.	Principal

6.4 Additional Information Pertaining to the Steps in Diagnosed Concussions

- Cognitive or physical activities can cause student's symptoms to reappear
- Steps are not days-each step must take a minimum of 24 hours and the length of time needed to complete each step will vary based on the severity of the concussion and the student
- The signs and symptoms of a concussion often last for 7-10 days, but may last longer in children and adolescents
- Compared to older students, elementary school children are more likely to complain of physical problems or misbehave in response to cognitive overload, fatigue, and other concussion symptoms
- If a student returns to activity while symptomatic, or before the brain has fully recovered, they are at an increased risk of sustaining another concussion with symptoms that can be prolonged and increased
- Principals, supervising staff, coaches and volunteers must not place pressure on injured students to "Return to Learn" or "Return to Physical Activity" prematurely
- Parents/guardians must report non-school related concussions
- Return to Learn/Return to Physical Activity steps must be followed regardless of where diagnosed concussion occurred

- i. It is imperative that open communication be maintained between parents, teachers, coaches, principals and the student to ensure successful transition between return to learn and return to physical activity steps

6.5 Encouraging Parent/Guardian Cooperation:

If the Parent/Guardian refuses a physician consultation and/or refuses to adhere to the Student Concussion and Head Injury Policy the principal will:

- a. Discuss parental concerns (e.g. documentation fees) surrounding the process and attempt to address these concerns
- b. Provide rationale for the required steps of the Student Concussion and Head Injury Policy
- c. Include parent/guardian and their child in every step of the recovery process
- d. Provide parents with concussion information to increase their awareness and knowledge
- e. Re-iterate the importance of obtaining an official diagnosis from trained physician/nurse practitioner
- f. Explain to parent/guardian if staff feels immediate medical attention is required that they are obligated to call 911 even on parent refusal
- g. Inform parent/guardian that school is obligated to follow the steps of the “Return to Learn” and “Return to Physical Activity” process
- h. If unsuccessful in acquiring full parental cooperation seek support from Senior Administration.



Appendix A: Concussion Information for Parents and Students

Context

Recent research has made it clear that a concussion can have a significant impact on a student's cognitive and physical abilities. In fact, research shows that activities that require concentration can actually cause a student's concussion symptoms to reappear or worsen. It is equally important to help students as they "Return to Learn" in the classroom as it is to help them "Return to Physical Activity". Without identification and proper management, a concussion can result in permanent brain damage and in rare occasions, even death.

Awareness of the signs and symptoms of concussion and knowledge of how to properly manage a diagnosed concussion is critical in a student's recovery and is essential in helping to prevent the student from returning to learning or physical activities too soon and risking further complications. Ultimately, the awareness and knowledge could help contribute to the student's long-term health and academic success. The support of a student with a concussion is a collaborative approach between home and school.

Concussion Definition

A concussion:

- is a brain injury that causes changes in how the brain functions, leading to symptoms that can be physical (e.g., headache, dizziness), cognitive (e.g., difficulty concentrating or remembering), emotional/behavioural (e.g., depression, irritability) and/or related to sleep (e.g., drowsiness, difficulty falling asleep);
- may be caused either by a direct blow to the head, face or neck, or a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull;
- can occur even if there has been no loss of consciousness (in fact most concussions occur without a loss of consciousness); and,
- cannot normally be seen on X-rays, standard CT scans or MRIs.

Concussion Diagnosis

A concussion is a clinical diagnosis made by a medical doctor or nurse practitioner. In the best interest of the child it is critical that a student with a suspected concussion be examined by a medical doctor or nurse practitioner. Without medical documentation the students' participation in physical activity will be restricted. *Please see Appendix C and Appendix D2.

Second Impact Syndrome

Research suggests that a child or youth who suffers a second concussion before he or she is symptom-free from the first concussion is susceptible to a prolonged period of recovery, and possibly **Second Impact Syndrome** – a rare condition that causes rapid and severe brain swelling and often catastrophic results.

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CONCUSSION COMMON SIGNS AND SYMPTOMS

Following a blow to the head, face or neck, or a blow to the body that transmits a force to the head, a concussion should be suspected in the presence of any one or more of the following signs or symptoms:

	Possible Signs Observed A sign is something that will be observed by another person (e.g. Parent/guardian, teacher, coach, supervisor, peer)	Possible Symptoms Reported A symptom is something the student will feel/report
<u>Physical:</u>	<ul style="list-style-type: none">• vomiting• slurred speech• slowed reaction time• poor coordination or balance• blank stare/glassy-eyed/dazed or vacant look• decreased playing ability• loss of consciousness or lack of responsiveness• lying motionless on the ground or slow to get up• amnesia• seizure or convulsion• grabbing or clutching of head	<ul style="list-style-type: none">• headache• pressure in the head• neck pain• Feeling off/not right• ringing in the ears• seeing double or blurry/loss of vision• seeing stars, flashing lights• pain at physical site of injury• nausea/stomach ache/pain• balance problems or dizziness• fatigue or feeling tired• sensitivity to light or noise
<u>Cognitive:</u>	<ul style="list-style-type: none">• difficulty concentrating• easily distracted• general confusion• cannot remember things that happened before and after the injury• does not know time, date, place, class, type of activity in which he/she was participating• slowed reaction time (e.g. answering questions or following directions)	<ul style="list-style-type: none">• difficulty concentrating or remembering• slowed down, fatigue or low energy• dazed or in a fog
<u>Emotional:</u>	<ul style="list-style-type: none">• strange or inappropriate emotions, (e.g., laughing, crying, getting mad easily)	<ul style="list-style-type: none">• irritable, sad, more emotional than usual• nervous, anxious, depressed
<u>Sleep:</u>	<ul style="list-style-type: none">• drowsiness• insomnia	<ul style="list-style-type: none">• drowsy• sleeping more/less than usual• difficulty falling asleep

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Note:

- Signs and symptoms can appear immediately after the injury or may take hours or days to emerge.
- Signs and symptoms may be different for everyone.
- A student may be reluctant to report symptoms because of a fear that he/she will be removed from the activity, his/her status on a team or in a game could be jeopardized or academics could be impacted.
- It may be difficult for students with special needs or those for whom English/French is not their first language to communicate how they are feeling.
- Signs for younger students (under the age of 10) may not be as obvious as in older students.

Information for Parents/Guardians when a concussion is suspected

***Due to the definition of a concussion, a student with a suspected concussion will NOT participate in any physical activity for a duration of 24 hours.**

Child <u>has</u> signs and symptoms:	Child <u>has no</u> signs or symptoms:
<p>Parent/Guardian will be:</p> <ul style="list-style-type: none">• provided a copy of the <i>Tool to Identify a Suspected Concussion</i> (Appendix C)• provided a copy the <i>Documentation of Monitoring/Documentation of Medical Examination</i> (Appendix D2)• informed that the student needs to be examined by a medical doctor or nurse practitioner as soon as possible that day• informed that they need to communicate to the school principal the results of the medical examination (the student has/does not have a diagnosed concussion) prior to the student returning to school *see the <i>Documentation of Monitoring/Documentation of Medical Examination Form</i> (Appendix D2) <p><u>If no concussion is diagnosed:</u> the student may resume regular learning and physical activities.</p> <p><u>If a concussion is diagnosed:</u> the student follows a medically supervised, individualized and gradual Return to Learn/Return to Physical Activity Plan with support from the school team.</p>	<p>Parent/Guardian will be:</p> <ul style="list-style-type: none">• provided with a copy of the <i>Tool to Identify a Suspected Concussion</i> (Appendix C)• provided a copy the <i>Documentation of Monitoring/Documentation of Medical Examination</i> (Appendix D2) and informed that the form (Appendix D2) needs to be completed and submitted to principal after the monitoring period is completed. Explanation will be provided to parent/guardian (or emergency contact) that student<ul style="list-style-type: none">• will attend school• will not participate in physical activity• will be monitored for signs and/or symptoms for 24 hours• will be monitored at school by teachers• will be monitored at home by parents/guardians <p>* if any signs or symptoms emerge, the student needs to be examined by a medical doctor or nurse practitioner as soon as possible that day.</p> <p>* see the <i>Documentation of Monitoring/Documentation of Medical Examination Form</i> (Appendix D2)</p>

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MANAGEMENT PROCEDURES FOR A DIAGNOSED CONCUSSION

Return to Learn/Return to Physical Activity Plan

A student with a diagnosed concussion needs to follow a medically supervised, individualized and gradual Return to Learn/Return to Physical Activity Plan. While Return to Learn and Return to Physical Activity processes are combined within the plan, a student with a diagnosed concussion must be symptom free prior to returning to regular learning activities.

The Return to Learn process is individualized to meet the particular needs of the student. There is no pre-set formula for developing strategies to assist a student with a concussion to return to his/her learning activities. In contrast, the Return to Physical Activity process follows an internationally recognized graduated stepwise approach.

It is important to note:

- Cognitive or physical activities can cause a student's symptoms to reappear
- Steps are not days – each step must take a minimum of 24 hours and the length of time needed to complete each step will vary based on the severity of the concussion and the student.

Return to Learn

Step 1 - Rest:

This step is completed at home. The student does not attend school during Step 1.

The most important treatment for concussion is rest (cognitive and physical):

- **Cognitive rest** includes limiting activities that require concentration and attention (e.g., reading, texting, television, computer, video/electronic games).
- **Physical rest** includes restricting recreational/leisure and competitive physical activities.

Step 1 continues for a minimum of 24 hours and until:

- the student's symptoms begin to improve; **OR**,
- the student is symptom free; as determined by the parents/guardians and the concussed student.

☐ **Parent/Guardian:**

Before the student can return to school, the parent/guardian must communicate to the school principal, using *the Documentation for a Diagnosed Concussion – Return to Learn/Return to Physical Activity Plan* (Appendix E) either that:

- the student's symptoms are improving and the student will proceed to Return to Learn – Step 2a **OR**
- the student is symptom free and will proceed directly to Return to Learn – Step 2b and Return to Physical Activity – Step 2.

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Step 2a - Return to Learn:

A student with symptoms that are improving, but who is not yet symptom free, may return to school and begin Return to Learn - Step 2a. *Physical Rest must continue.

At this step, the student returns to school with monitored re-integration to the classroom. During this step, the student's cognitive activity should be increased slowly (both at school and at home), since the concussion may still affect his/her academic performance.

Note: Cognitive activities can cause a student's concussion symptoms to reappear or worsen.

☐ **Parent/Guardian:**

Must communicate to the school principal using the *Documentation for a Diagnosed Concussion – Return to Learn/Return to Physical Activity Plan* (Appendix E), that the student is symptom free before the student can proceed to Return to Learn – Step 2b and Return to Physical Activity – Step 2.

Step 2b - Return to Learn:

**This step occurs concurrently with Return to Physical Activity - Step 2*

This step is for a student that has

- a) Progressed through Return to Learn - Step 2a and is now symptom free, **OR**,
- b) Has become symptom free soon after the concussion and had completed Return to Learn/Return to Physical Activity - Step 1

Note: At this step, the student begins regular learning activities in the classroom, however, if at any time concussion signs and/or symptoms return and/or deterioration of work habits or performance occur, the student must be re-examined by a medical doctor or nurse practitioner.

☐ **Parent/Guardian:**

Must communicate the results of the subsequent medical visit, and the appropriate step to resume in the Return to Learn/Return to Physical Activity Plan to the school principal using the *Documentation for a Diagnosed Concussion – Return to Learn/Return to Physical Activity Plan* (Appendix E) before the student can return to school.

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Return to Physical Activity

Step 1 – Rest

When both 'Step 1- Rest' is completed and student is participating in regular learning activities (R2L 2b – symptom free) the student may Return to Physical Activity - Step 2

Step 2 - Return to Physical Activity (At Home):

Activity: Individual light aerobic physical activity only (e.g., walking, swimming or stationary cycling keeping intensity below 70% of maximum permitted heart rate)

Restrictions: No resistance or weight training. No competition (including practices, scrimmages). No participation with equipment or with other students. No drills. No body contact.

Objective: To increase heart rate

☐ **Parent/Guardian:**

Must communicate to the school principal using the *Documentation for a Diagnosed Concussion – Return to Learn/Return to Physical Activity Plan* (Appendix E) that the student continues to be symptom free in order for the student to proceed to Step 3.

Step 3 - Return to Physical Activity:

Activity: Individual sport-specific physical activity only (e.g., running drills in soccer, skating drills in hockey, shooting drills in basketball)

Restrictions: No resistance/weight training. No competition (including practices, scrimmages). No body contact, no head impact activities (e.g., heading a ball in soccer) or other jarring motions (e.g., high speed stops, hitting a baseball with a bat).

Objective: To add movement

Step 4 - Return to Physical Activity:

Activity: Activities where there is no body contact (e.g., dance, badminton). Progressive resistance training may be started. Non-contact practice and progression to more complex training drills (e.g., passing drills in football and ice hockey).

Restrictions: No activities that involve body contact, head impact (e.g., heading the ball in soccer) or other jarring motions (e.g., high speed stops, hitting a baseball with a bat)

Objective: To increase exercise, coordination and cognitive load

☐ **Parent/Guardian:**

Must provide the school principal with written documentation from a medical doctor or nurse practitioner, using the *Documentation for a Diagnosed Concussion – Return to Learn/Return to Physical Activity Plan* (Appendix E), that indicates the student is symptom free and able to return to full participation in physical activity in order for the student to proceed to Return to Physical Activity – Step 5.

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Step 5 - Return to Physical Activity:

Activity: Full participation in all regular physical education/intramural/interschool activities in non-contact sports. Return to training/practices for contact sports.

Restrictions: No competition (e.g., games, meets, events) that involve body contact Objective: To restore confidence and assess functional skills by teacher/coach

☐ **Parent/Guardian:**

Must complete the *Documentation for a Diagnosed Concussion – Return to Learn/Return to Physical Activity Plan* (Appendix E) acknowledging that no signs or symptoms appeared after the contact practice. The child can then proceed to Step 6 and participate in contact competition.

Step 6 - Return to Physical Activity (Contact sports only):

Activity: Full participation in contact sports

Restrictions: None

Current Version



Appendix B: Return to Learn Strategies Approaches

COGNITIVE DIFFICULTIES		
Post-Concussion Symptoms	Impact on Student's Learning	Potential Strategies and/or Approaches
Headache and Fatigue	<ul style="list-style-type: none"> Difficulty concentrating, paying attention or multitasking 	<ul style="list-style-type: none"> ensure instructions are clear (e.g., simplify directions, have the student repeat directions back to the teacher) allow the student to have frequent breaks, or return to school gradually (e.g., 1-2 hours, half-days, late starts) keep distractions to a minimum (e.g., move the student away from bright lights or noisy areas) limit materials on the student's desk or in their work area to avoid distractions provide alternative assessment opportunities (e.g., give tests orally, allow the student to dictate responses to tests or assignments, provide access to technology)
Difficulty remembering or processing speed	<ul style="list-style-type: none"> Difficulty retaining new information, remembering instructions, accessing learned information 	<ul style="list-style-type: none"> provide a daily organizer and prioritize tasks provide visual aids/cues and/or advance organizers (e.g., visual cueing, non-verbal signs) divide larger assignments/assessments into smaller tasks provide the student with a copy of class notes provide access to technology repeat instructions provide alternative methods for the student to demonstrate mastery
Difficulty paying attention/ concentrating	<ul style="list-style-type: none"> Limited/short-term focus on schoolwork Difficulty maintaining a regular academic workload or keeping pace with work demands 	<ul style="list-style-type: none"> coordinate assignments and projects among all teachers use a planner/organizer to manage and record daily/weekly homework and assignments reduce and/or prioritize homework, assignments and projects extend deadlines or break down tasks facilitate the use of a peer note taker provide alternate assignments and/or tests check frequently for comprehension consider limiting tests to one per day and student may need extra time or a quiet environment

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EMOTIONAL/BEHAVIOURAL DIFFICULTIES		
Post-Concussion Symptoms	Impact on Student's Learning	Potential Strategies and/or Approaches
Anxiety	<ul style="list-style-type: none"> Decreased attention/concentration Overexertion to avoid falling behind 	<ul style="list-style-type: none"> inform the student of any changes in the daily timetable/schedule adjust the student's timetable/schedule as needed to avoid fatigue (e.g., 1-2 hours/periods, half-days, full-days) build in more frequent breaks during the school day provide the student with preparation time to respond to questions
Irritable or Frustrated	<ul style="list-style-type: none"> Inappropriate or impulsive behaviour during class 	<ul style="list-style-type: none"> encourage teachers to use consistent strategies and approaches acknowledge and empathize with the student's frustration, anger or emotional outburst if and as they occur reinforce positive behaviour provide structure and consistency on a daily basis prepare the student for change and transitions set reasonable expectations anticipate and remove the student from a problem situation (without characterizing it as punishment)
Light/Noise sensitivity	<ul style="list-style-type: none"> Difficulties working in classroom environment (e.g., lights, noise, etc.) 	<ul style="list-style-type: none"> arrange strategic seating (e.g., move the student away from window or talkative peers, proximity to the teacher or peer support, quiet setting) where possible provide access to special lighting (e.g., task lighting, darker room) minimize background noise provide alternative settings (e.g., alternative work space, study carrel) avoid noisy crowded environments such as assemblies and hallways during high traffic times allow the student to eat lunch in a quiet area with a few friends where possible provide ear plugs/headphones, sunglasses
Depression/Withdrawal	<ul style="list-style-type: none"> Withdrawal from participation in school activities or friends 	<ul style="list-style-type: none"> build time into class/school day for socialization with peers partner student with a "buddy" for assignments or activities

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Appendix C: Tool to Identify Suspected Concussion

This tool is a quick reference, to be completed to help identify a suspected concussion and to communicate this information to parent/guardian

Identification of Suspected Concussion

Following a blow to the head, face or neck, or a blow to the body that transmits a force to the head, a concussion must be suspected in the presence of **any one or more** of the signs or symptoms outlined in the chart below **and/or** the failure of the Quick Memory Function Assessment.

First, assess the danger to the victim and the rescuer, and then check airway, breathing and circulation.

COMPLETE APPROPRIATE STEPS BELOW.

An incident occurred involving _____ (student name) on _____ (date) at _____ (time).

They were observed for signs and symptoms of a concussion.

- ☐ No signs or symptoms described below were noted at the time of assessing the student/athlete.
Note: Continued monitoring of the student/athlete is important as signs and symptoms of a concussion may appear hours or days later (refer to Step D).
- ☐ The following signs were observed or symptoms reported (refer to Step A or Step B).

STEP A

Red Flags

Call 911. Check for Red Flag sign(s) and or symptom(s).

If any one or more red flag sign(s) or symptom(s) are present, **call 911**, followed by a **call to parents/guardians/emergency contact**. Follow the Risk Management Advisory-Transporting Students to Hospital/Urgent Care.

- ☐ Neck pain or tenderness
- ☐ Severe or increasing headache
- ☐ Deteriorating conscious state
- ☐ Double vision
- ☐ Seizure or convulsion
- ☐ Vomiting
- ☐ Weakness or tingling/burning in arms or legs
- ☐ Loss of consciousness
- ☐ Increasingly restless, agitated or combative

If **Red Flag(s)** identified, complete only Step D – Action to be taken.

Please **complete** the following steps if Red Flag(s) have **not** been identified.



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STEP B

Other Sign(s) and Symptoms(s)

If red flag(s) not identified continue and complete the following steps (as applicable) and Step D – Action to be taken.

STEP B1

Other Concussion Signs

Check for visual cues (what you see).

- ☐ Lying motionless on the playing surface (no loss of consciousness)
- ☐ Disorientation or confusion, or an inability to respond appropriately to questions
- ☐ Balance, gait difficulties, motor incoordination, stumbling, slow laboured movements
- ☐ Slow to get up after a direct or indirect hit to the head
- ☐ Blank or vacant look
- ☐ Facial injury after head trauma

STEP B2

Other Concussion Symptoms reported (what the student is saying)

Check for what the student feels.

- ☐ Headache
- ☐ Blurred vision
- ☐ More emotional
- ☐ Difficulty concentrating
- ☐ "Pressure in head"
- ☐ Sensitivity to light
- ☐ More irritable
- ☐ Difficulty remembering
- ☐ Balance problems
- ☐ Sensitivity to noise
- ☐ Sadness
- ☐ Feeling slowed down
- ☐ Nausea
- ☐ Fatigue or low energy
- ☐ Nervous or anxious
- ☐ Feeling like "in a fog"
- ☐ Drowsiness
- ☐ "Don't feel right"
- ☐ Dizziness

IF ANY SIGN(S) OR SYMPTOM(S) WORSEN, CALL 911

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STEP C: Perform Quick Memory Function Assessment

Ask the student the following questions and record the answers below. Failure to answer any one of these questions correctly may indicate a concussion.

Note: It may be difficult for younger students (under the age of 10), students with special needs or students for whom English is not their first language to communicate how they are feeling. Select the most appropriate questions for the student based on his/her ability to respond.

Primary/Junior:

- What is your name? *Answer:* _____
- How old are you? *Answer:* _____
- What grade are you in? *Answer:* _____
- What is your teacher's name? *Answer:* _____
- Other _____ Answer _____

Intermediate/Senior:

- What room are we in right now? *Answer:* _____
- What activity/sport/game are we playing now? *Answer:* _____
- What field are we playing on today? *Answer:* _____
- What part of the day is it? *Answer:* _____
- What is the name of your teacher/coach? *Answer:* _____
- What school do you go to? *Answer:* _____

Comments:

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STEP D: Action to be taken

☐ **Red Flag(s)** sign(s) observed and/or symptom(s) reported and EMS called. Parent/guardian (or emergency contact) contacted. Follow the **Risk Management Advisory-Transporting Students to Hospital/Urgent Care**.

☐ **Signs observed or Symptoms reported:**

If there are **any** signs observed or symptoms reported, or if the student/athlete fails to answer any of the above questions correctly:

- a concussion should be suspected;
- the student/athlete must be immediately removed from play and must not be allowed to return to play that day even if the student/athlete states that he/she is feeling better; and
- the student/athlete must not leave the premises without parent/guardian (or emergency contact) supervision.

In all cases of a suspected concussion, the student/athlete must be examined by a medical doctor or nurse practitioner for diagnosis and must follow the Student Concussion and Head Injury Policy.

☐ **No signs observed or symptoms reported:**

- Student to be monitored for 24 hours and removed from physical activity (where teacher/coach determines monitoring is applicable or where teacher/coach is not sure).
- Monitoring of the student/athlete to take place at home by parents and at school by school staff.
- To monitor for signs and symptoms parents/guardians can use the chart on the front of this information form.
- If any signs or symptoms emerge, the student/athlete needs to be examined by a medical doctor or nurse practitioner as soon as possible that day.

Comments:

School Contact/Teacher Advisor Name: _____ **Date** _____

Following the completion of this form (Appendix C), an OSBIE Incident Report form must be completed, indicating that the tool has been completed and the parent/guardian has received copies of Appendix C and Appendix D2.

Under the direction of the *Ontario Ministry of Education* and under the legal authority of the *Education Act*, Grand Erie District School Board collects this information in order to fulfil its commitment to promote the health and safety of students by raising awareness, identification, and prevention of concussion injuries, and managing diagnosed concussions. In accordance with the *Municipal Freedom of Information and Protection of Privacy Act* this information will be used solely to assess the student's Return to Learn and Return to Physical Activity. It will be retained in the Ontario Student Record [OSR] for one year after the student graduates or transfers out of the school. The Ministry of Education may also request school reports on concussion activity. If you have any questions or concerns about the collection of information on this form please contact the school principal.

***The original copy is filed with the principal**

***Duplicate copy provided to parent/guardian**

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Appendix D1: Emergency Action Plan for Concussion and Head Injury

If a student receives a blow to the head, face or neck, or a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull, and as a result may have suffered a concussion, the individual (e.g., teacher/coach) responsible for that student must take immediate action as follows:

**First, assess the danger to the victim and the rescuer.
Then, check Airway, Breathing and Circulation.**

Unconscious Student (any loss of consciousness, including seizure or convulsion)

- Stop the activity immediately – assume there is a concussion.
- Initiate Emergency Action Plan for Concussion and Head Injury and call 911.
- Assume there is a possible neck injury and, only if trained, immobilize the student before emergency medical services arrive.
 - Do not remove athletic equipment (e.g., helmet) unless there is difficulty breathing.
- Stay with the student until emergency medical services arrive.
- Contact the student's parent/guardian (or emergency contact) to inform them of the incident and that emergency medical services have been contacted.
- Monitor and document any changes (i.e., physical, cognitive, emotional/behavioural) in the student.
- If the student regains consciousness, encourage him/her to remain calm and to lie still. Do not administer medication (unless the student requires medication for other conditions – e.g., insulin for a student with diabetes).
- Complete the *Tool to identify a Suspected Concussion* (Appendix C) and, if present, provide duplicate copy to parent/guardian retaining a copy.
- If present, provide the parent/guardian a copy of the *Documentation of Monitoring/Documentation of Medical Examination* (Appendix D2) and inform parent/guardian that form needs to be completed and submitted to principal prior to student's return to school.
- Complete all necessary Board injury reports (i.e. OSBIE, Critical Injury), inform principal of suspected concussion, and forward copy of the completed and signed *Tool to Identify a Suspected Concussion* (Appendix C).

Conscious Student

- Stop the activity immediately.
- Initiate Emergency Action Plan for Concussion and Head Injury.
- When the student can be safely moved, remove him/her from the current activity or game.
- Conduct an initial concussion assessment of the student (i.e., check for common signs and symptoms of concussion using the *Tool to Identify a Suspected Concussion* (Appendix C)).

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If Signs are Observed or Symptoms are reported:

- A concussion should be suspected – do not allow the student to return to play in the activity, game or practice that day even if the student states that he/she is feeling better.
- Contact the student's parent/guardian (or emergency contact) to inform them:
 - of the incident;
 - that they need to come and pick up the student; and,
 - that the student needs to be examined by a medical doctor or nurse practitioner as soon as possible that day.
- Monitor and document any changes (i.e., physical, cognitive, emotional/behavioural) in the student. If any signs or symptoms worsen, call 911.
 - Refer to your board's injury report form for documentation procedures.
- Do not administer medication (unless the student requires medication for other conditions – e.g., insulin for a student with diabetes).
- Stay with the student until her/his parent/guardian (or emergency contact) arrives.

The student must not leave the premises without parent/guardian (or emergency contact) supervision.

- Information to be provided to the Parent/Guardian:
 - A copy of the Tool to Identify a Suspected Concussion (Appendix C).
 - A copy of the Documentation of Monitoring/Documentation of Medical Examination (Appendix D2) and inform parent/guardian that the form needs to be completed and submitted to principal prior to student's return to school.
 - Inform parent/guardian (or emergency contact) that the student must be examined by a medical doctor or nurse practitioner as soon as possible that day.
- Complete board injury report (OSBIE), inform principal of suspected concussion, and forward copy of the completed *Tool to Identify a Suspected Concussion* (Appendix C) to principal.

If Signs are Not Observed or Symptoms are Not Reported:

- Student to be removed from physical activity (where teacher/coach determines monitoring is applicable or where teacher/coach is not sure).
- The student's parent/guardian (or emergency contact) must be contacted and informed of the incident.
- Information to be provided to the Parent/Guardian:
 - Student will attend school
 - Student will not participate in physical activity
 - Student will be monitored for signs and/or symptoms for 24 hours at school by teachers and at home by parents/guardians
 - A copy of the *Tool to Identify a Suspected Concussion* (Appendix C).
 - A copy of the *Documentation of Monitoring/Documentation of Medical Examination* (Appendix D2) and inform parent/guardian that the form needs to be completed and submitted to principal after the monitoring period is completed.
 - If any signs or symptoms emerge, the student needs to be examined by a physician/nurse practitioner as soon as possible that day and results shared with principal before return to school.

Reproduced and adapted with permission from Opeha, [Ontario Physical Education Safety Guidelines, 2014]



Appendix D2: Documentation of Monitoring/Medical Examination Form

This form is provided to the parent/guardian, in conjunction with
[Appendix C - Tool to Identify a Suspected Concussion](#)

MONITORING FORM

_____ (student name) _____ (date), sustained a blow to the head, face or neck or a blow to the body that transmits a force to the head, and as a result may have suffered a concussion.

Results of initial assessment using Tool to Identify a Suspected Concussion:

☐ **NO SIGNS OR SYMPTOMS OBSERVED AT TIME OF INCIDENT.**

However, signs or symptoms can occur later within a 24-hour period. Your child/ward is not to participate in physical activity for a 24-hour period. While at home parent/guardian is to monitor their child/ward using the *Tool to Identify a Suspected Concussion* (Appendix C). School Staff will monitor the student/athlete while at school.

Actions: If no signs/symptoms occur during the monitoring period, parent/guardian is to complete the following Results of Monitoring section and submit the *Documentation of Monitoring/Documentation of Medical Examination* (Appendix D2) to the principal after the monitoring period is completed.

Results of Monitoring

- ☐ As the parent/guardian, my child/ward has been observed for the 24 hour period, and no signs/symptoms have been observed.

Parent/Guardian Signature: _____ Date: _____

Comments:

If signs or symptoms are observed within the 24-hour monitoring period, please fill out the Medical Examination Form to follow.

Student Concussion and Head Injury – Resource Package

MEDICAL EXAMINATION FORM

- ☐ SIGNS OR SYMPTOMS OBSERVED: _____ AT TIME OF INCIDENT
_____ DURING THE 24 HOUR MONITORING PERIOD

For the signs and/or symptoms observed at the time of incident/during the 24-hour monitoring period, refer to the ***Tool to Identify a Suspected Concussion (Appendix C)*** provided by teacher/coach/supervisor.

Actions: Your child/ward must be seen by a medical doctor or nurse practitioner as soon as possible with the results of Medical Examination form (to follow) returned to the school principal after medical examination.

Results of Medical Examination

- ☐ My child/ward has been examined and **no concussion** has been diagnosed and therefore may resume full participation in learning and physical activity with no restrictions.
- ☐ My child/ward has been examined and **a concussion has been diagnosed** and therefore must begin a medically supervised, individualized and gradual Return to Learn/Return to Physical Activity Plan.

Parent/Guardian Signature: _____ *Date:* _____

Comments:

Original filed in OSR.

Under the direction of the *Ontario Ministry of Education* and under the legal authority of the *Education Act*, Grand Erie District School Board collects this information in order to fulfil its commitment to promote the health and safety of students by raising awareness, identification, and prevention of concussion injuries, and managing diagnosed concussions. In accordance with the *Municipal Freedom of Information and Protection of Privacy Act* this information will be used solely to assess the student's Return to Learn and Return to Physical Activity. It will be retained in the Ontario Student Record [OSR] for one year after the student graduates or transfers out of the school. The Ministry of Education may also request school reports on concussion activity. If you have any questions or concerns about the collection of information on this form, please contact the school principal.

Reproduced and adapted with permission from Ophea, [*Ontario Physical Education Safety Guidelines, 2014*]



Appendix E: Documentation for a Diagnosed Concussion – Return to Learn/Return to Physical Activity Plan

Student Name: _____ *Date:* _____

This form is to be used by parents/guardians and school contact to communicate the child's/ward's progress through the plan.

The Documentation for a Diagnosed Concussion - Return to Learn/Return to Physical Activity Plan is a combined approach, with a collaborative effort between home and school.

Return to Learn Step 2a must be completed prior to the student returning to physical activity.

Each step must take a minimum of 24 hours (Note: Return to Learn Step 2b and Return to Physical Activity Step 2 occur concurrently).

All steps must be followed.

Return to Learn

Step 1 – Rest

- Completed at home.
- Cognitive Rest – includes limiting activities that require concentration and attention (e.g., reading, texting, television, computer, video/electronic games).
- Physical Rest – includes restricting recreational/leisure and competitive physical activities.

☐ My child has completed Step 1 of the Return to Learn/Return to Physical Activity Plan (cognitive and physical rest at home) and his/her **symptoms have shown improvement**. My child/ward will proceed to Step 2a – Return to Learn.

☐ My child has completed Step 1 of the Return to Learn/Return to Physical Activity Plan (cognitive and physical rest at home) and is **symptom free**. My child will proceed directly to Step 2b – Return to Learn **AND** Step 2 – Return to Physical Activity.

Parent/Guardian Signature: _____ *Date:* _____

Comments:

Principal Signature: _____ *Date:* _____

Original filed in OSR once completed.

Under the direction of the *Ontario Ministry of Education* and under the legal authority of the *Education Act*, Grand Erie District School Board collects this information in order to fulfil its commitment to promote the health and safety of students by raising awareness, identification, and prevention of concussion injuries, and managing diagnosed concussions. In accordance with the *Municipal Freedom of Information and Protection of Privacy Act* this information will be used solely to assess the student's Return to Learn and Return to Physical Activity. It will be retained in the Ontario Student Record [OSR] for one year after the student graduates or transfers out of the school. The Ministry of Education may also request school reports on concussion activity. If you have any questions or concerns about the collection of information on this form, please contact the school principal.

Student Concussion and Head Injury – Resource Package

Student Name: _____ *Date:* _____

If at any time during the following steps symptoms return, please refer to the “Return of Symptoms” section on page 6 of this form.

Step 2a – Return to Learn

- Student makes gradual return to instructional day.
- Requires individualized classroom strategies and/or approaches which gradually increase cognitive activity.
- Physical rest– includes restricting recreational/leisure and competitive physical activities.

If symptoms persist or worsen return to Step 1 and consult a physician (see page 6 of this form)

- ☐ My child/ward has made a gradual return to his/her instructional day and has been receiving individualized classroom strategies and/or approaches and is **symptom free**. My child/ward will proceed to Step 2b – Return to Learn and Step 2 – Return to Physical Activity.

Parent/Guardian Signature: _____ *Date:* _____

Comments:

Step 2b – Return to Learn

- Student returns to regular learning activities at school. No accommodations are required.

Student Concussion and Head Injury – Resource Package

Student Name: _____ *Date:* _____

If at any time during the following steps symptoms return, please refer to the “Return of Symptoms” section on page 6 of this form.

Return to Physical Activity

Step 1 – Rest

- When both ‘Step 1- Rest’ is completed and student is participating in regular learning activities (R2L 2b – symptom free) the student may Return to Physical Activity - Step 2.

Step 2 – Return to Physical Activity

- Student can participate in individual light aerobic physical activity only. **(At Home)**
- Student continues with regular learning activities.

Note: Step 2 of Return to Physical Activity is done concurrently with Step 2b of Return to Learn

- ☐ My child/ward is symptom free after participating in light aerobic physical activity. My child/ward is ready to proceed to Step 3 – Return to Physical Activity.
- ☐ Appendix E will be returned to school contact to record progress through steps 3 and 4

Parent/Guardian Signature: _____ *Date:* _____

Comments:

Student Concussion and Head Injury – Resource Package

Student Name: _____ *Date:* _____

If at any time during the following steps symptoms return, please refer to the “Return of Symptoms” section on page 6 of this form.

Step 3 – Return to Physical Activity

- Student may begin individual sport-specific physical activity only.

Step 4 – Return to Physical Activity

- Student may begin activities where there is no body contact (e.g., dance, badminton); light resistance/weight training; non-contact practice; and non-contact sport-specific drills.
- ☐ Student has completed Steps 3 and 4 and is symptom free.
- ☐ Appendix E will be returned to parent/guardian to obtain medical doctor/nurse practitioner diagnosis and signature.

School Contact Name: _____ *Date:* _____

Medical Examination:

- ☐ I, _____ (medical doctor/nurse practitioner name) have examined _____ and confirm they continue to be symptom free and is able to return to regular physical education class/intramural activities/interscholar activities in non-contact sports and full training/practices for contact sports.

Medical Doctor/Nurse Practitioner Signature: _____ *Date:* _____

Comments:

This form (Appendix E), with medical doctor/nurse practitioner signature, is to be returned to the School Contact before the student may proceed to Step 5.

Student Concussion and Head Injury – Resource Package

Student Name: _____ *Date:* _____

If at any time during the following steps symptoms return, please refer to the “Return of Symptoms” section on page 6 of this form.

Step 5 – Return to Physical Activity

- Student may resume regular physical education/intramural activities/interschool activities in non-contact sports and full training/practices for contact sports.

Body Contact Sport: _____ (name activity)

- Student has participated in full body contact practice and is symptom free.

School Contact Name: _____ *Date:* _____

This form (Appendix E) is to be returned to parent/guardian for final signature:

Parents are requested to observe child for any signs and symptoms and if none appear, complete the following and return to appropriate school personnel.

- ☐ My child/ward is symptom free after participating in activities, in practice, where there is body contact and has my permission to participate fully, including participation in competition.

Parent/Guardian Signature: _____ *Date:* _____

Comments:

Step 6 – Return to Physical Activity

- Student may resume full participation in contact sports with no restrictions.

Student Concussion and Head Injury – Resource Package

Student Name: _____ *Date:* _____

Return of Symptoms

- ☐ My child/ward has experienced a return of concussion signs and/or symptoms and has been examined by a medical doctor/nurse practitioner, who has advised a return to:

Step _____ of the Return to Learn/Return to Physical Activity Plan

Parent/Guardian Signature: _____ *Date:* _____

Medical Doctor/Nurse Practitioner Signature: _____ *Date:* _____

Comments:

Reproduced and adapted with permission from Ophea, [Ontario Physical Education Safety Guidelines, 2014]



Appendix F: Player Code of Conduct

Respect yourself:

- I will wear the proper equipment and wear it correctly.
- I will develop my skill and body strength so that I can play the game to the best of my abilities.
- I understand that a concussion is a serious brain injury that has both short- and long-term effects.
- I understand that I don't need to lose consciousness to have had a concussion.
- I understand that any blow to the head, face, or neck, or a blow to the body which causes a sudden jarring of the head may cause a concussion.
- I understand that if I suspect I might have a concussion I should stop playing the sport immediately.
- I understand that continuing to play with a suspected concussion increases my risk of more severe, longer lasting concussion symptoms, as well as increases my risk of other injury.
- I will not hide my symptoms.
- I will tell my coach, trainer, parent, or other responsible person if I am concerned.
- I have had a concussion and/or experience any signs and symptoms of concussion following a collision.
- I understand I will not be able to return to play following a collision where I experience signs and symptoms of concussion.
- I understand I will have to be cleared by a physician or qualified medical professional, preferably one with experience in concussion management, prior to returning to play.
- I understand I will have to follow the 6-step Return to Play guidelines when returning to activity.

Respect Others:

- I will respect the rules of the game.
- I will respect my opponents and play fair.
- I will not fight or attempt to injure anyone on purpose.
- I will respect my coaches, trainers, parents and the medical professionals and any decisions made with regards to my health and safety.

Team:	_____
Player:	_____
Parent/Caregiver:	_____
Date:	_____



Appendix G: Student Concussion Diagnosis Report

GRAND ERIE DISTRICT SCHOOL BOARD Student Concussion Diagnosis Report			
<input type="checkbox"/> January 30		<input type="checkbox"/> June 28	
School:		Principal:	
Student(s) Name(s)		Date of Birth YYYY/MM/DD	Documentation for a Diagnosed Concussion - Return to Learn/Return to Physical Activity Plan in Place
Surname	Given Name		Status of Return to Learn/Return to Physical Activity Plan Completed (Y) Ongoing (N)
1.			<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> YES <input type="checkbox"/> NO
Date/Location of incident:		Circumstances causing concussion:	
2.			<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> YES <input type="checkbox"/> NO
Date/Location of incident:		Circumstances causing concussion:	
3.			<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> YES <input type="checkbox"/> NO
Date/Location of incident:		Circumstances causing concussion:	
4.			<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> YES <input type="checkbox"/> NO
Date/Location of incident:		Circumstances causing concussion:	
5.			<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> YES <input type="checkbox"/> NO
Date/Location of incident:		Circumstances causing concussion:	
Concussion Awareness Training			
Staff Completed on: DATE			
Comments:			



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **F6 - Purchasing**
DATE: April 8, 2019

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Policy F6 - Purchasing.

Background

Policy F6 – Purchasing was circulated to all appropriate stakeholders for comments to be received by February 28, 2019.

Comments Received

1. Comment: Many references to administrative procedure and procedure changed to policy
Response: Amended.
2. Comment: references to his/her to their
Response: Amended.
3. Comment: What about privacy, the data collected will be kept confidential ie: with our school photo providers
Response: Amended to include 14-h
4. Comment: 5.0 what about inappropriate use of purchasing card?
Response: This is articulated in Procedure F102 – Purchasing Card Program. *“Cardholders will be held liable for any misuse of their card, or willful disregard of purchasing card policy or procedures.”*
5. Comment: 6.6 why was trustee approval removed from this section?
Response: This was to better align with the Broader Public Sector Procurement Directive’s best practices. This \$100,000 and more for consulting already undergoes a public open competitive process and it was felt that Trustee approval extended an already lengthy process.
6. Comment: 7.3.2 remove chair and/or vice chair, must be a Board approval
Response: Amended
7. Comment: 8.0 Why has the public opening of tenders been removed from this section? Former subsection K
Response: The Broader Public Sector (BPS) Procurement Directive does not require public openings, and the BPS Directive Implementation Guidebook suggests only that bids be opened in the presence of at least one witness.
8. Comment: 9.4 will these exclusions be reported to the Board of Trustees as outline in 3.5
9.5 same as 9.4

Response: Not required in BPS Directive.

9. Comment: 11.4 a how does this line up with SO106 section 2a?

Response: Some schools will set their budget and blanket purchase orders for the school year. Orders for transportation are typically under the limit.

10. Comment: 16.1 Need to be reviewed with new provincial trustee conflict of interest obligations?

Response: The Trustee code of conduct; Bylaw #28 Code of Conduct, already speaks to this so compliance with Bylaw 28 will ensure compliance with this policy.

11. Comment: 17.2 Now blank, should this be removed?

Response: Amended.

12. Comment: 21.1 remove administrative

Response: Amended.

13. Comment: last page – remove FT117 (now part of FT10)

Response: Amended.

Additional Information

As a result of these comments, suggested revisions have been made to the Policy and a draft revised policy is attached.

Next Steps

This approved Policy will be distributed in keeping with Board Bylaw BL9.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



Purchasing

Board Received: _____ Review Date: _____

Policy Statement

The Grand Erie District School Board values ethical, fair and transparent treatment of all suppliers of goods and services and supports a standardized purchasing ~~procedure~~ policy for its staff who are involved in the purchase of these products.

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Complies with Broader Public Sector Procurement Directive
– Is shared with all stakeholders

Parameters

1. This Policy sets out standardized rules and expectations to support the efficient management of the purchasing process. These rules balance numerous objectives, including accountability, transparency, value for money and an effective quality service delivery.
2. ~~This Policy~~ Procedures will guide staff on when and how to follow the competitive purchasing process.
3. Employees involved in purchasing activities on behalf of the ~~Board~~ board agree to follow a Code of Ethics. (See Appendix A.)
4. ~~This Policy will~~ The Procedures comply with mandatory requirements contained in the Broader Public Sector Procurement Directive - July 1, 2011
5. Approved authority levels in relation to dollar value expenditures are identified in the ~~Procedures~~ Policy.

Accessibility

1. The ~~b~~Board will make every reasonable effort to provide purchasing documents in an accessible format upon request as part of our Integrated Accessibility Standards Regulation (ISAR) customer service standards.
2. In the event a document cannot be made available in an accessible format (i.e. CAD drawings or blueprints), the ~~Board~~ board will provide a written explanation that it is not practicable to do so.

Procedures:

This makes ~~Board~~ board staff, school councils, community partners, customers and suppliers aware of the directive which governs the planning, acquisition and management of supplies, equipment and services. By following this directive, suppliers and business partners will be treated in a consistent, fair and open manner and internal customers will benefit from efficiency, financial control, quality and value for money.

1.0 Administrative Responsibility

- 1.1 It is the responsibility of the Purchasing Supervisor, under the direction of the Manager of Business Services, to implement this ~~Administrative Procedure~~ Policy.

- 1.2 The purchasing department shall be responsible for the acquisition of all supplies, equipment and services required by the ~~Board~~board, with the exception of the following:
- a) land purchases
 - b) student transportation
 - c) legal services
 - d) employee fringe benefits contracts
 - e) projects in which the ~~Board~~board may partner with one or more school boards or other organizations
 - f) projects in which an Ontario government ministry specifies the goods and/or services to be used
 - g) miscellaneous petty cash
 - h) purchase card purchases
- 1.3 It is the responsibility of each senior administrator, principal, department manager and supervisor to ensure that ~~his/her~~their staff are appropriately informed and comply with the Board's approved Purchasing Policy ~~and Procedures~~.
- 1.4 This ~~Procedure~~Policy applies to all staff involved in the purchasing of supplies and services on behalf of the ~~Board~~board.
- 1.5 This ~~Procedure~~Policy applies for all supplies acquired for use in the school or by students with school related activities regardless of funding origin. Therefore, school generated funds and /or donated funds are to follow this ~~Procedure~~Policy.
- 1.6 For the purpose of this ~~Procedure~~Policy, any reference to the purchase of supplies and services includes all furniture and equipment.
- 1.7 Purchasing department staff shall not make purchases of any kind on behalf of staff or members of the Board for personal use.

2.0 Segregation of Duties

- 2.1 There are five key functional roles in the purchasing process. Responsibility for these roles lies within different departments or individuals and requires segregated approval levels. The framework for this segregation of duties is shown below for all purchases other than petty cash and purchasing card.

Roles	Duties	Who
Requisition	Authorize the purchasing department to place an order following approved methods	Board staff requiring supplies and services
Budget	Authorize that funding is available to cover the cost of the order	Department budget holder
Commitment	Authorize release of the order to the supplier under agreed-upon contract terms	Purchasing department role in the acquisition
Receipt	Authorize that the order was physically received, correct and complete for values greater than \$2,500	Individual receiving the supplies and services

Payment	Authorize release of payment to the supplier	Accounts payable role within the finance team
---------	--	---

3.0 Approval Authority Levels

- 3.1 Authority levels identify the approval required for specific dollar values of purchasing. This delegation of authority corresponds to job roles within the ~~Board~~board.
- 3.2 Approval for purchasing supplies and services is based on the total estimated dollar value, including any agreed-upon renewals, and exclusive of applicable taxes.
- 3.3 When a staff person wishes to request a purchase that has a value greater than ~~his/her~~their authority level, the appropriate supervisor must forward the approval to purchase in writing or email to the Purchasing Supervisor.
- 3.4 The Board has delegated purchasing authorities as follows:
 - a) The Board of Trustees
The Board shall approve all purchase contracts, except as noted in 3.5, in excess of \$250,000 and all Facility related contracts in excess of \$500,000. All contracts for consulting services in excess of \$100,000 shall be approved by the Board.
 - b) Director of Education & Secretary or Superintendent of Business & Treasurer:
All purchase contracts for supplies and services in excess of \$50,000 and up to \$250,000, and all Facility related contracts in excess of \$100,000 and up to \$500,000.
 - c) Manager of Facility Services:
Facility related contracts with a value up to \$100,000.
 - d) Managers, Academic Superintendents, Facility Services Division Managers and Purchasing Supervisor:
All purchase contracts with a value up to \$50,000.
 - e) Principals, Principal Leaders, Academic Coordinators, Teacher Consultants, Facility Services Supervisors, Non-Union Management, ~~Board~~Buyer, Health and Safety Officer:
All purchase contracts with a value up to \$15,000.
 - f) Teachers, clerical support staff, custodial / maintenance support staff, non-union support staff that make purchases on behalf of the ~~Board~~board are required to stay within the dollar spending limit granted to them by their supervisor and are expected to insure the budgeted funds are available to cover the purchase.
 - g) Purchasing staff who receive requests for purchase from the system will, unless there are explicit instructions otherwise, assume the customer / department requesting the supplies and services has authority to expend the funds and that prior budget approval has been obtained.

3.5 Special Approvals

The Director and/or Superintendent of Business, in consultation with the Chair or Vice-Chair of the Board, may approve contracts for supplies and services in excess of \$250,000 and Facility related contracts in excess of \$500,000 during months when there is no scheduled Board meeting, e.g. July and August, and report such approvals at the first scheduled Board meeting following approval.

3.6 Purchasing Law

- a) Staff members who are delegated purchasing authority on behalf of the Board are governed by the "Law of Agency". Purchases are binding upon the Board when the ~~Board~~ Buyer is operating within the limits of ~~his/her~~ their level of authority.
- b) So long as the ~~Board~~ Buyer acts within these limits and is not negligent, dishonest, or acts in bad faith, the ~~Board~~ Buyer is not likely to become personally liable for such actions. Personal liability may occur, however, if the scope of one's authority level is exceeded.

4.0 Methods of Purchasing

4.1 There are five approved methods for purchasing supplies and services — petty cash, purchasing card, purchase order, Canadian Construction Documents Committee (CCDC) contract and an industry-standard contract form following a competitive process.

4.2 If the value of the required supplies and services exceeds the spending limits of petty cash or the purchase card, a purchase order will be issued to the supplier as a legal contract from Purchasing Services.

4.3 Spending limits for petty cash are: \$75 per item and \$100 per transaction.

4.4 Spending limits for purchasing cards are set according to the Purchasing Card Manual.

5.0 Unauthorized Purchases

5.1 Unauthorized purchases occur when a staff person has circumvented one of the purchasing methods by placing orders without a purchase order or uses ~~his/her~~ their personal credit card to make the purchase.

5.2 To seek payment for unauthorized purchases, a cheque request shall be forwarded to the respective Superintendent for action or approval. If approval is given, it shall be in writing complete with an explanation of reasons why policy was not followed. This will be attached to the cheque request and forwarded to Business Services.

5.3 Should the Superintendent not approve payment / reimbursement, the staff person would be responsible for ~~his/her~~ their own payment.

6.0 Dollar Thresholds That Require a Competitive Process

6.1 When supplies and services that are acquired on behalf of the ~~Board~~ board are expected to exceed specific estimated dollar thresholds set out below, a competitive

bid process shall be followed. The process will promote fair and transparent business practices.

- 6.2 For supplies and services within the lowest threshold only one quote is needed, either verbal or written, and the supplier may be determined by the end user.
- 6.3 It is the school's / department's responsibility to first determine if the required supplies and services are already on a quotation or tender contract awarded by the Purchasing Department.
- 6.4 The Purchasing Supervisor or the ~~Board~~ Buyer will issue the competitive bid document on behalf of the school / department end user, who shall provide the written details of the purchase request including relevant specifications, (function, part number, colour), budget number(s), approval authority and any terms and condition unique to the acquisition

The following dollar thresholds indicate the purchasing process to be followed by all staff when procuring goods, services or a consultant:

\$0 – \$4,999.99	one quote required when within the authority and budget limit of the staff person
\$5,000 – \$99,999.99	An invitational quotation process will be conducted
\$100,000 or more	Purchases that exceed \$100,000 will be made by an open competitive procurement process. The bid document will be advertised on a nationally recognized electronic bulletin board and follow a prescribed evaluation process set out in 8.0.

- 6.5 Splitting requirements into multiple procurements to reduce the estimated value of a single procurement and avoid the application of the identified value threshold is not permitted
- 6.6 Consulting Services
Prior to commencement, any procurement of consulting services must be approved in accordance with the following dollar thresholds:

\$0 – \$99,999.99	An invitational competitive process with the intent of acquiring three (3) bids whenever possible will be conducted
\$100,000 or more	Purchases that exceed \$100,000 will be made by an open competitive procurement process. The bid document will be advertised on a nationally recognized electronic bulletin board and follow a prescribed evaluation process set out in 8.0.

7.0 Exceptions

- 7.1 When it is neither practical nor possible to obtain a minimum of three prices, the Department Manager (or Designate), will consult with the Supervisor of Purchasing or the ~~Board~~ Buyer to obtain approval to proceed. Appropriate written

documentation supporting this action will be submitted to Purchasing for attachment to subsequent purchase order.

- 7.2 Approval levels shall not apply in the event of an emergency which includes, but is not limited to, situations where a risk exists to the health and/or safety of students and/or staff, or situations where a risk exists of imminent damage to any of the ~~Board~~ board schools, properties or facilities. In such cases, the Director of Education, Superintendent of Business or Manager of Facility Services may waive ~~these~~ this ~~Procedures~~ Policy and authorize the purchase from a single source. All such exceptions will be reported to the Board at the first scheduled Board meeting following the approval for values greater than \$25,000.
- 7.3 If the procurement request is for consulting services using a non-competitive process (citing an exemption under the Agreement of Internal Trade [AIT] or other trade agreements), the following written approvals must be obtained prior to sourcing the service;
- 7.3.1 For any value between \$0 - \$99,999, written approval from the Superintendent is required, and written authority is to be submitted to the Purchasing Supervisor.
- 7.3.2 For a value of \$100,000 or more, written approval from the Board of Trustees ~~(chair and/or Vice Chair)~~ is to be submitted to the Purchasing Supervisor.

8.0 Information Required in a Competitive Process at the \$100,000 Threshold

To achieve an open and transparent competitive process, bid documents will include, as a minimum, the following information:

- a) a description of the needed goods, services or construction in generic and/or functional terms specific to the business needs
- b) full disclosure of the evaluation criteria, process and methodology to be used in assessing submissions, including identification of criteria considered mandatory, any technical standards that need to be met, and methods of weighting and evaluating the criteria
- c) a period of irrevocability where bids cannot be withdrawn
- d) a statement that the procurement is subject to Ontario's trade agreements
- e) notice that any confidential information supplied may be disclosed by the ~~Board~~ board where it is obliged to do so under MFIPPA, or otherwise required by a court of law
- f) documents will have a minimum response time of 15 calendar days and must have a closing date set on a normal working day. (Vendor submissions must be received prior to the deadline in order to be considered.)
- g) all addenda will be issued at least seven (7) days prior to the closing date; if this is not possible, the closing date should be extended accordingly
- h) notice of bidder or proponent entitlement to a post-award debriefing
- i) procedures for a supplier to follow in the event that it wants to submit protests concerning any aspect of the procurement process ~~(must be compliant with procedures set out in the Agreement on Internal Trade (AIT) and the Ontario-Quebec Procurement Agreement -~~ Ensure compliance with appropriate regulatory bodies including but not limited to the Broader Public Sector Procurement Directive (BPS), Education Act, Canada-European Union Comprehensive Economic and Trade Agreement (CETA) and Canadian Free Trade Agreement (CFTA).

- j) the reference number for the bid document issued by Purchasing Department staff. The reference number is kept on file in this department.

9.0 Other Procurement Processes

9.1 Request for Information (RFI)

The purpose of an RFI is to gather general supplier or product information. This mechanism may be used when the ~~Board~~-board is researching a contemplated procurement and has not yet determined what characteristics the ideal solution would have. RFIs normally contribute to the final version of a subsequent RFP.

9.2 Request for Expression of Interest (RFEI)

The purpose of an RFEI is to gather information on supplier interest in an opportunity or information on supplier capabilities/qualifications. This mechanism may be used when the ~~Board~~-board wishes to gain a better understanding of the capacity of the supplier community to provide the services or solutions needed. Information collected in an RFEI can also facilitate selecting the best procurement process for a follow-up competition.

Note: A response to an RFI or RFEI will not pre-qualify a potential supplier and must not influence its chances of being the successful proponent on any subsequent opportunity.

9.3 Request for Supplier Qualifications (RFSQ)

The purpose of an RFSQ is to gather information on supplier capabilities and qualifications, with the intention of creating a list of pre-qualified suppliers or a Vendor of Record (VOR). This mechanism may be used either to identify qualified candidates in advance of expected future competitions or to narrow the field for an immediate need. The terms and conditions built into the RFSQ will contain specific language to disclaim any obligation on the part of the ~~Board~~-board to actually call on any supplier as a result of the pre-qualification to supply such materials or services. A pre-qualified suppliers list or VOR list may be used for purchases up to a dollar value of \$100,000.

9.4 Single Sourcing

May be used where an unforeseen situation of urgency exists and the supplies, services or construction cannot be obtained by means of a competitive procurement process. Where such an urgency exists, ~~Board~~-board management staff may conduct the procurement prior to obtaining the appropriate approval provided that the urgency has been justified in writing. Documentation describing the rationale for this decision and the process that was followed must be completed and may be used as supporting document in the case of a competitive dispute. Examples of acceptable exclusions from competitive procurement are as follows:

- a) Where goods and services regarding matters of a confidential or privileged nature are to be purchased and the disclosure of those matters through an open tendering process could reasonably be expected to compromise the ~~Board's~~-board's confidentiality, cause economic disruption or otherwise be contrary to the public interest;
- b) Where a Contract is to be awarded under a cooperation agreement, in whole or in part, only to the extent that the agreement between the ~~Board~~-board and

the Buying Group includes rules for awarding Contracts that differ from the Purchasing Policy;

- c) Where compliance with the open tendering provisions set out in this ~~By-law~~Policy would interfere with the ~~b~~Board's ability to maintain security or order or to protect human life or health; and/or
- d) If no Bids or no Eligible Bids are received in response to a competitive Procurement process.

9.5 Sole Sourcing

May be used in the situation where only one supplier is able to meet the requirements of a procurement. Documentation describing the rationale for this decision and the process that was followed must be completed and may be used as a supporting document in the case of a competitive dispute. Examples of this situation are:

- a) To ensure compatibility with existing products, services and construction, to recognize exclusive rights, such as exclusive licenses, copyright and patent rights, or to maintain specialized products that must be maintained by the manufacturer or its representative;
- b) Where there is an absence of competition for technical reasons and the goods or services can be supplied only by a particular Vendor and no alternative or substitute exists;
- c) For the procurement of goods or services the supply of which is controlled by a Vendor that is a statutory monopoly;
- d) For work to be performed on or about a building or land or portions thereof, leased to the ~~b~~Board, that may be performed only by the Lessor;
- e) For work to be performed on property by a contractor according to provisions of a warranty or guarantee held in respect of the property or the original work;
- f) For a Contract to be awarded to the winner of a design contest;
- g) For the procurement of a prototype of a first good or service to be developed in the course of and for a particular Contract for research, experiment, study or original development, but not for any subsequent purchases;
- h) For the purchase of goods under exceptionally advantageous circumstances such as bankruptcy or receivership, but not for routine purchases.

10.0 Requisition Review

Purchasing Services shall have the responsibility and authority to review specifications and sources of each purchase requisition. This review shall include, but not be limited to:

- a) requests for "single or sole source" purchases
- b) requests for goods of a quality that seem to be greater than or less than required
- c) requests for material which seems inconsistent with the requirement
- d) requests that do not conform to established standards
- e) consideration will be given to not only lowest price but also the total cost of ownership, which may include purchase price, implementation fees, upgrades, maintenance contracts, license fees and disposal

11.0 Blanket Purchase Orders

- 11.1 At the request of the customer / end user, the Purchasing Department will release a blanket purchase order to identified suppliers for frequently used low dollar supplies and services where the actual demand is unknown in advance. The blanket order

request will be created and forwarded to Purchasing using the online purchasing software.

- 11.2 The blanket purchase order request will state the name of the staff person(s) who will be placing orders, the term for which the purchase order (PO) will be in effect, and the maximum dollar that may be expended per order.
- 11.3 The supplier will show the unique blanket purchase order number on all of invoices used through this method. The supplier is not authorized to deliver more frequently or in any greater quantity than what has been ordered by ~~Board~~board staff.
- 11.4 Blanket purchase orders will have a maximum per transaction spending limit, as follows:
 - a) For all sites, other than Facility Services, the maximum amount that may be charged to a blanket purchase order for each order is \$500.
 - b) For Facility Services, the maximum amount that may be charged to a blanket purchase order for each order is \$2,000.
- 11.5 If the total dollar amount charged to the same blanket POs exceeds \$15,000 per year, the commodity type and/or supplier will be reviewed to ensure the requirements of competitive bidding has not been neglected.

12.0 Supplier Selection

For supplies and services requiring more than one competitive bid, the selection of suppliers is the responsibility of the Purchasing Department and requires consideration of the following factors:

- a) close coordination with other departments to obtain adequate and reasonable specifications, brand names and/or product identification numbers
- b) service record of the supplier, quality of goods and services, price and warranty
- c) suppliers that meet mandatory requirements
- d) notwithstanding any inter-provincial or federal agreements, and when all factors are equal, the ~~Board~~board will purchase from the supplier who maintains a business office or manufacturing plant within the ~~Board's~~board's jurisdiction, then within Ontario and Canada

13.0 Supplier Relations

The Grand Erie District School Board encourages partnership relations with its suppliers. However, it is our policy to maintain and practice the highest possible standards of business ethics, professional courtesy, and competence in our business transactions. In the regard the following should be observed when dealing with suppliers and their representatives:

- a) accord prompt and courteous reception, as well as fair and equal treatment to all suppliers and their representatives
- b) guarantee the confidentiality of all specifications and price quotations made by suppliers (subject to tender opening process and Freedom of Information restrictions)
- c) avoid putting supplier to unnecessary expense or inconvenience on returned goods
- d) explain as clearly and fully as possible the reason for rejection of supplier bid/proposals
- e) remain scrupulously free from obligations to any supplier

- f) keep informed about new sources of supply, methods, services, and materials and product testing
- g) if, for any reason, there is a requirement for bidders to re-quote, competitors will be given the same opportunity

14.0 Supplier Obligations

Suppliers are expected to fulfill the following basic responsibilities:

- a) handle all written and personal communications directly with the Purchasing Department, unless otherwise instructed
- b) Negotiate all approved purchasing contracts and all approved sales to the ~~Board~~ board through the Purchasing Department, unless otherwise instructed
- c) conduct negotiations ethically, without attempts to influence through offering personal gifts
- d) make available through the Purchasing Department all technical or engineering systems, policies or services that might improve present or future use of supplier's products and services
- e) advise Purchasing staff of any new products or services as soon as such information is available
- f) suggest ways and means of conducting joint efforts in research and development that might be of benefit to both organizations
- g) inform Purchasing staff of changes in economic or other conditions that might affect purchasing and operating decisions
- h) keep all personal Grand Erie District School Board information protected and confidential in accordance with all applicable law and regulations with respect to the Municipal Freedom of Information and Protection of Privacy Act "MFIPPA" and The Personal Information Protection and Electronic Documents Act "PIPEDA".
- i) ~~h)~~ —All inquiries/requests for information, instructions or clarifications regarding competitive processes must be set out in writing and directed to the designated representative in the competitive document. No attempts *will be made* to contact or communicate with persons other than the designated representative regarding a tender or request for proposal. *Any* violation of the above requirement may be grounds for disqualification of bid/proposal.

15.0 Code of Ethics in Purchasing

- 15.1 All Board members ~~and staff~~ will comply with the Board's Code of ~~Ethics~~ Conduct (By-Law 28).
- 15.2 The ~~Board~~ board adheres to and insists upon adherence to a strict ethical standard in all of its purchasing acquisitions by all bidders and vendors, who shall be required to become knowledgeable with and adhere to the ~~Board's~~ board's policies in this regard.
- 15.3 The following beliefs will guide ~~b~~Board staff in all purchasing activities:
 - a) consider first the interest of the ~~Board~~ board and its students when acquiring goods and services
 - b) maintain an unimpeachable standard of integrity in business relationships both within and outside the ~~Board~~ board
 - c) act, and be seen to act, in an open, transparent and honest manner

- d) do not use one's authority of office for personal benefit
- e) buy without prejudice, seeking to obtain the maximum value for each dollar expended
- f) accept no business gifts in return for business or the consideration of business.
- g) do not engage in any business activity that may create, or appear to create, a conflict of interest

16.0 Conflict of Interest

- 16.1 A conflict of interest exists where the decisions made and /or the actions taken in the exercise of duties by a ~~Board~~ board employee, Trustee, member of a statutory committee, could be, or could be perceived to be, affected by the personal, financial or business interest of that person or that person's family or business associates.
- 16.2 In procurement activities with suppliers, staff must declare a conflict of interest if the circumstance could give a supplier an unfair advantage.
- 16.3 Staff involved in procurement activities must declare all actual or potential conflicts of interest to their supervisor in writing.
- 16.4 School council members are governed by their individual school council's conflict of interest by-laws (as required by Ontario Regulation 612/00).
- 16.5 In addition, the Education Act of Ontario, Chapter E.2, Section 217 states: No teacher, supervisory officer or other employee of the ~~Board~~ board or of the Ministry shall, for compensation of any kind other than ~~his or her~~ their salary as such employee, promote, offer for sale or sell, directly or indirectly, any book or other teaching or learning materials, equipment, furniture, stationery or other article to any board, provincial school or teacher's college, or to any pupil enrolled therein, or shall, directly or indirectly, give or pay compensation to any such teacher, supervisory officer or employee for such purpose."

17.0 Cooperative Purchasing

- 17.1 The ~~Board~~ board encourages cooperative purchasing initiatives with other school boards and public sector agencies in order to obtain best prices through economies of scale and/or work task efficiencies through shared services.
- ~~17.2~~ 17.23 When a participating in cooperative purchasing processes, the dollar thresholds in this ~~Policy~~ Administrative Procedure will be followed.

18.0 Standardization:

Standardization examines a specific common need with the goal of selecting a product or service that best fits that need. Products or services that are used in more than one location may become the standard for that need in order to combine reduced costs through economies of scale and increase efficiencies.

19.0 Environmental Protection

Purchasing staff, in consultation with the end user / department, will strive to source, promote and support environmentally sensitive products and services. All criteria being equal, consideration will be to products and services that:

- a) are durable, reusable and contain maximum recycled content
- b) are competitively priced

- c) eliminate waste
- d) are purchased from local sources

20.0 Industry Safety Standards

All goods and services purchased by the ~~Board~~board must comply with current Federal, Provincial and Municipal legislation, regulations and standards, and all ~~Board~~board requirements related to health and safety. These include, but are not limited to CSA, Electrical Safety Authority (ESA), Occupational Health and Safety Act, Workplace Hazardous Materials Information Systems (WHIMS) requirements, and Workplace Safety & Insurance Board Act.

21.0 Disposal of Surplus / Obsolete Equipment

- 21.1 All furniture and equipment, even if obtained through donation, will be disposed of by central services as per ~~Administrative~~ Procedure FT112.
- 21.1 Purchasing Department works closely with Facility and IT Services, and, where appropriate, the site storing the item(s), to determine the most cost effective method of disposing the surplus and/or obsolete furniture and equipment.
- 21.2 All sites wanting to request pick up and removal of these items will complete the appropriate form, Purchasing Memorandum: Disposal of Books, Furniture and Equipment, and forward it to the Purchasing Department for action. The document is available on the Purchasing section of the staff portal.
- 21.3 Purchasing will have the authority to sell, exchange or trade-in all items declared surplus or obsolete-by the ~~Board~~board.

22.0 Receiving and Inspection of Purchased Supplies and Services

- 22.1 The Site end user who has requisitioned the purchased goods and/or services is responsible for inspecting contents of the order in a timely manner to ensure completeness and accuracy.
- 22.2 If the value of the purchase order is greater than \$2,500, the end user is required to sign and date the (Site) copy of the PO and forward to the Business Services Department for invoice payment. If an item(s) is found to be damaged or on backorder, the Site / end user must inform accounts payable staff that payment of this item(s) should be held until such time as the order is complete and this confirmation is forwarded to Business Services.
- 22.3 The Site / end user should inform staff in the Purchasing Department about areas of concern related to these goods and services or some other aspect related to the purchasing process.
- 22.4 It is recommended that the Site / end user communicate with Purchasing staff when purchase requests have taken an unreasonable length of time to be delivered.
- 22.5 When the goods / service to be ordered is urgently needed by the end user, the site secretary is encouraged to send an email notice to Purchasing requesting immediate attention. This notice has to include the requisition number.

23.0 Accessibility:

- 23.1 The ~~Board~~board will make every reasonable effort to provide purchasing documents in an accessible format upon request as part of our Integrated Accessibility Standards Regulation (ISAR) customer service standards.

- 23.2 In the event a document cannot be made available in an accessible format (i.e. CAD drawings or blueprints), the ~~Board~~board will provide a written explanation that it is not practicable to do so.

Glossary of Terms

Blanket Purchase Order: A Blanket Purchase Order is one that is open for use for a specific period of time, generally a school year or budget year. When requesting a Blanket PO, sites will include the names of staff that are authorized to make purchases against the Blanket. This type of purchase order is intended for repetitive low dollar goods and services and the PO will show a dollar amount that may not be exceeded for each order.

Bonds: There are various types of bonds that may be requested in competitive bids documents, primarily for services related to building renovation and/or construction projects.

- a) Labour and Material Bond is a bond issued by a surety company to ensure that the contractor will pay its suppliers and thereby protects the ~~Board~~ board against items which might be granted to a supplier should the contractor not make proper payments.
- b) Letter of Agreement To Bond is a letter or other form issued by a bonding agency licensed to operate by the Government of Canada or Province of Ontario advising that, if the bidder is successful, the bonding agency will issue the required bonds.
- c) Performance Bond is a bond issued by a surety company executed in connection with a contract and which secures the performance and fulfillment of the undertakings, covenants, terms conditions and agreements contained the contracts.

Purchase Order: The purchasing document that is a legal contract and used to formalize a purchasing transaction with a vendor.

Purchase Requisition: A written or electronically produced request in an approved format and duly authorized to obtain goods or services.

Request for Quotation (RFQ): A request for prices on specific goods and/or services from selected vendors which are submitted verbally, in writing or transmitted by facsimile as specified in the RFQ. The RFQ describes exactly what needs to be purchased and the evaluation is usually made solely on price. RFQs are best suited to products and services that are as standardized as possible.

Request for Proposal (RFP): A document used to request suppliers to supply solutions for the delivery of complex products or services or to provide alternative options or solutions. It is a process that uses predefined evaluation criteria in which price is not the only factor. The RFP usually leaves all or part of the precise structure and format of the response to the discretion of the proponents

Request for Tender (RFT): A document used to request sealed supplier responses for goods and/or services based on a defined need, such as delivery requirements, performance specifications, terms and conditions. A RFT usually focuses the evaluation criteria predominantly on price and delivery requirements.

Tenders may be “invitational” in which three or more suppliers are asked to submit a bid or “open” in which the bid document is available to any supplier that deems itself capable of meeting the needs and specifications defined in the RFT.

Procurement: Procurement is acquisition by any means, including by purchase, rental, lease or conditional sale, of goods, services or construction.

Unauthorized Purchases: When a staff person has circumvented one of the approved purchasing methods, such as order supplies or services over the phone without having first obtained a purchase order number, or when payment is made with personal funds or credit card. Usually, these actions

are followed by attaching the vendor receipt or invoice to a cheque request that is submitted to Business Services for vendor payment or reimbursement.

Vendors of Record (VOR) Agreement: A procurement arrangement that authorizes the ~~Board~~[board](#) to select from one or more pre-qualified vendors (also known as suppliers), typically by way of a formal second-stage process, for a defined period on terms and conditions, including pricing, as set out in the particular VOR agreement. VOR arrangements are used to reduce costs to the ~~Board~~[board](#) by establishing strategic relationships with a small group of suppliers.

Related Resources:

Bylaw 13 Signing Authorities of the Board
Policy F3 - Capital Related Fundraising and Community Donations
Policy FT1 - Major Construction Projects
Policy FT2 - New School Construction Projects
Policy FT10 - Green School Construction and Renovation
Policy SO31 – Accessibility
Procedure F101 – Hospitality and Food Expenses
Procedure F102 - Purchasing Card Program
Procedure FT105 - Playground Equipment
Procedure FT112 - Disposal of Furnishings and Equipment
~~Procedure FT117 – Green School Construction and Renovation~~

Appendix A

Purchasing Code of Ethics

The Grand Erie District School Board abides by the Code of Ethics of the Ontario Public Buyers Association (OPBA) and the Professional Code of Ethics from the Purchasing Management Association of Canada (PMAC).

The following beliefs will guide ~~Board~~board staff in all purchasing activities:

- a) consider first the interest of the ~~Board~~board and its students when acquiring goods and services
- b) maintain an unimpeachable standard of integrity in business relationships both within and outside the ~~Board~~board
- c) act, and be seen to act, in an open, transparent and honest manner
- d) decline any requests to use one's authority of office for personal benefit. Should a supplier or potential supplier make such an offer, it must be reported to the Superintendent of Business.
- e) buy without prejudice, seeking to obtain the maximum value for each dollar expended
- f) accept no gifts in return for business or the consideration of business.
- g) declare any known conflict of interest while engaged in business activities on behalf of the ~~Board~~board



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **FT1 – Major Construction Projects**
DATE: April 8, 2019

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Policy FT1 – Major Construction Projects.

Background

Policy FT1 – Major Construction Projects was circulated to all appropriate stakeholders for comments to be received by February 28, 2019.

Comments Received

1. Comment: we need a transparent and an understanding when we fund a major construction project outside of the Ministry funding. Does it belong in this policy under #9 funding strategy?

Response: Agreed. The policy has been updated to include this.

2. Comment: when we use other monies there needs to be a plan developed, communicated and an update in how we are paying off the unsupported capital. Can it fit into quarterly financial updates?

Response: This is now included as part of the annual year-end report. In addition, we are currently undertaking an internal audit of these processes and this audit report will assist with policy development. However, there has now been a sentence added to #15 to include in a bi-monthly update about updates to funding.

3. Comment: Also when a other project comes up, Trustees are made aware of any unsupported capital debts still outstanding.

Response: Agreed. The policy has been updated to include this under 9c and 15.

4. Comment: Procedure 1 c. - How would you see this coming to the board to decide if the Board wishes to determine that they would like to determine that a project should be considered a major project but does not meet 1b or c criteria?

Response: The best time to consider projects for this policy would be during the presentation of the Facility and Capital Renewal plan every November.

5. Comment: Procedure 6 – this seems to be different than procedure #1, where it says either 1 a, b, or c, this says only what is covered in 1b A community hub should have trustee input

Response: Most Community Hub projects have been under a million dollars and triggering a project committee may cause significant delays. The scope is usually not large enough to justify a project committee.

6. Comment: Procedure 15 – Do we need language about a plan for cost containment or extra funding in case of a budget overrun?

Response: Amended.

7. Comment: Procedure 18 – Since you have updated the bimonthly major construction report to add 11-month warranty report, should this be included in this procedure?

Response This is a standard point in time for a construction project. Does not need to be added to policy.

8. Comment: Appendix B – 1.3 lockers not mentioned

Response: The design goals are to not build new lockers in elementary

9. Comment: Appendix B – 8.1 hard surface, why not just polished concrete? There have been issues with trying to put flooring on top of concrete still curing

Response: This is to ensure that there aren't restrictions on specifications with respect to finishing. Polished concrete can be difficult to maintain in certain areas given the environment.

10. Comment: Appendix B – 9.0 why not option grouped portables, no attached to main building?

Response: Group Portables language has been incorporated under item 11.0.

Additional Information

As a result of these comments, suggested revisions have been made to the Policy and a draft revised policy is attached.

Next Steps

This approved Policy will be distributed in keeping with Board Bylaw BL9.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



Major Construction Projects

Board Received:**Review Date:****Policy Statement:**

The Grand Erie District School Board shall approve and monitor all major construction projects to ensure that they are completed on schedule and within approved budgets.

Accountability:

1. Frequency of Reports – Bi-monthly
2. Criteria for Success –
 - Major construction projects completed on time
 - Major construction projects completed within budget
 - Community input incorporated into project plans

Procedures:

1. Major construction projects are defined as projects that meet the criteria in either (a), (b) or (c):
 - a) Utilize Ministry of Education Capital Funding such as:
 - Capital Priorities - Major Capital Programs
 - Child Care Capital
 - EarlyON Child and Family Centre Capital
 - Community Hubs Funding
 - b) Any construction projects where the estimated budget exceeds \$2,000,000 – AND –
 - The project is a new build, or
 - The project is an addition to an existing site, or
 - The project is a renovation that significantly modifies the intended use of the space
 - c) At the discretion of the Board of Trustees
2. Staff shall provide the Board with information for approval regarding the preliminary scope of major construction projects. Elements of the information provided shall include size (FTE or square footage) and program (grades and/or specialized programs, and partnership opportunities).
3. Ministry Capital Approval Process requires the submission of a Facility Space Template and receipt of Ministry approval of project scope before hiring an architect. See Appendix A.
4. All Major Construction projects shall consider the School Design Guidelines as set out in Appendix B where applicable. The Appendix is intended to be a checklist of items for consideration during the project design phase, not an absolute list for inclusion. FT10 - Green

School Construction should be consulted for inclusion of environmentally responsible building features where possible.

5. The Superintendent of Business shall issue a Request for Proposal (RFP) for a Construction Manager, Architect or Professional Services, based upon the approved preliminary scope of project. The Board shall approve the final selection of a Construction Manager, Architect or Professional Services.
6. A Major Construction Project Committee shall be struck by the Board for any construction where the budget exceeds \$2,000,000 – AND –
 - o The project is a new build, or
 - o The project is an addition to an existing site, or
 - o The project is a renovation that significantly modifies the intended use of the space

A committee; if required, will be comprised of the following members:

- a) Architect or other professional consultant, as required
- b) General Contractor or Construction Manager, as required
- c) Superintendent of Education for the area
- d) Superintendent of Business (Committee Chair)
- e) Principal(s) affected by the construction and/or consolidation
- f) School Council Chair(s) affected by the construction and/or consolidation
- g) Facility Services staff representative
- h) Trustee
- i) Community Partner (As necessary)

The Board shall disband the committee upon completion of the project.

7. The Project Committee shall meet at the planning stages of the project to provide guidance and input into the design and scope of the project and to recommend a design and scope of work for review consideration by the Board. This committee will be consulted and updated during the project should the scope of the work or schedule vary substantially from the initial plans. Minutes of all Project Committee meetings will be posted on the Board portal.
8. Facilities Services shall prepare a draft plan in consultation with the Project Committee based upon the approved preliminary scope. An independent Cost Consultant shall be retained to review the design, provide objective costing analysis and advice and report on options to ensure that the proposed capital expenditure is within the approved budget.
9. The Committee of the Whole shall receive a report from the Superintendent of Business, which shall include recommendations regarding:
 - a) the scope of the base construction project (with costs based on preliminary scope);
 - b) additional elements suggested by the Project Committee (with appropriate costs); and
 - c) funding strategy including a breakdown of both internal and external funding sources, as well as a snapshot of the current balances of:
 - i) Proceeds of Disposition; or
 - ii) Capital Reserves such as School Renewal and School Condition Improvement; or
 - iii) Unsupported Capital;

10. The Committee of the Whole shall recommend to the Board the final scope of the major construction project, including size, preliminary budget, timelines and release of tender documents
11. The Board shall approve the final scope of the major construction project, including size, preliminary budget, timelines and release of tender documents.
12. The cost consultant in cooperation with Facilities Services and the Construction Manager, Architect or other Professional Consultant will develop a final budget price based on the approved scope of the detailed design and construction documents and the tendered amount recommended for approval that will become the basis for the final project contract amount.
13. The final project budget and scope and recommended tender/contract award will be presented to the Committee of the Whole and subsequently, the Board for approval as the final project contract amount. This amount will be the basis for a Stipulated Sum Contract or a Guaranteed Maximum Price Contract as may be appropriate.
14. If the tendered amount for the capital project is higher than the pre-tender project approval granted in Step 3 above, the board will be required to identify the source of funding to offset the higher costs and will need to seek additional Ministry approval for the higher amount before the contract can be awarded.
15. The Superintendent of Business shall provide a progress report to the Board on a bi-monthly basis for the duration of the project. The report shall include budgeted and actual costs to date, details of project progress and schedule for completion. This report will also describe the funding strategy that will be applied should the forecasted expenditures for a project exceed the budget established in section 9-c.
16. Transition matters will be managed by a Transition Committee in accordance with policy FT9 if appropriate.
17. Where the construction significantly impacts on the operation of a school, executive council shall consider inclusion of funding to allow for relief for the affected principal. The amount of relief will be recommended by Executive Council for inclusion in the School Operations budget either at Estimates, Revised Estimates or as an addendum to the Board Budget if required outside of a budget cycle.
18. The Superintendent of Business shall report to the Board upon substantial completion of the project, which shall include a budgeted and actual cost comparison.
19. The Principal/Superintendent of the school affected by the major construction project shall consult with the Manager of Communications and community Relations to organize an opening/rededication ceremony.
20. The Superintendent of Business shall provide a report to the Board in November of each year summarizing the scope, cost and status all other capital projects for the prior fiscal year which were not subject to this policy.

Appendix A

Ministry Capital Approval Process Chart

		New Schools*		Additions*		Major Retrofits*		Early Years** (Child Care, Child & Family, FDK)	
		Repeat Design	New Design	>50% or >\$3.0M	<50% and <\$3.0M	>50% or >\$3.0M	<50% and <\$3.0M	Individual Projects <\$250K	
Pre-Design	Facility Space Template	Complete template with most recent adaptation (<5 years)	Board to submit template before hiring architect	Board to submit template before hiring architect	Not Required	Board to submit template before hiring architect	Not Required	Not Required	
	Project Manager	Board to appoint a Project Manager (either internal staff or external resource). Board to notify Ministry of name and contact info.							
	Ministry Approval	Ministry must approve scope of project based upon submitted Space Template	Ministry must approve scope of project based upon submitted Space Template	Ministry must approve scope of project based upon submitted Space Template	Not Required	Ministry must approve scope of project based upon submitted Space Template	Not Required	Not Required	
	GOAL	Board to retain an architect.							
Pre-Tender	Independent Cost Consultant Report	Board to submit final cost of recent adaptation (<5 years)	Board to submit an Independent Cost Consultant Report before issuing tender	Board to submit an Independent Cost Consultant Report before issuing tender	Not Required	Board to submit an Independent Cost Consultant Report before issuing tender	Not Required	Not Required	
	Approval to Proceed (ATP) Request	Board's senior business official to submit the ATP Request Form confirming total estimated project costs does not exceed board's identified funding, including a floor plan approval letter for the child care component.							Not Required
	Capital Analysis & Planning Tool (CAPT)	Board to confirm that data entered in the CAPT for the requested project is in line with the data provided through the ATP Request Form.							Not Required
	Ministry Approval	Ministry's approval required before proceeding to tender. Approval based on identification of sufficient funding.							Not Required
	GOAL	Board to proceed to tender.							
Post-Tender	Tender exceed approved funding amount	Board to either identify additional funding available or make design changes to reduce the project cost. In either case, the board must demonstrate to the Ministry that sufficient funding is available to complete the project.							
	Tender meet approved funding amount	Board to accept tender bid. Important to ensure all project costs are identified and considered.							
Notes:	<ul style="list-style-type: none">Ministry approvals are not required for retrofits that are 100% funded through School Condition Improvement and Early Years Funding less than \$250K.Consultant to review the design, provide costing analysis and advice, and report on options to ensure cost containment. To be based on drawings that are at least 80% complete.50% determined by the following: (Estimated project cost / Latest construction benchmark value of the existing OTG (pre-construction) of the facility).* If a child care component is included as part of the project, a floor plan approval letter issued by the Child Care Quality Assurance and Licensing Branch of the Ministry of Education must be submitted as part of the ATP request.** If a child care component is included as part of the project, a floor plan approval letter issued by the Child Care Quality Assurance and Licensing Branch of the Ministry of Education is still required.								
Definitions:	Addition: Expansion of the gross floor area of a facility, including child care and child and family program rooms. Major Retrofit: Major structural renovation or reconstruction of the existing building envelop, including child care and child and family program rooms. It does not include expansion of the existing gross floor area. Any project that does expand the gross floor area, but is funded with Ministry funds or >\$1M in Accumulated Surplus is treated as a Major Retrofit.								



SCHOOL DESIGN GUIDELINES — ELEMENTARY

The intent of the guidelines is to identify design features to be considered when renovating or constructing new Elementary Schools within Grand Erie District School Board. These are not absolute since each facility and program has its own characteristics but rather a starting point to develop the best plan for the school community.

These guidelines will provide overall direction as to the design goals the Board wishes to provide in all locations.

The document should not be considered as a static report. It should be reviewed and updated regularly as changes are made to programs.

All design features must comply with the Ontario Building Code standards and include for requirements to satisfy the Ontario Disabilities Act and Grand Erie School Boards Green Guidelines.

1.0 General Areas

1.1 Main Entrance (Exterior)

- Controlled safe entry (camera/buzzer)
- Accessibility features (ramp, power door operator, dedicated parking, etc)
- Area for visitors / temporary parking
- Flagpole
- School Signage
- Security Lighting

1.2 Main Entrance (Interior)

- Display case (School paraphernalia, trophies, awards).
- Awards Wall
- Environmental Acknowledgment for Sustainable Construction (Plaque or poster)
- Welcome Sign / School Symbol / Colours / Motto
- Registration Area
- Gathering / Sitting Area
- Natural lighting
- Fire Safety Plan / Enunciator Panel in Front Vestibule.

1.3 Corridors

- Provide sufficient width for needs
- Coat Hooks / boot rack – proper height to accommodate students
- Drinking Fountains with Bottle Filling Stations
- Security Cameras
- Wall outlet locations
- Electronic Display Boards
- Locate Tack Boards to meet Fire Code requirements

1.4 Washrooms

- Fixture count to current code requirements
- Location to accommodate classrooms
- Urinal height
- Privacy partition between urinals
- Barrier Free Access to designated accessible washrooms
- No doors on main washrooms. Ensure there is no line of sight from corridor
- Install wash fountains
- Floor drains
- Electrical outlets
- Accessories conforming to Health Unit requirements and Board Standards

1.5 Stairs

- **Accessible stair tread/nosing and visibility strips**
- Provide natural light
- PA Speakers
- Outlets to accommodate cleaning equipment
- Provide space for Evacuation chairs at top landing

1.6 Lifts & Elevators

- Central location
- PA Speaker to Office
- Telephone connection to ULC (Underwriters Laboratory of Canada) approved monitoring service
- Signage to provide operating instructions including braille

1.7 Storage Rooms

- Book Storage
- Teaching Supplies
- Audio- Visual Equipment

2.0 Administration Area**2.1 Main Office / Reception**

- View of Main Entrance
- Size to accommodate students, staff and community
- Electrical, telephone and Data outlets
- Main station for PA and CCTV systems

2.2 Principal's Office

- View of Front Entrance & Main Office
- Electrical, telephone & Data outlets

2.3 Vice Principal's Office

- Same as principal's office

2.4 Meeting Room

- To accommodate large meeting table for up to eight people and provide dimmable lighting and areas for presentations
- This can be a separate room or Principal's Office can be sized to accommodate

2.5 Staff Room

- Half lockers for personal effects
- Coat Area
- Sitting area
- Meeting/conference area
- Display area
- Adjacent washrooms
- Include space for kitchen area (full-sized refrigerator, microwave oven, stove hood & range)
- Counter space and cabinets, for storage
- Eyewash station

2.6 Work Room

- Space for office supplies, paper supply and storage
- Electrical and Data outlets to support photocopier
- Work area for large projects
- Work stations

2.7 Health Room

- Should be in close proximity, if not attached to Main Office
- Electrical, Telephone outlets
- Appropriate plumbing

3.0 Assembly Areas**3.1 Gymnasium**

- Size:
 - For schools with population of 350 or less students, recommended size is 2000 to 3150 square feet. Ceiling of 18 feet.
 - For schools with population over 350 students, recommended size is 4000 to 6300 square feet. Ceiling of 18 feet.
 - Drop down curtain to be installed to create two separate gym spaces
- Accessories:
 - Double Gym:
 - two Main Fold-up basketball backstops
 - four Cross court, Fold-up practice basketball backstops
 - Roll-down curtain partition with safety stops
 - Single Gym:
 - two Main Fold-up basketball backstops
 - four Offset practice basketball backstops
 - Electrical and Data outlets and PA system speakers to be provided for both 'single' gym spaces.
 - Rough-in for Scoreboard
 - Game Lines
 - Sound System
 - Assistive listening devices for hearing impaired
 - Sleeves for net standards
 - Provide wall padding to current standards

3.2 Change Rooms

- Access to be determined by school administration
- Accessories: benches along walls, shelving for storage
- Drainage should be provided in centre of change rooms for cleaning purposes

3.3 Gymnasium Storage

- Interior storage space to be adjacent to gymnasium
- Size: to accommodate all gym equipment
- Storage for field sports equipment should have direct access to exterior

3.4 Multipurpose Room

- Size dependent on intended use (community room, alternate activity room or alternate learning space, alternate storage space)
- Electrical, Data, and telephone outlets and PA system speaker to be provided as it would be for typical classroom
- Room height may vary subject to location
- Adjacent Storage for tables and chairs
- Lockable storage area for community use

3.5 Kitchen

- Adjacent to Multipurpose Room
- Layout to meet Local Health Unit requirements
- Adequate counter surfaces for food preparation
- Services to suit needs of all equipment
- Mechanical systems must accommodate proper ventilation for all equipment
- Provisions for garbage disposal
- Provide lockable storage area in kitchen

3.6 Stage

- Options:
 - Portable Stage
 - Fold-down stage
 - Rough-in for lighting
- Portable Stage will require storage area

4.0 Learning Spaces

4.1 Typical Classroom

- Size: 700 to 800 square feet
- Natural daylight equal to minimum 10% gross floor area
- Accessories:
 - 80 square feet of white board and/or black board
 - 100 square feet of tack board
 - Millwork under white boards and/or black boards
 - One large lockable teacher storage cupboard
 - Millwork with counter space, and cabinets along top and bottom
 - Rough in for Smart Board and LCD Projector
 - Electrical and Data outlets

- Intercom

4.2 Kindergarten

- Location: Adjacent to parking area
- Size: minimum area of 1200 square feet
 - Includes space for learning “zones”
 - Sand/water table
 - Reading nook
 - Visual Arts
 - Math
 - Dramatic play
- Natural daylight equal to minimum 10% gross floor area
- Direct access to exterior preferred
- Washroom in room or adjacent to Room
- Accessories:
 - Low sink with drinking fountain in room
 - Coat cubbies in Room
 - Change Table
 - Electrical & Data outlets
 - Low white/tack boards located at student level
 - Rough in for Interactive White Board located at student level and LCD Projector
 - Intercom

4.3 Special Education

- Size: Minimum 800 square feet
- Washroom with shower, change table, cabinets, shelving, specialty vanity, etc.
- Direct access from classroom
- Accessories:
 - Kitchen facilities including dishwasher, washer & dryer, stove & range hood, sink, microwave oven.
 - 80 square feet of white board and/or black board
 - 100 square feet of tack board
 - Millwork under white boards and/or black boards
 - One large lockable teacher storage cupboard
 - Millwork with counter space and sink, and cabinets along top and bottom
 - Rough in for Smart Board and LCD Projector
 - Electrical to accommodate specialty items (i.e. lifts)
 - Electrical and Data outlets
 - Intercom

4.4 Snoezelen Room

- Designed by Special Education consultants when required

4.5 Information Technology

- Data drops and power for wireless connections to all areas
- Laptop storage
- Laptop charging

4.6 Library

- Size: 5 square feet/pupil place with a minimum 1000 square feet
- Reception desk should be clearly identified and visible from library entrance
- Electrical and Data outlets for all computer work stations and reception desk
- Intercom

4.7 Library Office / Storage

- Space for work station with Electrical & Data outlets
- Storage space for specialized equipment

5.0 Teacher Resource**5.1 Resource Room**

- Adjacent to Washrooms
- Work area with bright lighting
- Display Area
- Electrical & Data outlets
- Work space and storage for Non-classroom teachers (LRT, French etc.)

5.2 Testing Room

- Size: approximately 10 feet by 10 feet
- Connected to Teacher Resource Room
- Glazing to Teacher Resource Room
- Electrical and Data outlets

6.0 Facility Operation**6.1 Custodial Office**

- Location for control panels for building systems
- Half locker for personal effects
- Display Area
- Telephone and Data outlets and PA Address system required

6.2 Receiving Room

- Adequate size for receiving & storing equipment and products
- Ideally located with access to exterior
- Eyewash station
- Sufficient electrical outlets

6.3 Waste Disposal / Recycling Area

- Located with access to students to encourage education on environmentally friendly practices and individual responsibilities.
- Provide sufficient space for sorting, water for clean-up and short-term storage area

6.4 Boiler Room

- Location will be separate from all learning spaces
- Provide appropriate access for maintenance of all equipment

6.5 Electrical Room

- Location will be separate from all learning spaces
- Provide appropriate access for maintenance of all equipment

6.6 Communication Room / Tower

- Tower location (if required) would be determined by other authorities
- Communication Room to be adjacent to tower

7.0 Site**7.1 Site Features**

- Separation for bus drop-off, parent drop-off, visitor parking and staff parking
- Special needs parking areas in excess of bylaw requirements
- Garbage /recycling enclosure
- Bicycle Storage
- Signage
- Lighting
- Site furniture
- Paved play area adjacent to school (approximately 65 square feet per student)
- Future portables area
- Creative Playgrounds:
 - location only (not provided by Board)
- Landscape:
 - Low maintenance
 - Shade
- Playground Equipment:
 - two Basketball Standards
 - one set of Soccer Goal Posts

8.0 Amenities / Finishes**8.1 Flooring Material**

- Corridors: Hard Surface
- Washrooms: Hard Surface
- Library: Hard Surface
- Offices: Hard Surface
- Classrooms: Hard Surface
- Kindergarten: Hard Surface
- Work Rooms: Hard Surface
- Gymnasium: Appropriate Sports Flooring
- Operations Rooms: Sealed Concrete

8.2 Paint

- Containing Low-Emitting Volatile Organic Compounds (VOCs)
- Use recycled

8.3 Ceilings

- 2 foot x 2 foot acoustic tile in Corridors, Library, and Main Office
- Paint other areas where structure is exposed, unless required to cover mechanical equipment

8.4 Air Conditioning

- Options:
 - Complete School
 - Administration Offices, Staff Room and Library only

8.5 Window Coverings

- Blackout Drapes
- Sliding tack boards

9.0 Portable Classrooms

- Minimum 40 feet from main school and 20 feet from other portables if not fire rated
- Size: Typical Portable Classroom is 750 square feet (24 feet x 32 feet), 12 feet height
- Skirting to be installed over support columns after anchors are installed and approved
- Electrical & Data outlets
- Intercom
- Security tied to main building system

10.0 Grouped Portables

- Group of portables with corridor. At minimum 40 feet away from main school.
- Set on a temporary foundation
- Typical grouping would include at least 4 Portable Classrooms
- Size: Typical Portable Classroom is 750 square feet (24 feet x 32 feet), 12 feet height
- Skirting to be installed over support columns after anchors are installed and approved
- Electrical & Data outlets
- Intercom
- Security tied to main building system

11.0 Portapaks

- Group of portables with corridor typically attached to Main building with a link providing the required Fire Separation
- Set on a temporary foundation

~~10.0~~ 12.0 Relocatable Classroom Modules (RCMs)

- Classrooms constructed with ability to relocate.
- Design and materials similar to permanent construction
- Set on a poured foundation



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: Brenda Blancher, Director of Education & Secretary
RE: **Bylaw 29 – Student Trustees**
DATE: April 8, 2019

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Bylaw 29– Student Trustees.

Background

Due to revisions to Ontario Regulation 7/07 – Student Trustees which impact the timelines for electing Student Trustees for a one-year term, revisions have been made to Bylaw 29 Student Trustees.

Comments Received

1. Comment: Should we add under #8 Honorarium and Expenses that Student Trustees are eligible to receive an electronic device to aid in doing their job?

Response: It was determined that this is not a necessary addition.

2. Comment: A Two-Year Term for Student Trustees

- Not to prevent students from only having a one-year term, but to allow Student Trustees to have a second year to continue initiatives and what they may have started, but not finished in their second year
- It was brought up by the 2017-2018 Student Trustees in the May 28th, 2018 meeting, but was not brought up again

Response: According to Ontario Regulation 7/07 revisions, a school board can have either a one-year or two-year term for Student Trustees. At the May 2018 Board Meeting, the Student Trustees presented a report that included a table outlining the pros and cons of a two-year term. The report listed more cons than pros. It is the will of the current Board whether the role has a one or two year term. The revised Bylaw has been written in consideration of a one-year term – any change to this will change the election timeline.

Nothing precludes a Student Trustee from running for a second term as long as the qualifications continue to be met.

3. Comment: Can we add to #4 Selection of Student Trustees when the questions for the election will be sent to candidates so that all applicants know and we can prevent confusion leading up to the elections?

Response: This has been added.

A revised draft Bylaw is attached for Trustee consideration.

Communication Plan

Bylaw 29 – Student Trustees will be distributed in accordance with Board process.

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary



BYLAW

BL29

Student Trustees

Board Received: February 26, 2018 Review Date: March 2022

1. Number and Term

- a) Each ~~May~~ March the Grand Erie District School Board will receive the results of the elections for three Student Trustees. The term of the Student Trustees will be for one year, from August 1 to July 31, and will extend past the election of the Board, every fourth year.
- b) One Student Trustee will be elected from the northern part of the Board (Brantford/Brant County); one will be elected from the southern part of the Board (Haldimand and Norfolk Counties) and one will be elected from the Indigenous student community of Grand Erie.

2. Qualifications

- a) Any student may apply to be a Student Trustee who:
 - i) will be registered as ~~is~~ a full-time student in the senior division on August 1st in a secondary school of the Grand Erie District School Board;
 - ii) will be a full-time pupil in the senior division;
 - iii) has written parental consent (if under 18 years of age) (Appendix A);
 - iv) agrees to adhere to the Provincial Code of Behavior for Schools and Bylaw 28 -Trustee Code of ~~Ethics~~ Conduct at all times while performing the functions of a Student Trustee;
- b) Any student who applies for the position of Student Trustee must indicate a willingness to make the necessary commitment to attend scheduled Board meetings.
- c) Student Trustee applicants must complete the Student Trustee Permission Form (Appendix A) and forward to it to the principal along with the application (see 4(b)).

2.1 Indigenous Student Trustee

Any student may apply to be the Indigenous Student Trustee following all the qualifications above and in addition must be self-identified as Indigenous.

3. Mentors

Three Grand Erie District School Board Trustee(s) will be appointed by the Board Chair to act as mentors to the Student Trustees. In addition to the Board Trustee mentors, the outgoing Student Trustees of the Grand Erie District School Board shall act as contact persons for information and advice to the incoming Student Trustees.

4. Selection of Student Trustees

- a) The Director shall notify secondary school principals by ~~February~~ December 15th of the Student Trustee application process (Appendix B).
- b) Any student who is interested in the position of Student Trustee must apply in writing to the principal of their school by the ~~first~~ third Friday in ~~March~~ January. The application should consist of a one-page resume and a two paragraph explanation of why the student is interested in the position of Student Trustee. The one-page resume should include volunteer activities and/or extra-curricular activities, job experience, leadership skills, etc. that the applicant has acquired.
- c) Each ~~high~~ secondary school principal will forward the eligible applications from their school to the Director of Education (c/o Executive Assistant to the Board of Trustees) by the first Friday ~~after March Break~~ in February.
- d) The Selection Committee will be the Grand Erie District School Board Student Senate. Each secondary school has the right to have two voting members on the Student Senate. Schools

with ~~Native~~ Indigenous Student Clubs will also have one voting Indigenous student member on the Student Senate. For the purposes of this selection process the Student Senate may meet separately as a north, south and Indigenous Senate (selecting the Student Trustees from their group). To be considered eligible, student trustee applicants must attend the student senate elections. If there are exceptional circumstances and a candidate cannot be in attendance, the Director will be consulted to assist with a resolution. The Selection Committee will invite all eligible candidates for interviews. All candidates will be asked the same questions and will be asked to elaborate on their written applications. Interview questions will be send out 24 hours prior to the election.

- e) After completion of all interviews, the Selection Committee will conduct secret ballot votes to ~~elect~~ nominate one Student Trustee for each group. Balloting will be conducted by removing the candidate's name receiving the fewest votes until one name from each area of the Board achieves a simple majority. The election process will be completed no later than ~~April 30 the last day of February~~ of each year.
- f) The names of the elected Student Trustees will be presented to the Board as information, at the ~~Committee of the Whole~~ Board Meeting in ~~May~~ March of each year.

5. Dismissal of a Student Trustee

- a) If a Student Trustee misses three regularly-scheduled, consecutive Board meetings without the permission of the Board, they will be deemed to have vacated their seat.
- b) A Student Trustee who ceases to be qualified according to the Education Act and the associated Regulation shall resign;
- c) A Student Trustee shall be disqualified if they fail to adhere to the Provincial Code of Conduct and Bylaw 28 -Trustee Code of ~~Conduct~~ Ethics.

6. Filling a Vacated Seat During the Year

If a Student Trustee seat is vacated during the term the Board will determine if the vacancy shall be filled. If it is the determination of the Board that the vacancy be filled, applicants will be sought and a by-election process will be held by the Student Senate or Indigenous Student Council as appropriate.

7. Type and Extent of Participation

- a) Student Trustees are non-voting members at the Board table. Student Trustees may participate fully in discussions on all matters before the Board except as defined in part (d) of this section.
- b) On any motion the Student Trustee may have their position officially recorded in the minutes but their vote is non-binding.
- c) Student Trustees may sit on Board committees. They may not take the place of an elected Trustee on committees that have a legislated requirement for Trustee participation.
- d) Student Trustees may attend in-camera meetings except when the agenda item includes the disclosure of intimate, personal or financial information in respect of a member of the Board or committee, an employee or prospective employee of the Board or a pupil or his or her guardian.
- e) Student Trustees are expected to host Student Senate Meetings with support from a Student Success Consultant
- f) Student Trustees, under the age of 18, are permitted to attend Student Trustee events if they adhere to the requirements of SO15 Out of Classroom Field Trips and Excursions and are accompanied by Board administrative or academic staff, an elected Trustee, or their parent/guardian.
- g) Student Trustees must have prior approval from the Chair of the Board and their school Principal before registering for Student Trustee events.

8. Honorarium and Expenses

Student Trustees will be paid an honorarium in the amount of \$2,500.00 per year. This honorarium shall be prorated for a student trustee who holds office for less than a complete term. Student Trustees can choose to have the honorarium paid bi-monthly or at the end of the term on July 31.

Student Trustees will be eligible to claim travel and previously approved professional development expenses following the process for reimbursement as outlined in Bylaw 15 – Trustee expenses.

9. Co-op Credit

Service as a Student Trustee may be eligible for either a co-op credit or community service hours, with the approval of the Student Trustee's principal and co-op teacher. The Director shall support the Student Trustee in working through the requirements for a co-op credit.

10. Communication with Students

A major responsibility of the Student Trustees consists of communication between the Student Trustee and the students from their particular area (North/South/Indigenous). Student Senate meetings, and the Grand Erie District School Board website are available to the Student Trustees as a means of communicating with all students.



APPENDIX A

Student Trustee Permission Form

The job of a Student Trustee is to represent all students of the Grand Erie District School Board.

Please select which Student Trustee position you are applying for:

- ☐ North (Brantford/Brant)
- ☐ South (Haldimand/Norfolk)
- ☐ Indigenous

1. Student Trustee

- a) will act as a representative of the students and members of the Grand Erie District School Board at all times;
- b) will obtain permission from parents/legal guardians (if student is under the age of 18) and the principal of their high school before leaving for any Student Trustee function
- c) will follow the Provincial Code of Conduct and Bylaw 28 -Trustee Code of [Conduct](#)[Ethics](#) while fulfilling their obligations as a Student Trustee.

Student's Signature: _____

Date: _____

2. Parent/Legal Guardian

I give approval for my son/daughter to apply for the position of Student Trustee for the Grand Erie District School Board from August 1, 20__ to July 31, 20__.

We reviewed Bylaw 29 and agree, if the applicant is acclaimed/elected to the position of student trustee, we confirm we are responsible for:

- a) Regular attendance and transportation to Board and Committee of the Whole meetings (two meetings per month) at the Education Centre in Brantford.
- b) Ensuring the applicant remains a full-time student for the trustee term

Parent/Legal Guardian's Signature:

(required for a student under the age of 18) _____

Student Signature _____

Date: _____

3. School Principal

I acknowledge that _____, if elected to serve as a Student Trustee for the Grand Erie District School Board, may, from time to time, be required to provide leadership and input outside of the regular classroom.

Principal's Signature: _____

Date: _____

APPENDIX B

Letter to Secondary School Principals

Dear Principal,

Grand Erie supports a strong student voice. Each year the students of the Grand Erie District School Board elect three Student Trustees to represent students from this Board. One Student Trustee is elected from the northern (Brant County/City of Brantford) area of the Board, one is elected from the southern (Haldimand/Norfolk) area of the Board and one is elected by Indigenous students.

Student Trustees are (senior students) who are involved, passionate, and have demonstrated leadership capabilities. The position of Student Trustee is not an easy one. Some of the responsibilities include: communication between Board members and students throughout the Board and regular attendance at scheduled Board meetings.

The election of Student Trustees occurs each ~~February~~~~April~~, with the term running from August 1st to July 31st. You may submit one or more application(s) for consideration. Schools that have active ~~Native-Indigenous~~ Student Clubs can nominate one or more Indigenous students. Each application should include specific references to those qualifications as outlined in Section 2 of the Bylaw. Applications must be received in your office by the ~~first~~~~third~~ Friday in ~~January~~~~March~~ and forwarded to the Director's office (~~c/o Executive Assistant to the Board of Trustees~~) by the ~~first~~ Friday ~~in February~~~~after March Break~~.

Please ensure that all qualified students in your school are apprised of this opportunity and that good candidates are encouraged to apply. Please direct any questions from potential applicants or parents/guardians about the role of student trustee or application form to the Director's office. We appreciate your continued support for a strong student voice in the Grand Erie District School Board.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business and Treasurer
RE: **FT103 – Temporary Closure of Board Buildings**
DATE: April 8, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward Procedure FT103 – Temporary Closure of Board Buildings to all appropriate stakeholders for comments to be received by May 30, 2019.</p>
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Background

FT103 – Temporary Closure of Board Buildings was approved by the Board in March 2015 and has been identified for review.

Additional Information

Suggested revisions have been made to the Policy and a draft revised policy is attached for circulation to stakeholders for comment.

Communication Plan

This Policy will be circulated for stakeholder input in keeping with Board Bylaw BL9.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business and Treasurer



PROCEDURE

FT103

Temporary Closure of Board Buildings

Board Received: March 30, 2015 Review Date: April 2019

Accountability:

1. Frequency of Reports – As Needed
2. Criteria for Success – Operation of Board facilities consider ings ~~user~~ occupant safety and operational logistics.

Procedures:

1. Any of tThe Grand Erie District School Board facilities or/ buildings may be closed under the following circumstances:
 - a) failure of a major building system that makes the operation of the school unfeasible and/or places the health and safety of the school occupants at an unreasonable risk , at the discretion of the Director of Education or designate in consultation with the Superintendent of Business;
 - b) extreme weather situations, pending the decision of the Director or designate;
 - c) strikes or lock-out of employee groups.
2. When a decision has been made to close a Board facility temporarily, the Director of Education or designate will contact the Manager of Communications and Community Relations to update the Board's website and initiate mass communication to appropriate parents, students, staff, and trustees.
- ~~2.~~3. When the decision is made to temporary close a Board building, all occupants shall leave the building and not re-occupy until the building has been re-opened. Only emergency services personnel, contractors and/or Facility Services staff working on the emergency shall be allowed in the building while it is temporarily closed.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business and Treasurer
RE: **FT110 – Recorded Surveillance: Board Buildings & School Transportation Vehicles**
DATE: April 8, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board forward Procedure FT110 – Recorded Surveillance: Board Buildings & School Transportation Vehicles to all appropriate stakeholders for comments to be received by May 30, 2019.

Background

FT110 – Recorded Surveillance: Board Buildings & School Transportation Vehicles was approved by the Board in March 2015 and has been identified for review.

Additional Information

Suggested revisions have been made to the Policy and a draft revised policy is attached for circulation to stakeholders for comment.

Communication Plan

This Policy will be circulated for stakeholder input in keeping with Board Bylaw BL9.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business and Treasurer



PROCEDURE

FT110

Recorded Surveillance: Board Buildings and School Transportation Vehicles

Board Received: March 30, 2015 Review Date: April 2019

Accountability:

1. Frequency of Reports – As Needed
2. Criteria for Success – Recorded surveillance enhances safety of students, staff and visitors

Refer to: Education Act; MFIPPA; Information and Privacy Commission's "*Guidelines for Using Video Surveillance Cameras in Schools*"

Procedures:

General

1. Before deciding if a school or other Board building warrants a recorded surveillance system, the following must be considered:
 - a) Have all other measures of deterrence or detection been deemed as unworkable or not feasible? Are verifiable, specific reports of incidents of crime, vandalism or significant safety concerns available?
 - b) Do the benefits of surveillance substantially outweigh the reduction of privacy intrinsic in collecting personal information through a recorded surveillance system?Principals shall develop an implementation plan following consultation with students, School Councils and parents and guardians regarding the installation of recorded surveillance equipment.
2. Video surveillance systems may be used only for ensuring the ongoing safety of staff and students; promoting a safe environment; controlling vandalism and theft of Board property; and aiding in the identification of intruders and persons breaking the law.
3. The Director of Education is responsible for the overall Board recorded surveillance program.
4. A video surveillance system refers to a video, electronic or digital surveillance system or device that enables continuous or periodic video recording, observing or monitoring of personal information about individuals in open, public places in Board buildings or on transportation vehicles contracted by Student Transportation Services Brant Haldimand Norfolk (STSBHN). The system could include an audio device, thermal imaging technology or any other component associated with capturing the image of an individual.
5. A storage device refers to a Digital Video Recorder (DVR), Network Video (NVR) computer disk or drive, ~~CD-ROM~~, or other device used to store the recorded data, be it visual, audio or other images captured by a video surveillance system.
6. The following statement of collection of personal information is located on the Student Registration Form (completed upon initial registration at a school) and on the Student Information Sheet (completed annually thereafter):

Personal information obtained through video surveillance either in Board buildings or on transportation vehicles contracted by the Board is collected under the authority of the Education Act and will be used for the purpose of monitoring the behaviour of students, for safety reasons, to prevent acts of vandalism, and to aid in the identification of persons breaking the law. Users of this information, when appropriate and necessary, are: in school buildings and on school

transportation vehicles - the Principal of the School, and the relevant student and parent/guardian; on school transportation vehicles - ~~the driver and~~ the Manager of STSBHN. Questions about the collection of any personal information on this form should be directed to the ~~P~~principal of the school.

7. Each school will include the following statement in its first communication to parents/guardians of each school year:
Pursuant to the Municipal Freedom of Information and Protection of Privacy Act, the authorization for the collection of information is the Education Act. For the purpose of monitoring the behaviour of students, for safety reasons, to prevent acts of vandalism, and to aid in the identification of persons breaking the law, video surveillance will be employed in selected schools and on selected school transportation vehicles. The users of this information, when appropriate and necessary, are: in school buildings and on school transportation vehicles - the Principal of the School, and the relevant student and parent/guardian; on school transportation vehicles - ~~the driver and~~ the Manager of STSBHN.
8. Individuals whose personal information has been collected by a video surveillance system have the right of access under MFIPPA, unless an exemption applies under section 38. An example of an exemption would be where disclosure would constitute an unjustified invasion of another individual's privacy. Access to one's personal information would depend on:
 - a) if all third parties (i.e. those whose images appear on the record) give permission for the record to be viewed; or
 - b) whether it could reasonably be severed from the record, e.g. digitally "blacking out" the images of other individuals whose images appear on the record (storage device).
9. Storage devices are set to record activity electronically to the limit of the memory in the device installed. Once the memory is full, the system will automatically overwrite the oldest data. When recorded activity is required in an investigation of student behaviour or a student safety issue or in the investigation of other intruders or persons breaking the law, it will be transferred to an alternative storage device. Such storage devices used to assist in resolving school or public safety issues or law enforcement will be maintained in a locked, secured area at the relevant school for a one-year period from the date of resolution of the incident. Logs are to be kept of all instances of access to, and use of, storage devices to enable a proper audit trail. Should it be necessary to release a storage device to police authorities, an authorization form must be completed.
10. Old storage devices must be securely disposed of in such a way that the personal information cannot be reconstructed or retrieved, e.g. shredding, burning or magnetically erasing.
11. Any inadvertent disclosures of personal information or breaches of MFIPPA or other relevant statutes shall be reported to the ~~Executive Administrative~~ Assistant for the Director with responsibility for ~~Freedom of Information (FOI)~~ and Records Management.
12. Where applicable and appropriate, the policy and guidelines will be incorporated into training and orientation programs of the Board and service providers. Training programs addressing staff obligations under the *Municipal Freedom of Information and Protection of Privacy Act* will be conducted as necessary.
13. Board employees and service providers shall review and comply with this administrative procedure and the *Acts* in performing their duties and functions relative to the operation of a recorded surveillance system. Employees will be subject to discipline for knowingly or deliberately breaching this administrative procedure or the provisions of MFIPPA or other relevant statutes. If a service provider fails to comply with the Board's administrative procedure or provisions of MFIPPA, it will be considered breach of contract leading to penalties up to and including contract termination.

Board Buildings

1. A Board building that is equipped with CCTV shall have prominently displayed signs advising students, staff and visitors that they are subject to video surveillance. The signs will be displayed at the entrances and on interior walls. The signs will include the legal authority for the collection of personal information (~~schools—Education Act; other Board buildings—law enforcement or proper administration of a lawfully authorized activity~~); the purpose for which the personal information is intended, i.e. ensuring the ongoing safety of staff and students, promoting a safe environment, and controlling vandalism and theft of Board property; and the title, address and telephone number of a contact person, i.e. Board's Freedom of Information ~~Coordinator~~Head.
2. The equipment is to be installed so that it monitors only those spaces that have been identified as requiring surveillance. Cameras are not to be directed to look through windows of adjacent buildings. Cameras should be fixed so that operators cannot manipulate them to overlook spaces that are not to be covered.
3. Monitoring of places where students, staff or authorized visitors have an expectation of privacy (change rooms, washrooms, staff rooms) is prohibited.
4. Real time viewing on the reception monitor(s) is to be accessible only by authorized personnel (in a school, the principal or designate; in other Board buildings, building supervisor as designated by the Director of Education) and will be located in a position that does not enable public viewing. The equipment will operate up to 24 hours/7 days a week within the limitations of system capabilities.
5. Storage devices must be maintained in a secure location. Any storage device that has been used must be dated and labelled with a unique, sequential number.
6. The content of a storage device may be used to provide evidence to cause student discipline, e.g. suspension or expulsion. A storage device can be viewed by a student and his/her parent/guardian if:
 - a) all third parties (i.e. those whose images appear on the record) give permission for the record to be viewed; or
 - b) the images of other individuals who appear on the record (storage device) are severed from the record, e.g. digitally "blacking out".

School Transportation Vehicles

See STSBHN Procedure #036

Appendix A

Grand Erie District School Board

Video Surveillance — Log of Recordings

Building

[illegible]

Appendix B

Grand Erie District School Board

Video Surveillance — Use of Recorded Storage Devices

Authorization Form — To Be Signed by Police Authorities

Building _____

I, the undersigned, declare that I have received recorded

Storage Device No.	
Storage Device No.	
Storage Device No.	
Storage Device No.	

from the Administrator of the building named above.

This information remains the property of the Grand Erie District School Board and cannot be copied without the permission of an authorized staff member of the Grand Erie District School Board.

This(ese) storage device(s) will be returned to the building administrator after being used as part of an investigation.

Date of Return: _____

Incident Reference # _____

Name (print) _____

Badge # _____

Station or Office _____

Telephone Number _____

Signature _____

Date _____



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Scott Sincerbox, Superintendent of Education
RE: **HR103 Duties and Expectations of Teachers**
DATE: April 9, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward Policy/Procedure HR103 – Duties and Expectations of Teachers to all appropriate stakeholders for comments to be received by May 30, 2019.</p>

Background

Policy/Procedure HR103 – Duties and Expectations of Teachers was approved by the Board in March 2015 and has been identified for review.

Additional Information

Suggested revisions have been made to the Policy/Procedure and a draft revised policy/procedure is attached for circulation to stakeholders for comment.

Communication Plan

This Policy/Procedure will be circulated for stakeholder input in keeping with Board Bylaw BL9.

Respectfully submitted,

Scott Sincerbox
Superintendent of Education



PROCEDURE

HR103

Duties and Expectations of Teachers

Board Received: March 30, 2015 Review Date: April 2019

Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – Clear communications present
– Most efficient means necessary

Procedures:

1. Duties of Teachers:

In addition to their duties and expectations as described in the *Education Act* and Regulations, the following duties apply to teaching staff. The principal of a school is in charge of the organization and management of the school and will provide direction to staff.

- a) *Classroom Instruction:* Teachers are expected to teach all classes and carry out the supervisory duties assigned to them by the principal or supervisory officer. It is a teacher's professional duty to be prepared for class and to have all test or examination markings and pupil evaluation completed in a timely fashion, or as may be required by the principal. The primary purpose of assessment and evaluation is to improve student learning. Teachers are required to:
 - i. come to school each day prepared to teach their courses in fulfillment of the Board and Ministry requirements;
 - ii. implement assessment, evaluation and reporting practices as outlined in SO20 – Assessment, Evaluation and Reporting;
 - iii. submit marks and evaluations in accordance with instructions from the principal;
 - iv. complete other tasks normally expected of teachers.
- b) *Meet Students' Needs:* Teachers are to be available at their school or other workplace to perform all assigned instructional duties and to undertake necessary duties, including:
 - i. Supervising any instructional activity assigned by the principal;
 - ii. Providing remedial assistance with learners;
 - iii. Attending meetings with staff and other Board personnel;
 - iv. Attending meetings with parents of learners;
 - v. Performing other duties assigned by the principal in relation to the school program.If the fulfillment of these duties necessitates attendance *prior* to the start of the learners' instructional program or *after* the conclusion of the learners' instructional program, teachers are required to be present.
- c) *Out-of-Classroom Activities:* Out-of-classroom activities related to the Board or Ministry instructional program are an integral part of the curricular program. Teachers shall carry out scheduled activities. Teachers shall take no action to cancel, postpone, or delay a scheduled activity without the approval of the principal or the appropriate supervisory officer.
- d) *Co-operative Education:* Teachers of co-operative education shall monitor their placements even if such monitoring can only occur outside the learners' normal instructional day.

Teachers of co-operative education shall maintain a written record of all monitoring activities.

- e) *Supervision*: Teachers shall carry out assigned supervision during the period that schools are declared open by the Grand Erie District School Board before the beginning of classes and after the conclusion of the instructional program. As a general rule, the schools are open from the time the first school bus arrives in the morning or fifteen minutes before the start of the instructional program, whichever is earlier. Schools remain open until the time the last school bus leaves in the afternoon or fifteen minutes after the end of the instructional period, whichever is later.
- f) *Attendance*: Teachers shall record student attendance, in writing or electronically, either on a daily basis or on a subject basis, in accordance with procedures identified by the principal or the appropriate supervisory officer.
- g) *Meetings*: Teachers shall attend meetings scheduled with staff, administration, parents or learners and shall make themselves available for consultations required with staff, parents, and learners.
- h) *Appearance*: Teachers are expected to maintain an appearance that is clean, neat, and appropriate for their employment status as a professional.
- i) *Professional Growth*: Teachers are expected to pursue professional activities necessary to ensure their professional growth and development.
- j) *Professional Conduct*: All teachers are expected to conduct themselves in a manner consistent with the standards of professional behaviour defined by the Ontario College of Teachers (see Appendix A).

Expectations of Teachers:

In addition to, and to elaborate on, the duties and responsibilities outlined in the *Education Act* and Regulations of the Ministry of Education and Training, contractual decisions will be made on the basis of the following criteria:

Key Result Area	Desired Outcomes	Observable Criteria
a) Instruction	i. Needs of individual students are met	<ul style="list-style-type: none"> the diverse individual needs of students are identified (refer to SO136 'Equity and Inclusive Education') methods of instruction accommodate individual needs methods of instruction are developmentally appropriate a variety of teaching strategies and resources is used
	ii. Required programs are being implemented	<ul style="list-style-type: none"> planning and instruction reflect Ministry and system guidelines, outcomes and expectations written short and long-term plans exist for the program student work reflects the required program
	iii. Students are motivated to learn	<ul style="list-style-type: none"> students actively participate in the learning process students respond positively to teacher direction positive reinforcement is used
b) Evaluation	i. Evaluation process is understood	<ul style="list-style-type: none"> students know why evaluations occur students understand how evaluations will occur students understand when evaluations will occur students understand what is to be evaluated
	ii. Evaluation is used to improve teaching and learning	<ul style="list-style-type: none"> a variety of evaluative methods and tools are used evaluative methods are appropriate to the program and student learning styles evaluative materials are returned to students and used to promote learning

<i>Key Result Area</i>	<i>Desired Outcomes</i>	<i>Observable Criteria</i>
		<ul style="list-style-type: none"> • results of evaluations are used to improve instruction and review programs
	iii. Evaluation results are communicated effectively	<ul style="list-style-type: none"> • students are made aware of their progress on a regular basis • parents are made aware of student progress at regular reporting and at other times, as required • teachers are readily available to communicate with students, parents, and resource personnel
c) Classroom Environment	i. The classroom is an inviting and inclusive place (refer to SO136 'Equity and Inclusive Education')	<ul style="list-style-type: none"> • classroom appearance reflects and promotes learning • positive rapport is reflected in the classroom • teachers use positive reinforcement and constructive criticism appropriately • teachers demonstrate good listening skills
	ii. The environment is conducive to learning	<ul style="list-style-type: none"> • stimulating resources are available and used • classroom sound level is appropriate for the activities taking place
	iii. The classroom is managed effectively	<ul style="list-style-type: none"> • expectations are clearly understood by students and teacher • students are involved appropriately in the development and maintenance of classroom expectations • student behaviour is consistent with expectations • inappropriate behaviour is dealt with in acceptable and effective ways
d) Professionalism	i. Teacher demonstrates a commitment to ongoing professional growth	<ul style="list-style-type: none"> • self-evaluation is practised • ongoing involvement in professional growth activities occurs
	ii. Teacher demonstrates professional behaviour	<ul style="list-style-type: none"> • works/interacts with staff in a co-operative and productive manner • carries out regularly-scheduled out-of-classroom activities that are integral parts of the instructional program • uses appropriate strategies in solving problems • exhibits respect and support for students • supports and contributes to the development and implementation of the school plan • exhibits the Board's character attributes: Respect, Integrity, Responsibility, Team oriented, Perseverance, Compassion, Humility, Inclusiveness • exhibits the principles of equity and inclusiveness • respects confidentiality of information • complies with Ministry legislation and Board Policies and Administrative Procedures • contributes to a positive school climate • interacts with staff, students and parents in a way that is consistent with the Ethical Standards of the teaching profession
e) Communication	i. Communicates with students, parents/guardians, staff and the public in a	<ul style="list-style-type: none"> • uses a variety of communication skills • communicates clearly and concisely • responds promptly to inquiries from parents

<i>Key Result Area</i>	<i>Desired Outcomes</i>	<i>Observable Criteria</i>
	professional, constructive and accurate manner	

Regulations Made Under the Ontario College of Teachers Act, 1996

PROFESSIONAL MISCONDUCT

(O. Reg. 437/97)

Section 1:

The following acts are defined as professional misconduct for the purpose of subsection 30 (2) of the *Act*:

1. Providing false information or documents to the College or any other person with respect to the member's professional qualifications.
- * 2. Inappropriately using a term, title or designation indicating a specialization in the profession which is not specified on the member's certificate of qualifications and registration.
- * 3. Permitting, counselling or assisting any person who is not a member to represent himself or herself as a member of the College.
- * 4. Using a name other than the member's name, as set out in the register, in the course of his or her professional duties.
5. Failing to maintain the standards of the profession.
6. Releasing or disclosing information about a student to a person other than the student or, if the student is a minor, the student's parent or guardian. The release or disclosure of information is not an act of professional misconduct if:
 - i. the student (or if the student is a minor, the student's parent or guardian) consents to the release or disclosure, or
 - ii. if the release or disclosure is required or allowed by law.
7. Abusing a student physically, sexually, verbally, psychologically or emotionally.
 - [7.1 Abusing a student physically](#)
 - [7.2 Abusing a student psychologically and emotionally](#)
 - [7.3 Abusing a student sexually](#)
8. Practising or purporting to practise the profession while under the influence of any substance or while adversely affected by any dysfunction.
 - i. which the member knows or ought to know impairs the member's ability to practise, and
 - ii. in respect of which treatment has previously been recommended, ordered or prescribed but the member has failed to follow the treatment.
- * 9. Contravening a term, condition or limitation imposed on the member's certificate of qualification and registration.
10. Failing to keep records as required by his or her professional duties.
11. Failing to supervise adequately a person who is under the professional supervision of a member.
12. Signing or issuing, in the member's professional capacity, a document that the member knows or ought to know contains a false, improper or misleading statement.

13. Falsifying a record relating to the member's professional responsibilities.
14. Failing to comply with the *Act* ~~or~~ the regulations or the bylaws.
15. Failing to comply with the *Education Act* or the regulations made under that *Act*, if the member is subject to that *Act*.
16. Contravening a law if the contravention is relevant to the member's suitability to hold a certificate of qualification and registration.
17. Contravening a law if the contravention has caused or may cause a student who is under the member's professional supervision to be put at or to remain at risk.
18. An act or omission that, having regard to all the circumstances, would reasonably be regarded by members as disgraceful, dishonourable or unprofessional.
19. Conduct unbecoming a member.
- * 20. Failing to appear before a panel of the Investigation Committee to be cautioned or admonished, if the Investigation Committee has required the member to appear under clause 26(5)(c) of the Act.
21. Failing to comply with an order of a panel of the Discipline Committee or an order of a panel of the Fitness to Practise Committee.
- * 22. Failing to co-operate in a College investigation.
- * 23. Failing to take reasonable steps to ensure that the requested information is provided in a complete and accurate manner if the member is required to provide information to the College under the Act and the regulations.
- * 24. Failing to abide by a written undertaking given by the member to the College or an agreement entered into by the member with the College.
- * 25. Failing to respond adequately or within a reasonable time to a written inquiry from the College.
26. Practising the profession while the member is in a conflict of interest.
27. Failing to comply with the member's duty under the *Child and Family Services Act*.

(*Numbers 2, 3, 4, 9, 20, 22, 23, 24, and 25 identify actions that involve a teacher and the College only.)

Section 2:

A finding of incompetence, professional misconduct or a similar finding against a member by a governing authority of the teaching profession in a jurisdiction other than Ontario that is based on facts that would, in the opinion of the Discipline Committee, constitute professional misconduct as defined in Section 1, is defined as professional misconduct for the purposes of subsection 30(2) of the *Act*.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Scott Sincerbox, Superintendent of Education
RE: **HR105 Term Appointments – Central Support Staff**
DATE: April 9, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward Policy/Procedure HR105 – Term Appointments – Central Support Staff to all appropriate stakeholders for comments to be received by May 30, 2019.</p>

Background

Policy/Procedure HR105 – Term Appointments – Central Support Staff was approved by the Board in March 2015 and has been identified for review.

Additional Information

Suggested revisions have been made to the Policy/Procedure and a draft revised policy/procedure is attached for circulation to stakeholders for comment.

Communication Plan

This Policy/Procedure will be circulated for stakeholder input in keeping with Board Bylaw BL9.

Respectfully submitted,

Scott Sincerbox
Superintendent of Education



PROCEDURE

HR105

Term ~~Appointments~~ Assignments - Central Support Staff

Board Received: March 30, 2015 Review Date: April 2019

Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – Program enhances curriculum

Procedures:

~~1. In order to carry out its policies involving program development, implementation, evaluation and other activities relating to regular and special education programs and staff development, the Board will approve all term appointments identified in this procedure. The successful candidate, internal or external to the board, is governed by the staffing procedures as outlined in the Collective Agreement appropriate to that staff member.~~

1. The following positions shall be subject to terms:

a) **Co-ordinator**

~~Coordinators will be appointed, in numbers to be determined by the Board, to assume program/divisional responsibilities according to identified needs.~~

~~Term of Appointment~~

~~Coordinators will be appointed assigned for an initial term of four years. At the end of this term, the individual Co-ordinator may be appointed assigned for one additional term of one, two or three years, on the recommendation of Executive Council and confirmation by the Board. At the end of his/her their term, the individual Co-ordinator may be assigned to a position in accordance with the arrangements which were confirmed in writing at the time of the original appointment, or to a classroom teaching position, or to any other position determined through regular application procedures. Re-application to this position can only occur after an intervening experience of at least two years.~~

b) **Teacher Consultant**

~~Teacher Consultant roles may include, but are not limited to, literacy/numeracy, special education and student success.~~

~~Term of Appointment~~

~~Teacher Consultants will be appointed assigned for an initial term of three years. At the end of this term, the individual Consultant may be appointed assigned for one additional term of one or two years, on the recommendation of Executive Council and confirmation by the Board. At the end of his/her their term, the individual Consultant may be assigned to a position in accordance with the arrangements which were confirmed in writing at the time of the original appointment, or to a classroom teaching position, or to any other position determined through regular application procedures. Re-application to this position can only occur after an intervening experience of at least two years.~~

c) **Principal Leader**

~~Principal Leaders will be appointed assigned for an initial term of three years. At the end of this term, the individual Principal Leader may be appointed assigned for one additional term~~

of two years, on the recommendation of Executive Council ~~and confirmation by the Board~~. At the end of ~~his/her~~ their term, the ~~individual~~ Principal Leader will return to a position of principal within the Grand Erie District School Board. Re-application to this position can only occur after an intervening experience of at least two years.

d) **Positions Created by Special Project Funds or System Initiatives**

~~Term of Appointment~~

~~These individuals~~ Employees will be ~~appointed~~ assigned for an initial term of up to one year. At the end of this term, the ~~individual~~ employee may be ~~appointed~~ assigned for additional terms of one year, on the recommendation of Executive Council ~~and confirmation by the Board~~. At the end of ~~his/her~~ their term, the ~~individual~~ employee may be assigned to a position in accordance with the arrangements which were confirmed in writing at the time of the original appointment, or to a classroom teaching position, or to any other position determined through regular application procedures. Re-application to this position can only occur after an intervening experience of at least two years.

2. Additional Information

- a) All term ~~appointments~~ assignments will end on June 30th.
- b) When an employee is given a term ~~appointment~~ assignment in mid year, the term will end on the June 30th ~~following at~~ the end of the original term length.
- c) When an employee on a term ~~appointment~~ assignment takes a statutory leave or leave of absence during their term, the end date of the term will not change.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Scott Sincerbox, Superintendent of Education
RE: **HR117 Re-evaluating Existing Non-Union Positions**
DATE: April 8, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward Policy/Procedure HR117 – Re-evaluating Existing Non-Union Positions to all appropriate stakeholders for comments to be received by May 30, 2019.</p>
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Background

Policy/Procedure HR117 – Re-evaluating Existing Non-Union Positions was approved by the Board in March, 2015 and has been identified for review.

Additional Information

Suggested revisions have been made to the Policy/Procedure and a draft revised policy/procedure is attached for circulation to stakeholders for comment.

Communication Plan

This Policy/Procedure will be circulated for stakeholder input in keeping with Board Bylaw BL9.

Respectfully submitted,

Scott Sincerbox
Superintendent of Education



PROCEDURE

HR117

Re-evaluating Existing Non-Union Positions

Board Received: March 30, 2015 Review Date: April 2019

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – System supports efficient and effective operations.
– Board ensures fair and equitable treatment.

Procedures

This procedure pertains to the re-evaluation of existing positions in the Grand Erie Management Support Team.

An employee and their supervisor may initiate a review of the employee's Job Fact Sheet at each performance appraisal or at any time if the employee and supervisor agree that a significant change in key activities has occurred.

1. A new Job Fact Sheet must be completed. The Job Fact Sheet is the standard and accepted means of outlining the tasks and responsibilities of the job. Human Resources Services can assist the parties with this stage. A Job Fact Sheet form can be obtained from Human Resources Services.
2. The revised Job Fact Sheet must be signed by both the employee and the supervisor and then submitted to the Manager of Human Resources Services, along with a summary of the change(s) in key activities that has occurred. The Manager of Human Resources Services will review the documentation submitted and determine if the change(s) in key activities warrants a re-evaluation. ~~by the Job Evaluation Committee, comprised of representatives of non union employees.~~
3. The Manager of Human Resources Services will collect the Job Fact Sheets for review at the next regularly scheduled ~~job evaluation~~ meeting of the Job Evaluation Committee, comprised of representatives of non-union employees, or submit to a consultant with expertise in job evaluation.
4. ~~The Job Evaluation Committee will meet, as required, in November, February, May and August and use the approved job evaluation system to evaluate positions that are brought forward for re-evaluation.~~ Any re-evaluation that is to occur must be completed within 3 months of Human Resource Services receiving the request.
5. If the request ~~is not forwarded to the Job Evaluation Committee~~ does not result in a re-evaluation or the re-evaluation itself does not result in a salary adjustment for the position, the Manager of Human Resources will advise the employee's supervisor of this decision. The Supervisor and the Manager of Human Resources will subsequently advise the employee.
6. If the re-evaluation results in a salary adjustment for the position, the evaluation will be submitted to Executive Council for review.
7. Once reviewed by Executive Council, the results shall be recommended to the Board.

8. The employee shall be notified, in writing, of the outcome of the re-evaluation, within two (2) weeks of the Board Meeting. Salary adjustments, if required, shall be retroactive to the date the Job Fact Sheet was signed by both the employee and the supervisor.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **F107 – Purchasing**
DATE: April 8, 2019

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive Procedure F107 – Purchasing as information.

Background

Procedure F107 – Purchasing was approved by the Board in 2015 and was identified for review.

Additional Information

The contents of F107 has been included in Policy F6 Purchasing and recommend F107 be rescinded.

Next Steps

Stakeholders will be notified that this Procedure has been rescinded.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



ADMINISTRATIVE PROCEDURE

F107

Purchasing

Board Received: November 24, 2014 Review Date: December 2018

Accountability

1. Frequency of Reports – As needed
2. Severity Threshold – As needed
3. Criteria for Success – Complies with Broader Public Sector Procurement Directive
– Is shared with all stakeholders

Procedures

These procedures will make Board staff, school councils, community partners, customers and suppliers aware of the directive which governs the planning, acquisition and management of supplies, equipment and services. By following this directive, suppliers and business partners will be treated in a consistent, fair and open manner and internal customers will benefit from efficiency, financial control, quality and value for money.

1.0 Administrative Responsibility

- 1.1 It is the responsibility of the Purchasing Supervisor, under the direction of the Manager of Business Services, to implement this Administrative Procedure.
- 1.2 The purchasing department shall be responsible for the acquisition of all supplies, equipment and services required by the Board, with the exception of the following:
 - a) land purchases
 - b) student transportation
 - c) legal services
 - d) employee fringe benefits contracts
 - e) projects in which the Board may partner with one or more school boards or other organizations
 - f) projects in which an Ontario government ministry specifies the goods and/or services to be used
 - g) miscellaneous petty cash
 - h) purchase card purchases
- 1.3 It is the responsibility of each senior administrator, principal, department manager and supervisor to ensure that his/her staff are appropriately informed and comply with the Board's approved Purchasing Policy and Procedures.
- 1.4 This Procedure applies to all staff involved in the purchasing of supplies and services on behalf of the Board.
- 1.5 This Procedure applies for all supplies and acquired for used in the school or by students with school related activities regardless of funding origin. Therefore, school generated funds and /or donated funds are to follow this Procedure.

- 1.6 For the purpose of this Procedure, any reference to the purchase of supplies and services includes all furniture and equipment.
- 1.7 Purchasing department staff shall not make purchases of any kind on behalf of staff or members of the Board for personal use.

2.0 Segregation of Duties

- 2.1 There are five key functional roles in the purchasing process. Responsibility for these roles lies within different departments or individuals and requires segregated approval levels. The framework for this segregation of duties is shown below for all purchases other than petty cash and purchasing card.

Roles	Duties	Who
Requisition	Authorize the purchasing department to place an order following approved methods	Board staff requiring supplies and services
Budget	Authorize that funding is available to cover the cost of the order	Department budget holder
Commitment	Authorize release of the order to the supplier under agreed-upon contract terms	Purchasing department role in the acquisition
Receipt	Authorize that the order was physically received, correct and complete for values greater than \$2,500	Individual receiving the supplies and services
Payment	Authorize release of payment to the supplier	Accounts payable role within the finance team

3.0 Approval Authority Levels

- 3.1 Authority levels identify the approval required for specific dollar values of purchasing. This delegation of authority corresponds to job roles within the Board.
- 3.2 Approval for purchasing supplies and services is based on the total estimated dollar value, including any agreed-upon renewals, and exclusive of applicable taxes.
- 3.3 When a staff person wishes to request a purchase that has a value greater than his/her authority level, the appropriate supervisor must forward the approval to purchase in writing or email to the Purchasing Supervisor.
- 3.4 The Board has delegated purchasing authorities as follows:
 - a) The Board of Trustees:
The Board shall approve all purchase contracts, except as noted in 3.5, in excess of \$250,000 and all Facility related contracts in excess of \$500,000. All contracts for consulting services in excess of \$100,000 shall be approved by the Board.
 - b) Director of Education & Secretary or Superintendent of Business & Treasurer:
All purchase contracts for supplies and services in excess of \$50,000 and up to \$250,000, and all Facility related contracts in excess of \$100,000 and up to \$500,000.

- c) Manager of Facility Services:
Facility related contracts with a value up to \$100,000.
- d) Managers, Academic Superintendents, Facility Services Division Managers and Purchasing Supervisor:
All purchase contracts with a value up to \$50,000.
- e) Principals, Principal Leaders, Academic Coordinators, Teacher Consultants, Facility Services Supervisors, Non-Union Management, Board Buyer, Health and Safety Officer:
All purchase contracts with a value up to \$15,000.
- f) Teachers, clerical support staff, custodial / maintenance support staff, non-union support staff that make purchases on behalf of the Board are required to stay within the dollar spending limit granted to them by their supervisor and are expected to insure the budgeted funds are available to cover the purchase.
- g) Purchasing staff who receive requests for purchase from the system will, unless there are explicit instructions otherwise, assume the customer / department requesting the supplies and services has authority to expend the funds and that prior budget approval has been obtained.

3.5 Special Approvals

The Director and/or Superintendent of Business, in consultation with the Chair or Vice-Chair of the Board, may approve contracts for supplies and services in excess of \$250,000 and Facility related contracts in excess of \$500,000 during months when there is no scheduled Board meeting, e.g. July and August, and report such approvals at the first scheduled Board meeting following approval.

3.6 Purchasing Law

- a) Staff members who are delegated purchasing authority on behalf of the Board are governed by the “Law of Agency”. Purchases are binding upon the Board when the Board buyer is operating within the limits of his/her level of authority.
- b) So long as the Board buyer acts within these limits and is not negligent, dishonest, or acts in bad faith, the Board buyer is not likely to become personally liable for such actions. Personal liability may occur, however, if the scope of one’s authority level is exceeded.

4.0 Methods of Purchasing

- 4.1 There are five approved methods for purchasing supplies and services — petty cash, purchasing card, purchase order, Canadian Construction Documents Committee (CCDC) contract and an industry-standard contract form following a competitive process.
- 4.2 If the value of the required supplies and services exceeds the spending limits of petty cash or the purchase card, a purchase order will be issued to the supplier as a legal contract from Purchasing Services.
- 4.3 Spending limits for petty cash are: \$75 per item and \$100 per transaction.

- 4.4 4.4 Spending limits for purchasing cards are set according to the Purchasing Card Manual.

5.0 Unauthorized Purchases

- 5.1 Unauthorized purchases occur when a staff person has circumvented one of the purchasing methods by placing orders without a purchase order or uses his/her personal credit card to make the purchase.
- 5.2 To seek payment for unauthorized purchases, a cheque request shall be forwarded to the respective Superintendent for action or approval. If approval is given, it shall be in writing complete with an explanation of reasons why policy was not followed. This will be attached to the cheque request and forwarded to Business Services.
- 5.3 Should the Superintendent not approve payment / reimbursement, the staff person would be responsible for his/her own payment.

6.0 Dollar Thresholds That Require a Competitive Process

- 6.1 When supplies and services that are acquired on behalf of the Board are expected to exceed specific estimated dollar thresholds set out below, a competitive bid process shall be followed. The process will promote fair and transparent business practices.
- 6.2 For supplies and services within the lowest threshold only one quote is needed, either verbal or written, and the supplier may be determined by the end user.
- 6.3 It is the school's / department's responsibility to first determine if the required supplies and services are already on a quotation or tender contract awarded by the Purchasing Department.
- 6.4 The Purchasing Supervisor or the Board Buyer will issue the competitive bid document on behalf of the school / department end user, who shall provide the written details of the purchase request including relevant specifications, (function, part number, colour), budget number(s), approval authority and any terms and condition unique to the acquisition.

The following dollar thresholds indicate the purchasing process to be followed by all staff when procuring goods, services or a consultant (with the exception of Facility Services as listed below):

\$0 – \$2,500	one quote required when within the authority and budget limit of the staff person
\$2,501 – \$10,000	Purchasing Supervisor or Board Buyer will obtain a minimum of three (3) verbal or informal written quotes on the firm's letterhead, if possible
\$10,001 – \$25,000	Purchasing Supervisor or Board Buyer will. Complete a quotation process. The competitive process request will be posted on an electronic bulletin board.
\$25,001 – \$100,000	Purchasing Supervisor or Board Buyer will issue a bid document. The competitive process will be posted on an electronic bulletin board within the Province of Ontario.
Over \$100,000	Purchases that exceed \$100,000 will be made by an open competitive procurement process. The bid document will be advertised on a nationally recognized electronic bulletin board and follow a prescribed evaluation process set out in 8.0.

Due to the frequency and higher cost of many supplies and services purchased by the Facility Services Department, the dollar thresholds are set at higher limits, as follows:

\$ 0 – \$5,000	one quote required when within the authority and budget limit of the staff person
\$5,001 – \$15,000	Facility Services staff will engage in a competitive process and request quotation from a minimum of three (3) vendors
\$15,001 – \$50,000	Facility Services staff will engage in a competitive process to obtain a minimum of three (3) written quotations with the assistance of the Purchasing Clerk.
\$50,001 – \$100,000	Facility Services Manager, in consultation with the Purchasing Department, will issue a bid document. The competitive process will be advertised on an electronic bulletin board within the Province of Ontario
Over \$100,000	When the dollar value is expected to exceed \$100,000, the Purchasing Department, in consultation with the Facility Services Manager, will follow the Broader Public Sector Procurement Directive and complete an open competitive process. The competitive process will be advertised on a nationally recognized electronic bulletin board and follow a prescribed evaluation process set out in 8.0.

- 6.5 Splitting requirements into multiple procurements to reduce the estimated value of a single procurement and avoid the application of the identified value threshold is not permitted.

6.6 Consulting Services

Prior to commencement, any procurement of consulting services must be approved in accordance with the following dollar thresholds:

- 6.6.1 \$0 - \$99,999 The Purchasing Department will complete a competitive process with the intent of acquiring three (3) bids whenever possible.
- 6.6.2 Over \$100,000 The Purchasing Department will issue an open competitive bid document. The competitive process will be advertised on a nationally recognized electronic bulletin board; staff will follow prescribed evaluation process; and the acquisition will be approved by the Board.

7.0 Exceptions

- 7.1 When it is neither practical nor possible to obtain a minimum of three prices, the Department Manager (or Designate), will consult with the Supervisor of Purchasing or the Board Buyer to obtain approval to proceed. Appropriate written documentation supporting this action will be submitted to Purchasing for attachment to subsequent purchase order.
- 7.2 Approval levels shall not apply in the event of an emergency which includes, but is not limited to, situations where a risk exists to the health and/or safety of students and/or staff, or situations where a risk exists of imminent damage to any of the Board schools, properties or facilities. In such cases, the Director of Education, Superintendent of Business or Manager of Facility Services may waive these Procedures and authorize the purchase from a single source. All such exceptions will

be reported to the Board at the first scheduled Board meeting following the approval for values greater than \$25,000.

- 7.3 If the procurement request is for consulting services using a non-competitive process (citing an exemption under the Agreement of Internal Trade [AIT]), the following written approvals must be obtain prior to sourcing the service;

7.3.1 For any value between \$0 - \$99,999, written approval from the Superintendent is required, and written authority is to be submitted to the Purchasing Supervisor.

7.3.2 For a value of \$100,000 or more, written approval from the Board of Trustee (chair and/or Vice Chair) is to be submitted to the Purchasing Supervisor.

8.0 Information Required in a Competitive Process at the \$100,000 Threshold

To achieve an open and transparent competitive process, bid documents will include, as a minimum, the following information:

- a) a description of the needed goods, services or construction in generic and/or functional terms specific to the business needs
- b) full disclosure of the evaluation criteria, process and methodology to be used in assessing submissions, including identification of criteria considered mandatory, any technical standards that need to be met, and methods of weighting and evaluating the criteria
- c) a period of irrevocability where bids cannot be withdrawn
- d) a statement that the procurement is subject to Ontario's trade agreements
- e) notice that any confidential information supplied may be disclosed by the Board where it is obliged to do so under MFIPPA, or otherwise required by a court of law
- f) documents will have a minimum response time of 15 calendar days and must have a closing date set on a normal working day. (Vendor submissions must be received prior to the deadline in order to be considered.)
- g) all addenda will be issued at least seven (7) days prior to the closing date; if this is not possible, the closing date should be extended accordingly
- h) notice of bidder or proponent entitlement to a post-award debriefing
- i) procedures for a supplier to follow in the event that it wants to submit protests concerning any aspect of the procurement process (must be compliant with procedures set out in the Agreement on Internal Trade (AIT) and the Ontario-Quebec Procurement Agreement.
- j) the reference number for the bid document issued by Purchasing Department staff. The reference number is kept on file in this department.
- k) all tenders will be opened in a public session and pricing recorded at the time; however , a request for proposal will be only acknowledge the names of proponents not pricing.

9.0 Other Procurement Processes

9.1 Request For Information (RFI)

The purpose of an RFI is to gather general supplier or product information. This mechanism may be used when the Board is researching a contemplated procurement and has not yet determined what characteristics the ideal solution would have. RFIs normally contribute to the final version of a subsequent RFP.

9.2 Request for Expression of Interest (RFEI)

The purpose of an RFEI is to gather information on supplier interest in an opportunity or information on supplier capabilities/qualifications. This mechanism may be used when the Board wishes to gain a better understanding of the capacity of the supplier community to provide the services or solutions needed. Information collected in an RFEI can also facilitate selecting the best procurement process for a follow-up competition.

Note: A response to an RFI or RFEI will not pre-qualify a potential supplier and must not influence its chances of being the successful proponent on any subsequent opportunity.

9.3 Request for Supplier Qualifications (RFSQ)

The purpose of an RFSQ is to gather information on supplier capabilities and qualifications, with the intention of creating a list of pre-qualified suppliers or a Vendor of Record (VOR). This mechanism may be used either to identify qualified candidates in advance of expected future competitions or to narrow the field for an immediate need. The terms and conditions built into the RFSQ will contain specific language to disclaim any obligation on the part of the Board to actually call on any supplier as a result of the pre-qualification to supply such materials or services. A pre-qualified suppliers list or VOR list may be used for purchases up to a dollar value of \$100,000.

9.4 Single Sourcing

May be used where an unforeseen situation of urgency exists and the supplies, services or construction cannot be obtained by means of a competitive procurement process. Where such an urgency exists, Board management staff may conduct the procurement prior to obtaining the appropriate approval provided that the urgency has been justified in writing. Documentation describing the rationale for this decision and the process that was followed must be completed and may be used as supporting document in the case of a competitive dispute.

9.5 Sole Sourcing

May be used in the situation where only one supplier is able to meet the requirements of a procurement. Examples of this situation are: to ensure compatibility with existing products, to recognize exclusive rights (licences, copyright / patents) or to retain a warranty. Documentation describing the rationale for this decision and the process that was followed must be completed and may be used as supporting document in the case of a competitive dispute.

10.0 Requisition Review

Purchasing Services shall have the responsibility and authority to review specifications and sources of each purchase requisition. This review shall include, but not be limited to:

- a) requests for “single or sole source” purchases
- b) requests for goods of a quality that seem to be greater than or less than required
- c) requests for material which seems inconsistent with the requirement
- d) requests that do not conform to established standards
- e) consideration will be given to not only lowest price but also the total cost of ownership, which may include purchase price, implementation fees, upgrades, maintenance contracts, license fees and disposal

11.0 Blanket Purchase Orders

- 11.1 At the request of the customer / end user, the Purchasing Department will release a blanket purchase order to identified suppliers for frequently used low dollar supplies and services where the actual demand is unknown in advance. The blanket order request will be created and forwarded to Purchasing using the online purchasing software.
- 11.2 The blanket purchase order request will state the name of the staff person(s) who will be placing orders, the term for which the purchase order (PO) will be in effect, and the maximum dollar that may be expended per order.
- 11.3 The supplier will show the unique blanket purchase order number on all of invoices used through this method. The supplier is not authorized to deliver more frequently or in any greater quantity than what has been ordered by Board staff.
- 11.4 Blanket purchase orders will have a maximum per transaction spending limit, as follows:
 - a) For all sites, other than Facility Services, the maximum amount that may be charged to a blanket purchase order for each order is \$500.
 - b) For Facility Services, the maximum amount that may be charged to a blanket purchase order for each order is \$2,000.
- 11.5 If the total dollar amount charged to the same blanket POs exceeds \$15,000 per year, the commodity type and/or supplier will be reviewed to ensure the requirements of competitive bidding is not been neglected.

12.0 Supplier Selection

For supplies and services requiring more than one competitive bid, the selection of suppliers is the responsibility of the Purchasing Department and requires consideration of the following factors:

- a) close coordination with other departments to obtain adequate and reasonable specifications, brand names and/or product identification numbers
- b) service record of the supplier, quality of goods and services, price and warranty
- c) suppliers that meet mandatory requirements

- d) notwithstanding any inter-provincial or federal agreements, and when all factors are equal, the Board will purchase from the supplier who maintains a business office or manufacturing plant within the Board's jurisdiction, then within Ontario and Canada

13.0 Supplier Relations

The Grand Erie District School Board encourages partnership relations with its suppliers. However, it is our policy to maintain and practice the highest possible standards of business ethics, professional courtesy, and competence in our business transactions. In the regard the following should be observed when dealing with suppliers and their representatives:

- a) accord prompt and courteous reception, as well as fair and equal treatment to all suppliers and their representatives
- b) guarantee the confidentiality of all specifications and price quotations made by suppliers (subject to tender opening process and Freedom of Information restrictions)
- c) avoid putting supplier to unnecessary expense or inconvenience on returned goods
- d) explain as clearly and fully as possible the reason for rejection of supplier bid/proposals
- e) remain scrupulously free from obligations to any supplier
- f) keep informed about new sources of supply, methods, services, and materials and product testing
- g) if, for any reason, there is a requirement for bidders to re-quote, competitors will be given the same opportunity

14.0 Supplier Obligations

Suppliers are expected to fulfill the following basic responsibilities:

- a) handle all written and personal communications directly with the Purchasing Department, unless otherwise instructed
- b) Negotiate all approved purchasing contracts and all approved sales to the Board through the Purchasing Department, unless otherwise instructed
- c) conduct negotiations ethically, without attempts to influence through offering personal gifts
- d) make available through the Purchasing Department all technical or engineering systems, policies or services that might improve present or future use of supplier's products and services
- e) advise Purchasing staff of any new products or services as soon as such information is available
- f) suggest ways and means of conducting joint efforts in research and development that might be of benefit to both organizations
- g) inform Purchasing staff of changes in economic or other conditions that might effect purchasing and operating decisions
- h) All inquiries/requests for information, instructions or clarifications regarding competitive processes must be set out in writing and directed to the designated representative in the competitive document. No attempts *will be made* to contact or communicate with persons other than the designated representative regarding a

tender or request for proposal. Any violation of the above requirement may be grounds for disqualification of bid/proposal.

15.0 Code of Ethics in Purchasing

- 15.1 All Board members and staff will comply with the Board's Code of Ethics, which has been derived from the purchasing ethics established by the Ontario Public Buyers Association (OPBA) and the Purchasing Management Association of Canada (PMAC) in respect of all procurement processes. See Policy F6 – Appendix A
- 15.2 The Board adheres to and insists upon adherence to a strict ethical standard in all of its purchasing acquisitions by all bidders and vendors, who shall be required to become knowledgeable with and adhere to the Board's policies in this regard.
- 15.3 The following beliefs will guide Board staff in all purchasing activities:
 - a) consider first the interest of the Board and its students when acquiring goods and services
 - b) maintain an unimpeachable standard of integrity in business relationships both within and outside the Board
 - c) act, and be seen to act, in an open, transparent and honest manner
 - d) do not use one's authority of office for personal benefit
 - e) buy without prejudice, seeking to obtain the maximum value for each dollar expended
 - f) accept no business gifts in return for business or the consideration of business.
 - g) do not engage in any business activity that may create, or appear to create, a conflict of interest.

16.0 Conflict of Interest

- 16.1 A conflict of interest exists where the decisions made and /or the actions taken in the exercise of duties by a Board employee, Trustee, member of a statutory committee, could be, or could be perceived to be, affected by the personal, financial or business interest of that person or that person's family or business associates.
- 16.2 In procurement activities with suppliers, staff must declare a conflict of interest if the circumstance could give a supplier an unfair advantage.
- 16.3 Staff involved in procurement activities must declare all actual or potential conflicts of interest to their supervisor in writing.
- 16.4 School council members are governed by their individual school council's conflict of interest by-laws (as required by Ontario Regulation 612/00).
- 16.5 In addition, the Education Act of Ontario, Chapter E.2, Section 217 states: No teacher, supervisory officer or other employee of the Board or of the Ministry shall, for compensation of any kind other than his or her salary as such employee, promote, offer for sale or sell, directly or indirectly, any book or other teaching or learning materials, equipment, furniture, stationery or other article to any board, provincial school or teacher's college, or to any pupil enrolled therein, or shall, directly or indirectly, give or pay compensation to any such teacher, supervisory officer or employee for such purpose."

17.0 Cooperative Purchasing

- 17.1 The Board encourages cooperative purchasing initiatives with other school boards and public sector agencies in order to obtain best prices through economies of scale and/or work task efficiencies through shared services.
- 17.2 Purchasing staff are active members of the Grand River Purchasing Cooperative (GRPC) which meets quarterly to discuss various opportunities for cooperative purchasing.
- 17.3 When a member of the GRPC takes the lead on a competitive bid process, the dollar thresholds in this Administrative Procedure will be followed.

18.0 Standardization:

Standardization examines a specific common need with the goal of selecting a product or service that best fits that need. Products or services that are used in more than one location may become the standard for that need in order to combine reduced costs through economies of scale and increase efficiencies.

19.0 Environmental Protection

Purchasing staff, in consultation with the end user / department, will strive to source, promote and support environmentally sensitive products and services. All criteria being equal, consideration will be to products and services that:

- a) are durable, reusable and contain maximum recycled content
- b) are competitively priced
- c) eliminate waste
- d) are purchased from local sources

20.0 Industry Safety Standards

All goods and services purchased by the Board must comply with current Federal, Provincial and Municipal legislation, regulations and standards, and all Board requirements related to health and safety. These include, but are not limited to CSA, Electrical Safety Authority (ESA), Occupational Health and Safety Act, Workplace Hazardous Materials Information Systems (WHIMS) requirements, and Workplace Safety & Insurance Board Act.

21.0 Disposal of Surplus / Obsolete Equipment

- 21.1 All furniture and equipment, even if obtained through donation, will be disposed of by central services as per Administrative Procedure FT112.
- 21.2 Purchasing Department works closely with Facility and IT Services, and, where appropriate, the site storing the item(s), to determine the most cost effective method of disposing the surplus and/or obsolete furniture and equipment.
- 21.3 All sites wanting to request pick up and removal of these items will complete the appropriate form, Purchasing Memorandum: Disposal of Books, Furniture and Equipment, and forward it to the Purchasing Department for action. The document is available on the Purchasing section of the staff portal.
- 21.4 Purchasing will have the authority to sell, exchange or trade-in all items declared surplus or obsolete by the Board.

22.0 Receiving and Inspection of Purchased Supplies and Services

- 22.1 The Site end user who has requisitioned the purchased goods and/or services is responsible for inspecting contents of the order in a timely manner to ensure completeness and accuracy.
- 22.2 If the value of the purchase order is greater than \$2,500, the end user is required to sign and date the (Site) copy of the PO and forward to the Business Services Department for invoice payment. If an item(s) is found to be damaged or on backorder, the Site / end user must inform accounts payable staff that payment of this item(s) should be held until such time as the order is complete and this confirmation is forwarded to Business Services.
- 22.3 The Site / end user should inform staff in the Purchasing Department about areas of concern related to these goods and services or some other aspect related to the purchasing process.
- 22.4 It is recommended that the Site / end user communicate with Purchasing staff when purchase requests have taken an unreasonable length of time to be delivered.
- 22.5 When the goods / service to be ordered is urgently needed by the end user, the site secretary is encouraged to send an email notice to Purchasing requesting immediate attention. This notice has to include the requisition number.

23.0 Accessibility

- 23.1 The Board will make every reasonable effort to provide purchasing documents in an accessible format upon request as part of our Integrated Accessibility Standards Regulation (ISAR) customer service standards.
- 23.2 In the event a document cannot be made available in an accessible format (i.e. CAD drawings or blueprints), the Board will provide a written explanation that it is not practicable to do so.

Glossary of Terms

Blanket Purchase Order

A Blanket Purchase Order is one that is open for use for a specific period of time, generally a school year or budget year. When requesting a Blanket PO, sites will include the names of staff that are authorized to make purchases against the Blanket. This type of purchase order is intended for repetitive low dollar goods and services and the PO will show a dollar amount that may not be exceeded for each order.

Bonds

There are various types of bonds that may be requested in competitive bids documents, primarily for services related to building renovation and/or construction projects.

- a) Labour and Material Bond is a bond issued by a surety company to ensure that the contractor will pay its suppliers and thereby protects the Board against items which might be granted to a supplier should the contractor not make proper payments.
- b) Letter of Agreement To Bond is a letter or other form issued by a bonding agency licensed to operate by the Government of Canada or Province of Ontario advising that, if the bidder is successful, the bonding agency will issue the required bonds.
- c) Performance Bond is a bond issued by a surety company executed in connection with a contract and which secures the performance and fulfillment of the undertakings, covenants, terms conditions and agreements contained the contracts.

Purchase Order

The purchasing document that is a legal contract and used to formalize a purchasing transaction with a vendor.

Purchase Requisition

A written or electronically produced request in an approved format and duly authorized to obtain goods or services.

Request for Quotation (RFQ)

A request for prices on specific goods and/or services from selected vendors which are submitted verbally, in writing or transmitted by facsimile as specified in the RFQ. The RFQ describes exactly what needs to be purchased and the evaluation is usually made solely on price. RFQs are best suited to products and services that are as standardized as possible.

Request for Proposal (RFP)

A document used to request suppliers to supply solutions for the delivery of complex products or services or to provide alternative options or solutions. It is a process that uses predefined evaluation criteria in which price is not the only factor. The RFP usually leaves all or part of the precise structure and format of the response to the discretion of the proponents

Request for Tender (RFT)

A document used to request sealed supplier responses for goods and/or services based on a defined need, such as delivery requirements, performance specifications, terms and conditions. A RFT usually focuses the evaluation criteria predominantly on price and delivery requirements.

Tenders may be “invitational” in which three or more suppliers are asked to submit a bid or “open” in which the bid document is available to any supplier that deems itself capable of meeting the needs and specifications defined in the RFT.

Procurement

Procurement is acquisition by any means, including by purchase, rental, lease or conditional sale, of goods, services or construction.

Unauthorized Purchases

When a staff person has circumvented one of the approved purchasing methods, such as order supplies or services over the phone without having first obtained a purchase order number, or when payment is made with personal funds or credit card. Usually, these actions are followed by attaching the vendor receipt or invoice to a cheque request that is submitted to Business Services for vendor payment or reimbursement.

Vendors of Record (VOR) Agreement

A procurement arrangement that authorizes the Board to select from one or more pre-qualified vendors (also know as suppliers), typically by way of a formal second-stage process, for a defined period on terms and conditions, including pricing, as set out in the particular VOR agreement. VOR arrangements are used to reduce costs to the Board by establishing strategic relationships with a small group of suppliers.

Related Resources

- Bylaw BL 13 Signing Authorities of the Board
- Policy F3 Capital Related Fundraising and Community Donations
- Policy FT1 Major Construction Projects
- Policy FT2 New School Construction Projects
- Administrative Procedure F102 Purchasing Card Program
- Administrative Procedure FT105 Playground Equipment
- Administrative Procedure FT112 Disposal of Furnishings and Equipment
- Policy FT10 Green School Construction and Renovation
- Administrative Procedure FT117 Green School Construction and Renovation
- Policy SO17 – Accessibility – Customer Service Standards
- Policy SO23 – Accessibility – Integrated Accessibility Standards Regulation (IASR)
- Administrative Procedure SO135 - Accessibility – Customer Service Standards
- Administrative Procedure F107 - Purchasing



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Denise Martins, Superintendent of Education
RE: **P104 – Supervised Alternative Learning (SAL) and Other Excusals from Attendance at School**
DATE: April 8, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive Procedure P104 – Supervised Alternative Learning (SAL) and Other Excusals from Attendance at School as information.</p>

Background

Procedure P104 – Supervised Alternative Learning (SAL) was circulated to all appropriate stakeholders for comments to be received by February 28, 2019.

Comments Received

1. Comment: Background – last paragraph...participating in SAL may if they wish (removed he or she)
Response: Amended
2. Comment: 2 b) suggest for clarity...has the same rights and obligations as parent guardians
Response: Amended
3. Comment: 18 a “he or she wants” to “they want” to return c suggest...agreement of family of schools superintendent, that termination...last sentence can the can be removed
Response: Amended
4. Comment: 19...completes its monthly review they may direct that a Warning letter...
Response: Amended
5. Comment: 21. His/her to their
Response: Amended
6. Comment: Manual – 2 b same as above
Response: Amended
7. Comment: Manual - 11/12 – Doesn’t the student if they have withdrawn from parental control have the right to appeal?
Response: Procedure/Manual 2b) states the student would have the same rights and obligations as parents/guardians – so implied
8. Comment: Appendix b bottom please contact the principal of your child’s school OR principal of the school your child attends
Response: Reflects what is written.

9. Comment: Appendix I He/she to they

Response: Working through changes required in LITE.

10. Comment: Appendix J – should the persons required to sign it be listed rather than parties concerned? Is “at the training station” needed?

Response: Terminology is identical to the wording used on the WEA form itself. So language must remain.

Additional Information

As a result of these comments, suggested revisions have been made to the Procedure and a draft revised procedure is attached.

Next Steps

This Procedure will be distributed in keeping with Board Bylaw BL9.

Respectfully submitted,

Denise Martins
Superintendent of Education



Supervised Alternative Learning (SAL) and Other Excusals from Attendance at School

Board Received: _____ Review Date: _____

Accountability

1. Frequency of Reports – Annual
2. Criteria for Success – Pupils continue affiliation with School Board.
– Community supports methods to help pupils succeed.

Background

While most students will attend, and successfully complete secondary school. A small number of students are at risk of leaving school early for a wide variety of reasons. The purpose of Supervised Alternative Learning (SAL) is to provide students 14-17 years of age, who have significant difficulties with regular attendance at school or with an alternative learning experience as outlined in [Ontario Regulation 374/10](#). An individualized plan is created to enable the student to progress toward obtaining an Ontario Secondary School Diploma or achieving his or her other educational and life goals, where possible. This program helps to maintain a learning connection between the school and student throughout a planned period of time.

Once approved for a SAL Plan (SALP), students are given a start date and an end date. Each SALP will consist of one or more of the following activities:

1. Credit courses (regular day school, e-Learning, cooperative education, Credit Recovery)
2. Part-time or full-time employment
3. Volunteering
4. Counselling
5. Earning a certificate or participating in training for a specific job
6. Developing job-search skills
7. Other courses/workshops

When a SALP is completed, a Transition Plan is developed to support the student's next steps. This process will take place 15 days prior to the end date of the SALP. Note: All active SALP's end on June 30 of each school year.

A pupil who turns 18 years of age while participating in Supervised Alternative Learning may, if ~~they~~ ~~he or she~~ wish, continue participating in Supervised Alternative Learning until the pupil's plan expires or is terminated.

Committee and Participants

1. A SAL committee will be comprised of: one trustee; one Superintendent of Education or designate; one person who is not an employee of the Board.
 - (a) SAL committees meet monthly during the school year.
 - (b) No committee meeting will be invalid in cases where there are changes in SAL Committee members or changes in the representatives attending on behalf of the pupil.

- (c) Personal information may be gathered, used or disclosed during the SAL meeting. Such information is regulated by the *Municipal Freedom of Information and Protection of Privacy Act*.

The function of this committee is to accept, reject, or modify the proposed SAL plan.

2. The parents/guardians/pupils and support person are entitled and encouraged to attend the initial SAL meeting.
 - (a) In situations where a support person attends without the parent/guardian or pupil withdrawn from parental control, the support person has the same rights as the pupil, parent/guardian.
 - (b) A pupil who is at least 16 years old and has withdrawn from parental control, has the same rights and obligations ~~imposed on~~ as parents/guardians.

Referral of Pupil to the SAL Committee

3. The principal of the school at which the pupil is enrolled shall refer the pupil to the SAL Committee:
 - (a) if in the principal's opinion it would be in the pupil's best interests to participate in SAL; or
 - (b) if a parent/guardian or the pupil submits a request for SAL based on the best interests of the pupil;
 - (c) within 15 school days of a request for referral.

Parents/guardians may make up to two requests for SAL during the school year; the second request shall not be made until at least 60 school days have passed since the day the previous request was made.

Contents of the Application for SAL

4. The principal will provide the pupil and parent/guardian with a copy of the referral notice, (Appendix A- Supervised Alternative Learning (SAL) Referral Notice), the SAL Plan (See Appendix C - Supervised Alternative Learning Plan (SALP), and a notice of the time and place of the meeting and explaining their rights regarding SAL, (Appendix B - Parent Notification 1) and will explain their rights regarding SAL (Appendix J – Supervised Alternative Learning (SAL) Information Handout).
5. The Secretary to the Committee structures the agenda and notifies schools. The SAL Committee shall meet within 20 school days of receiving a referral unless there is a written parental request or the parent/guardian consents to meet at a later date.

Committee Decisions

6. The principal of the school or designate participates in the SAL Committee meeting at which the referral is considered and will provide information as required by the SAL Committee.
7. After a Committee considers a referral to SAL,
 - (a) the Committee shall make a decision to accept, modify, or not approve participation by the pupil in SAL.
 - (b) If no SAL Plan was submitted by the principal, the Committee may recommend the creation of a Plan to support the pupil's participation in SAL.

Communication of Decisions

8. Within five days of the meeting, the SAL Committee forwards the results of its deliberations, in writing, to the parent/guardian, and/or pupil as appropriate and the school. This notice will include information about the process of requesting reconsideration of the application (See Appendix D, Parent Notification 2 Approved/Not Approved). The SAL Plan, if any, would be attached to this letter.
9. If the Committee requires the principal to develop a SAL Plan, the committee will communicate the date by which the Plan must be developed and re-submitted. Within 20 school days of re-submitting the Plan, the Committee shall hold a meeting to consider the plan and make a decision to approve, modify, or not approve participation in SAL and follow appropriate communication with all stakeholders (Regulation 374/10, Sections 14-16).

Reconsideration of the Committee Decision

10. A parent/guardian of a pupil may submit to the principal a written request that the Committee reconsider its decision within 10 school days of receiving the written decision.
11. The principal shall forward the parent's/guardian's request to the Committee as soon as possible, and within 20 school days, the Committee will meet to reconsider its decision unless there is a written parental request or the parent/guardian consents to meet at a later date.
12. The Committee will communicate its decision in writing within five (5) school days.

Administration of SAL

13. The principal:
 - (a) will designate a primary contact person for each pupil participating in SAL;
 - (b) shall ensure that a member of the staff of the school or the board visits the site before the pupil begins participating in an activity taking place in a location that is not a school site as part of supervised alternative learning, unless in the opinion of the principal the visit is not necessary at that time. The principal shall ensure that a Work Education Agreement (WEA) form is completed;
 - (c) shall issue a progress report about each pupil in the school who is participating in SAL. (See Appendix G- Supervised Alternative Learning Plan (SAL Report)) This report will be issued at the same time as the principal issues report cards for other pupils. A copy of this report will be placed in the pupil's OSR.
14. Primary Contact Person:
 - (a) shall monitor the pupil's progress and there must be successful two-way communication between the pupil and the primary contact at least once every 30 calendar days;
 - (b) shall keep records of the observations made in monitoring the pupil's progress;
 - (c) is entitled to receive information, including personal information relevant to the pupil's progress from any individual who is involved in the implementation of the pupil's plan. (See Appendix E - Supervised Alternative Learning Template for Monitoring)

Review of Plan

15. The principal shall provide a copy of the Supervised Alternative Learning Plan Review (See Appendix F, Supervised Alternative Learning Plan Review) to the pupil and parent/guardian before the plan expires. This report will include:
- (a) observations of the progress made by the pupil;
 - (b) overall review of the appropriateness and impact of the plan; and
 - (c) recommendations regarding whether, after the plan expires, the pupil should continue to participate in SAL.

Renewal of Plan

16. Before the expiry of the Plan, if in the opinion of the principal of the pupil's school it would be in the pupil's best interests to continue to participate in SAL, the principal shall submit a recommendation to the committee to renew the plan.
17. The Committee will meet within 20 school days after receiving a recommendation to renew the plan or to renew with modifications, or begin a new SAL process.

Termination of the Plan

18. A plan is terminated if any of the following circumstances exist:
- (a) the pupil provides the principal with a written statement that ~~he or she~~ they want to return to school;
 - (b) the primary contact person provides the principal with a written statement that the pupil is not complying with the program and/or attendance requirements.
 - (c) the principal determines, with the agreement of a supervisory officer, that termination is in the pupil's best interests. The supervisory officer needs to be a qualified teacher.
19. The principal or designate must indicate on the SAL Monitoring Report that the student is not conforming to/progressing satisfactorily on the program prescribed by the Committee. When the SAL Committee completes its monthly review they may direct ~~the SAL Secretary to send that~~ a Warning Letter (Appendix H) or Return to School Letter (Appendix I) letter to the pupil and the parent/guardian of the pupil.

Transition plan for pupil

20. The principal shall ensure that a transition plan has been developed for helping a pupil whose SAL Plan has expired or been terminated.

Attendance for pupils in a SAL program

21. If a pupil stops participating in their SAL program activities and there is no successful two-way communication between the pupil and the primary contact the student may be removed from ~~his/her~~ their SAL program.

Note: All sample appendices referenced in this procedure are generated in the SAL module within LITE (Portal>Applications>lepWriter (LITE). The appendices are subject to annual review and may be modified as needed.

Supervised Alternative Learning Manual



SUCCESS for Every Student

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Background

While most students will attend, and successfully complete secondary school. A small number of students are at risk of leaving school early for a wide variety of reasons. The purpose of Supervised Alternative Learning (SAL) is to provide students 14-17 years of age, who have significant difficulties with regular attendance at school or with an alternative learning experience as outlined in [Ontario Regulation 374/10](#). An individualized plan is created to enable the student to progress toward obtaining an Ontario Secondary School Diploma or achieving his or her other educational and life goals, where possible. This program helps to maintain a learning connection between the school and student throughout a planned period of time.

Once approved for a SAL Plan (SALP), students are given a start date and an end date. Each SALP will consist of one or more of the following activities:

1. Credit courses (regular day school, e-Learning, cooperative education, Credit Recovery)
2. Part-time or full-time employment
3. Volunteering
4. Counselling
5. Earning a certificate or participating in training for a specific job
6. Developing job-search skills
7. Other courses/workshops

When a SALP is completed, a Transition Plan is developed to support the student's next steps. This process will take place 15 days prior to the end date of the SALP. Note: All active SALP's end on June 30 of each school year.

A pupil who turns 18 years of age while participating in Supervised Alternative Learning may, if ~~he or she~~they wish, continue participating in Supervised Alternative Learning until the pupil's plan expires or is terminated.

Committee and Participants

1. A SAL committee will be comprised of: one trustee; one Superintendent of Education or designate; one person who is not an employee of the Board.
 - (a) SAL committees meet monthly during the school year.
 - (b) No committee meeting will be invalid in cases where there are changes in SAL Committee members or changes in the representatives attending on behalf of the pupil.
 - (c) Personal information may be gathered, used or disclosed during the SAL meeting. Such information is regulated by the *Municipal Freedom of Information and Protection of Privacy Act*.

The function of this committee is to accept, reject, or modify the proposed SAL plan.

2. The parents/guardians/pupils and support person are entitled and encouraged to attend the initial SAL meeting.
 - (a) In situations where a support person attends without the parent/guardian or pupil withdrawn from parental control, the support person has the same rights as the pupil, parent/guardian.
 - (b) A pupil who is at least 16 years old and has withdrawn from parental control, has the same rights and obligations ~~imposed on~~as parents/guardians.

Referral of Pupil to the SAL Committee

3. The principal of the school at which the pupil is enrolled shall refer the pupil to the SAL Committee:
 - (a) if in the principal's opinion it would be in the pupil's best interests to participate in SAL; or
 - (b) if a parent/guardian or the pupil submits a request for SAL based on the best interests of the pupil;
 - (c) within 15 school days of a request for referral.

Parents/guardians may make up to two requests for SAL during the school year; the second request shall not be made until at least 60 school days have passed since the day the previous request was made.

Notice of Referral to Parents/Guardians

4. Before referring a pupil to a SAL Committee the principal shall provide the parent/guardian of the pupil with a written notice of intention to refer the pupil explaining the basis for the referral. The principal will also consult with the parent/guardian to gather information to complete both the Referral and the SAL Plan.

Contents of the Application for SAL

5. The written application, provided prior to the SAL Committee meeting will indicate:
 - (a) the basis for the principal's opinion whether it is in the pupil's best interest to participate in SAL (See Appendix A - Supervised Alternative Learning (SAL) Referral Notice);
 - (b) the basis for the parent's/guardian's opinion whether it is in the pupil's best interests to participate in SAL;
 - (c) the SAL Plan (See Appendix C, Supervised Alternative Learning Plan (SALP), if any;
 - (d) a list of school and board staff who know the pupil and who can speak knowledgeably about the pupil's academic performance and progress and appropriateness of the plan, if any;
 - (e) a list of any other individuals who have relevant information;
 - (f) any additional information that would assist the Committee in its consideration of the referral.

The principal will provide the pupil and parent/guardian with a copy of the referral notice, (See Appendix A- Supervised Alternative Learning (SAL) Referral Notice), the SAL Plan if any (See Appendix C - Supervised Alternative Learning Plan (SALP), and a notice of the time and place of the meeting (See Appendix B – Parent Notification 1) and will explain their rights regarding SAL, (See Appendix J – Supervised Alternative Learning (SAL) Information Handout).

Development of the SAL Plan

6. The principal of the school provides a copy of the initial SAL Plan to the SAL Committee. However, if in the principal's opinion it would not be in the pupil's best interests for the pupil to participate in SAL, the principal will refer the pupil to the SAL Committee without a Plan. In accordance with Regulation 374/10:
 - (a) The SAL Plan shall have an expiry date not later than June 30 in the school year to which it applies.

- (b) The principal will consider input from the pupil, the parent/guardian; one or more members of the school staff at which the pupil is enrolled who have information relevant to the development of the plan.
- (c) Additional information may be requested from: board support staff; community agencies; an employer who is interested in employing the pupil as part of SAL; any other individual that may help in developing the plan. Appropriate protocols for informed consent must be followed when working with outside agencies.

Committee Decisions

- 7. The principal of the school or designate participates in the SAL Committee meeting at which the referral is considered and will provide information as required by the SAL Committee.
- 8. After a Committee considers a referral to SAL,
 - (a) the Committee shall make a decision to accept, modify, or not approve participation by the pupil in SAL.
 - (b) If no SAL Plan was submitted by the principal, the Committee may recommend the creation of a Plan to support the pupil's participation in SAL.

Communication of Decisions

- 9. Within five days of the meeting, the SAL Committee forwards the results of its deliberations, in writing, to the parent/guardian, and/or pupil as appropriate and the school. This notice will include information about the process of requesting reconsideration of the application (See Appendix D - Parent Notification 2 Approved/Not Approved). The SAL Plan, if any, would be attached to this letter.
- 10. If the Committee requires the principal to develop a SAL Plan, the committee will communicate the date by which the Plan must be developed and re-submitted. Within 20 school days of re-submitting the Plan, the Committee shall hold a meeting to consider the plan and make a decision to approve, modify, or not approve participation in SAL and follow appropriate communication with all stakeholders (Regulation 374/10, Sections 14-16).

Reconsideration of the Committee Decision

- 11. A parent/guardian of a pupil may submit to the principal a written request that the Committee reconsider its decision within 10 school days of receiving the written decision.
- 12. The principal shall forward the parent's/guardian's request to the Committee as soon as possible, and within 20 school days, the Committee will meet to reconsider its decision unless there is a written parental request or the parent/guardian consents to meet at a later date.
- 13. The Committee will communicate its decision in writing within five (5) school days.

Administration of SAL

- 14. The principal:
 - (a) will designate a primary contact person for each pupil participating in SAL;
 - (b) shall ensure that a member of the staff of the school or the board visits the site before the pupil begins participating in an activity taking place in a location that is not a school site as part of supervised alternative learning, unless in the opinion of the principal the visit is not

necessary at that time. The principal shall ensure that a Work Education Agreement (WEA) form is completed;

- (c) shall issue a progress report about each pupil in the school who is participating in SAL. (See Appendix G - Supervised Alternative Learning Plan (SAL Report)) This report will be issued at the same time as the principal issues report cards for other pupils. A copy of this report will be placed in the pupil's OSR.

15. Primary Contact Person:

- (a) shall monitor the pupil's progress and there must be successful two-way communication between the pupil and the primary contact at least once every 30 calendar days;
- (b) shall keep records of the observations made in monitoring the pupil's progress;
- (c) is entitled to receive information, including personal information relevant to the pupil's progress from any individual who is involved in the implementation of the pupil's plan. (See Appendix E - Supervised Alternative Learning Template for Monitoring)

16. A school Attendance Counsellor shall have the same powers and perform the same duties in respect of pupils enrolled in SAL as may be applicable to any pupil.

Plan Modifications after Committee Approval

17. The principal, in consultation with the primary contact person, may make modifications to the plan if,

- (a) the plan remains substantially the same; and
- (b) requests input first from parents/guardians/pupil and/or support person;
- (c) if the principal modifies a plan, he or she shall inform parents/guardians and/or the pupil.
- (d) minor modifications shall be noted on the original plan and the date indicated.

18. If the principal determines that it is in the best interest of the pupil to make modifications to the plan that are substantially different, the principal:

- (a) first requests input from the parents/guardians/pupil and/or support person;
- (b) must consult with the appropriate Superintendent of Education;
- (c) will provide a copy of the modified plan to the parents/guardians/pupil and/or support person;
- (d) significant modifications shall be presented to the SAL Committee for approval.

Review of Plan

19. The pupil's primary contact person shall provide the principal with at least one written report at least 15 school days before the plan expires (See Appendix F - Supervised Alternative Learning Plan Review). The principal shall provide a copy of each report to the pupil and parent/guardian before the plan expires. This report will include:

- (a) observations of the progress made by the pupil;
- (b) overall review of the appropriateness and impact of the plan; and
- (c) recommendations regarding whether, after the plan expires, the pupil should continue to participate in SAL.

Renewal of Plan

20. Before the expiry of the Plan, if in the opinion of the principal of the pupil's school it would be in the pupil's best interests to continue to participate in SAL, the principal shall submit a recommendation to the committee to renew the plan.

Termination of the Plan

21. A plan is terminated if any of the following circumstances exist:
- (a) the pupil provides the principal with a written statement that they want to return to school;
 - (b) the primary contact person provides the principal with a written statement that the pupil is not complying with the program and/or attendance requirements.
 - (c) the principal determines, with the agreement of a supervisory officer, that termination is in the pupil's best interests.
22. The principal or designate must indicate on the SAL Monitoring Report that the student is not conforming to/progressing satisfactorily on the program prescribed by the Committee. When the SAL Committee completes its monthly review they may direct that a Warning Letter (Appendix H) or Return to School Letter (Appendix I) letter to the pupil and the parent/guardian of the pupil.

Transition plan for pupil

23. The principal shall ensure that a transition plan has been developed for helping a pupil whose SAL Plan has expired or been terminated.

Record Keeping for SAL

24. All appropriate documentation with respect to a SAL Program are to be retained in the Ontario Student Record (O.S.R.) folder.
- (a) Supervised Alternative Learning Plan
 - (b) Progress Report(s)
 - (c) Supervised Alternative Learning Plan Review
 - (d) Transition Plan

Attendance for pupils in a SAL program

25. For pupils who are participants in a SAL program, record their attendance in the Daily Attendance Record:
- (a) Daily attendance must be recorded for the academic component of SAL when the student is considered to be full-time (e.g. student is taking ENG1L)
 - (b) Record with "G" for the period when they are participating in the non-academic components of the SAL Program (i.e. FTESL-SAL Placeholder).
 - (c) Record the dates of contact with "Q" for the period when they are participating in the non-academic components of the SAL Program (i.e. Where the "G" would normally appear in the attendance).
26. If a pupil participating in a SAL program is enrolled in a day school course and is absent from the course for the equivalent of 15 consecutive scheduled days without appropriate supporting documentation, follow the procedures under "Absence from a Course for 15 Consecutive Scheduled

Days” within the [Enrolment Register Instructions for Elementary and Secondary Schools](#).

27. If a pupil stops participating in their SAL program activities and there is no successful two-way communication between the pupil and the primary contact (at least every 30 calendar days), follow the procedures under “[AM-41 Prolonged Absence Process for Secondary Students Prolonged Absence](#).” The principal must refer the case to the attendance counselor in writing 16 days after the missed appointment with the primary contact. The principal’s referral must be retained in the pupil’s file for audit purposes.

Note: Refer to the most current version of the [Enrolment Register Instructions for Elementary and Secondary Schools](#) and [AM-41 Prolonged Absence Process for Secondary Students](#) regarding student attendance.

Full-time or Part-time SAL

28. Where a pupil is participating in a SAL program and has a SALP in accordance with Ontario Regulation 374/10, record the pupil as follows in the day school register:
- Full-time, with an FTE of 1.0, if the pupil’s SALP includes an average of at least 70 minutes of instruction per school day in which the pupil may earn a credit (i.e., day school courses, e-Learning and Cooperative Education). This also applies to SAL pupils enrolled in a non-credit “K” course that is timetabled and appropriately staffed.
 - Part-time, with an FTE of 0.50, if the pupil’s SALP includes an average of less than 70 minutes of instruction per school day in which the pupil may earn a credit.

Compassionate Grounds

Excusal from full-time school attendance, compassionate grounds

29. A principal may authorize a pupil who is at least 16 years old to be excused from attendance at school on a full-time basis if all of the following circumstances exist:
- The principal believes that there are compassionate grounds that justify the excusal.
 - The principal requires the pupil to attend school on a part-time basis.
 - The purpose of the excusal is not to enable the pupil to be employed during school hours.
 - The pupil is not excused under this section for more than one school year in total.
 - The principal consults with the Family of Schools Superintendent prior to authorizing this excusal.

SAL Checklist

Pre-approval for SAL

- Consult with student and the parent/guardian regarding SAL as an option.
- Create a referral in LITE and supply a copy to the SAL Committee and the parent/guardian.
- Develop an initial copy of the SAL plan in LITE. Provide a copy to the committee that is signed by parent/guardian. Supply parent/guardian with a copy of the initial SAL plan.
- Inform the parent/guardian of the time and place of the meeting as well as their rights regarding SAL. (See Appendix J – Supervised Alternative Learning (SAL) Information Handout).

Monthly Reporting to the SAL Committee

- Complete Supervised Alternative Learning (SAL) Monitoring Report in LITE prior to the monthly SAL committee meetings.
- Provide the committee with the 'actual' date of contact with the student.
- Update committee on the FTE status of the student (e.g. Full-time or Part-time). Supply committee with a timetable as appropriate.
- Provide recommendations to the committee regarding student compliance with the SAL program (e.g. student is compliant, should receive a warning letter or be removed),

Closing Tasks for SAL

- Complete the SAL Plan Review at least 15 days prior to expiry. Provide a copy to the student and the parent/guardian before the plan expires.
- Ensure that a transition plan has been developed for a student whose SAL plan has expired or been terminated.
- Complete all required Course and/or Skill Acquisition information within the SAL plan in LITE to ensure accurate SAL data retrieval.
- Close any expired or terminated SAL plans within LITE.
- Retain a copy of the SAL Plan, Progress Report(s), the SALP Review, and the Transition Plan in the OSR.


Note: Information on how to navigate the SAL module within LITE can be found in the Portal (Programs > Student Success> Re-Engagement > Supervised Alternative Learning (SAL) > SAL Training Manual for LITE)

Forms

The following appendices are referenced in this manual. The links provided below are to be viewed as examples only. The most up-to-date forms are to be accessed through LITE (Portal>Applications>lepWriter (LITE)).

Appendix A - Supervised Alternative Learning (SAL) Referral Notice

Appendix A



Grand Erie District School Board
349 Erie Avenue, Brantford, Ontario N3T 5V3

Supervised Alternative Learning (SAL) Referral Notice

Name	Last Name, First Name	OEN	123456789	Board Id #	123456789	Grade	11
School	School Name	Gender	M/F				
DOB	dd-mm-yyyy	Credits Earned	#				

Student Information		Parent/Guardian Information	
Address	Street Address City, Postal Code	Name & Address	Parent/Guardian Name Street Address City, Postal Code
Home Telephone	(111) 111-1111	Home Telephone	(111) 111-1111
Additional Contact Information for Parent/Guardian			

SAL Referral Date: dd-mm-yyyy SAL Type: SAL

Committee Meeting Date: dd-mm-yyyy SAL Start Date: dd-mm-yyyy Renewal: ☐ Yes ☒ No
SAL Expiry Date: dd-mm-yyyy

Attendance Counsellor: Attendance Counsellor Name: Principal/Vice Principal: Principal/VP Name:


School Administrator Comments:
Data entry area where comments and notes can be added

Parent/Guardian Comments:
The parent/guardian must also be consulted in order to gather information to complete both the SAL Referral and SAL Plan

Planning Notes for SALP:
Data entry area where comments and notes can be added

Appendix B - Parent Notification 1

Appendix B



Grand Erie District School Board
349 Erie Avenue, Brantford, Ontario N3T 5V3

Date: (dd-mm-yyyy)

Dear: Parent/Guardian(s)

Re: Student

OEN

A meeting of the Supervised Alternative Learning (SAL) Committee has been scheduled to discuss the application for (Student Name) to participate in Supervised Alternative Learning.

We have scheduled the meeting for:

Date: dd-mm-yyyy

Time: _____

Location: _____

The purpose of this meeting is to consider the application to have the pupil removed from attendance at school to participate in Supervised Alternative Learning supervised by the Board. A copy of the handbook entitled, "Supervised Alternative Learning (SAL) Information Handbook" has been supplied to you with information regarding the SAL process. If you would like further information prior to the SAL meeting, please contact the principal at the school where the pupil attends.

Following the SAL meeting, you will receive the Committee's recommendations, in writing, through the

Appendix C - Supervised Alternative Learning Plan (SALP)

Appendix C



Grand Erie District School Board
349 Erie Avenue, Brantford, Ontario N3T 5V3

Supervised Alternative Learning Plan (SALP) Semester : 1

Name	Last Name First Name	OEN	123456789	Board Id #	123456789	Grade	11
School	School Name	Family		IEP	No	Gender	M/F
DOB	dd-mm-yyyy	Credits Earned	0				

Student Information		Parent/Guardian Information	
Address	Street Address City, Postal Code	Name & Address	Parent/Guardian Name Street Address City, Postal Code
Home Telephone	(111) 111-1111	Home Telephone	(111) 111-1111
Additional Contact Information for Parent/Guardian			

Committee Meeting Date: _____ SAL Start Date: _____ Renewal: ☐ Yes ☒ No
Meeting Time: _____ SAL Expiry Date: _____

Reason for SAL Application: _____

Primary Contact for SAL:
Name / Position: _____
Name of Principal: _____

People consulted in the development of the SALP:
Name: _____ Position: _____ Telephone: _____

I have been consulted in the creation of the Supervised Alternative Learning Plan.
Signature: _____ Date: _____

Principal: _____
Student: _____
Parent/Guardian: _____
Committee Chair: _____

Appendix D - Parent Notification 2 Approved/Not Approved

Grand Erie District School Board
340 Erie Avenue, Brantford, Ontario N3T 5T3

Appendix D Approved

Date: dd-mm-yyyy

Student Name: Last Name, First Name
Street Address
City
Postal Code

Dear: Parent/Guardian Name
Parent/Guardian(s)

Re: Student Name
DOB: dd-mm-yyyy
OEN: 123456789

At its meeting on dd-mm-yyyy, the Supervised Alternative Learning (SAL) Committee of the Grand Erie District School Board considered your application to have Student First Name participate in Supervised Alternative Learning.

The Committee approved your request and Student First Name will participate in SAL as long as Student Name conforms to the following SAL Plan.

Outcome of SAL Committee Meeting

A placement at School Name. This program will be monitored by Primary Contact.

**Should this placement change in any way please contact Primary Contact to ensure paperwork has been completed as necessary for approval by the SAL Committee.

To request that the SAL Committee reconsider its decision, please notify the principal in writing within 10 school days of receiving this letter. The principal will forward your request to the Committee as soon as possible. Within 20 school days of receiving this request, the Committee will meet to reconsider its decision unless there is written parental request of consent to meet at a later date. The final decision of the Committee will be communicated to you in writing within 5 school days of their meeting.

** As of 31-Aug-2014, The Grand Erie District School Board's authority to excuse pupils to participate in the SAL for the 2013/2014 school year expires.

** Pupils wishing to continue their program under the provisions of SAL, must resubmit an application with your school principal for consideration by the SAL committee in the next school year.

Sincerely,

Superintendent of Education

Grand Erie District School Board
340 Erie Avenue, Brantford, Ontario N3T 5T3

Appendix D Not Approved

Date: dd-mm-yyyy

Student Name: Last Name, First Name
Street Address
City
Postal Code

Dear: Parent/Guardian Name
Parent/Guardian(s)

Re: Student Name
DOB: dd-mm-yyyy
OEN: 123456789

At its meeting on 28-Oct-2013, the Supervised Alternative Learning (SAL) Committee of the Grand Erie District School Board considered your application to have Student First Name participate in Supervised Alternative Learning.

The Committee rejected your request; therefore, Student First Name must attend school as required by the Education Act.

To request that the SAL Committee reconsider its decision, please notify the principal in writing within 10 school days of receiving this letter. The principal will forward your request to the Committee as soon as possible. Within 20 school days of receiving this request, the Committee will meet to reconsider its decision unless there is written parental request of consent to meet at a later date. The final decision of the Committee will be communicated to you in writing within 5 school days of their meeting.

Sincerely,

Superintendent of Education

Appendix E - Supervised Alternative Learning (SAL) Template for Monitoring

Grand Erie District School Board
340 Erie Avenue, Brantford, Ontario N3T 5T3

Appendix E

Supervised Alternative Learning Template for Monitoring

Name: Last Name, First Name OEN: 123456789 Board ID #: 123456789 Grade: 12
School: School Name Gender: M/F Credits Earned: #

Student Information
Address: Street Address, City, Postal Code
Home Telephone: (519) 335-3333
Additional Contact Info: Cell home at above 335-3333

Parent/Guardian Information
Name & Address: Parent/Guardian Name, Street Address, City, Postal Code
Home Telephone: (519) 335-3333

SAL Monitoring Date: dd-mm-yyyy

Committee Meeting Date: dd-mm-yyyy SAL Start Date: dd-mm-yyyy SAL End Date: dd-mm-yyyy Renewal: ☐ Yes ☒ No

Outcome of SAL Committee Meeting:
Populated from the student's SAL Plan

Description of SALP Activities:
Enter a description of the activities being reported on. (Some descriptions also get input to the SAL Review and the SAL Case Load Report)

Date: Details
Type of Contact:
☐ observation of student on location
☐ meeting in person
☐ email
☐ telephone call
☐ other

Content of Observation:
☐ problem solving
☐ citizenship/assessment
☐ other

Comments

Primary contact signature:

Appendix F - Supervised Alternative Learning Plan Review

Grand Erie District School Board
340 Erie Avenue, Brantford, Ontario N3T 5T3

Appendix F

Supervised Alternative Learning Plan Review

Name: Last Name, First Name OEN: 123456789 Board ID #: 123456789 Grade: 11
School: School Name Gender: M/F Credits Earned: #

Student Information
Address: Street Address, City, Postal Code
Home Telephone: (519) 335-3333
Additional Contact Info: Cell home at above 335-3333

Parent/Guardian Information
Name & Address: Parent/Guardian Name, Street Address, City, Postal Code
Home Telephone: (519) 335-3333

SAL Review Date: dd-mm-yyyy

Committee Meeting Date: dd-mm-yyyy SAL Start Date: dd-mm-yyyy SAL End Date: dd-mm-yyyy Renewal: ☐ Yes ☒ No

Outcome of SAL Committee Meeting:
Populated from SAL Plan

Description of SALP Activities:
[1] [2] [3] [4] [5] [6] [7] [8] [9] [10] Populated from the Monitoring Reports

Observations of Student Progress:
Please form that is available to enter any notes on the student's progress

Effectiveness of SALP:
If P: 2 C: 3 C: 4 C: 5 B
Not Appropriate 2 C: 3 C: 4 C: 5 B
Not Effective 2 C: 3 C: 4 C: 5 B

Recommendations for when the SALP terminates:
Test has available for appropriate outcome approvals


☐ Continue with SAL
☐ Return to regular studies
☐ Seek apprenticeship
☐ Group placement
☐ Other

Signature: _____ Date: _____

Principal

Primary SAL Contact

Appendix G - Supervised Alternative Learning Plan (SAL Report)

 **Grand Erie District School Board**
340 Erie Avenue, Bradford, Ontario N3T 5V3

Appendix G

Supervised Alternative Learning Plan (SAL Report)

Name	Last Name, First Name	OEN	123456789	Board Id #	123456789	Grade	11
School	School Name	Gender	M/F				
DOB	00-mm-yyyy	Credits Earned	#				

Student Information		Parent/Guardian Information	
Address	Street Address City, Postal Code	Name & Address	Parent/Guardian Name Street Address City, Postal Code
Home Telephone	(505) 555-5555	Home Telephone	(505) 555-5555
Additional Contact Info.	Contact only at work		

SAL Report Date 00-mm-yyyy

Committee Meeting Date	00-mm-yyyy	SAL Start Date	00-mm-yyyy	Renewal	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
		SAL Expiry Date	00-mm-yyyy		

Description of SALP Activities
SAL Reporting must align with the Ministry of Education reporting schedule. Enter a description of the activities being reported on.

Effectiveness of SALP:

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Not Appropriate	3	Most appropriate	5	Most effective

Observations of Student Progress

Signature _____ **Date** _____

Principal _____

Primary SAL Contact _____

Appendix H - Warning Letter

 **Grand Erie District School Board**
340 Erie Avenue, Bradford, Ontario N3T 5V3

Appendix H
Warning Letter

Date: 00-mm-yyyy

Student Name: Last Name, First Name
Street Address
City
Postal Code

Dear: Parent/Guardian Name
(Parent/Guardian(s))

Re: Student Name
DOB: 00-mm-yyyy
OEN: 123456789

It has come to the attention of the Supervised Alternative Learning (SAL) Committee that Student Name has not conformed to progress satisfactorily on the program prescribed by the Committee.


Should this continue, the SAL Committee may withdraw its approval for Student Name to participate in the alternative program and she/he will be required to return to full time attendance at school.

If you require further information or assistance, please contact the principal of your child's school.

Sincerely,

Superintendent of Education

Appendix I - Return to School Letter

 **Grand Erie District School Board**
340 Erie Avenue, Bradford, Ontario N3T 5V3

Appendix I
Return To School

Date: 00-mm-yyyy

Student Name: Last Name, First Name
Street Address
City
Postal Code

Dear: Parent/Guardian Name
(Parent/Guardian(s))

Re: Student Name
DOB: 00-mm-yyyy
OEN: 123456789

It has come to the attention of the Supervised Alternative Learning (SAL) Committee that Student Name has not progressed satisfactorily on the program prescribed by the Committee.

The Committee withdraws its approval for Student Name because he/she did not comply with the conditions of the program as outlined by the SAL Committee and is hereby required to return to full time attendance at school.

If you require further information or assistance, please contact the Principal of your child's school.

Sincerely,

Superintendent of Education

Appendix J – Supervised Alternative Learning (SAL) Information Handout



Appendix J

Supervised Alternative Learning (SAL) Information Handout

Supervised Alternative Learning (SAL)

Under regulation 374/10 of the Education Act, SAL provides students 14 to 17 years old who have significant difficulties with regular attendance at school with an alternative learning experience. An individualized plan is created to enable the pupil to progress towards obtaining an Ontario Secondary School Diploma or achieving his or her other education and life goals.

Students are no longer required to attend school once they turn 18 according to the Education Act. Thus, a student who turns 18 years old while participating in supervised alternative learning may, if he or she wishes, continue participating in SAL until the student's plan expires or is terminated.

Reasons for Considering a SAL Program

Principals, parents/guardians or student may wish to consider a SAL program because:

- The student has difficulty coping in a structured school program or environment;
- They believe that a more appropriate education may be obtained in a way other than attending school; and/or
- The student has a pattern of declining attendance at school and/or has been identified to have challenges and/or obstacles impeding success in school.

Types of SAL Programs

A SAL plan shall include one or more of the following:

- Enrolment in a course or class in which the student may earn a credit
- Student's education and life goals
- Enrolment in a non-credit life skills course or other non-credit course
- Preparation for employment and development of general employment skills
- Training for a specific job or type of employment
- Employment (full or part-time)
- Counselling
- Volunteering
- Any other such activity as may be acceptable to the SAL Committee

A letter of approval from the SAL Committee allows a student to be legally employed during regular school hours. Employers may be fined if they hire students under the age of 18 unless the student has been excused from attending school by the SAL Committee.

Work Education Agreement

As per Bill 18, Stronger Workplaces for a Stronger Economy Act, 2014, in order to ensure Workplace Insurance coverage, a Work Education Agreement (WEA) must be completed and signed by the parties concerned before the student begins the placement at the training station.



Supervised Alternative Learning (SAL) Information Handout

Students in SAL are Grand Erie Students

Students approved to participate in a SAL Program remain on the register of their home school. A transition plan is developed to support the student's transition from SAL back to school and their next steps.

The SAL Committee

The SAL Committee consists of a Grand Erie District School Board official, a trustee, a community representative and the SAL case facilitator / vice-principal.

Admission to a SAL Program

Parents/guardians or students may apply in writing to the school principal (the school will provide an application form on request). The application must contain a reason for requesting the program and a description of the program proposed. Staff of the Grand Erie District School Board can/will help put together a suitable program.

This request will be forwarded to the SAL Secretary who will arrange for the committee to consider the initial referral at its next meeting unless the parent of the pupil makes a written request for a later date or the parent of the pupil consents to a later date. Parents/guardians, and/or pupils and support persons will be informed, in writing, of the date, time and place of the meeting.

Parents/guardians, student or a support person have the right to be heard by the SAL Committee.

Committee Decisions/Process

1. The committee may approve the proposed plan or a variation of the proposed plan.
2. If the committee approves the plan, a primary contact person will monitor a student's progress and will provide the committee with a monthly report while the student is in SAL.
3. If the committee rejects the plan, the student must continue to attend school full-time. This decision may be appealed or a new application may be submitted with a different plan.
4. Students who do not follow the approved SAL program will be cautioned that they may be required to return to school. The student will be directed by the SAL Committee to return to school if the student continues to not follow the program.

Visit the Program Procedure: <i>Supervised Alternative Learning (SAL) and Other Excusals From Attendance at School</i> located under the About tab >Bylaws, Policies, Procedures, Protocols > Procedures >Programs, at granderie.ca



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Wayne Baker, Superintendent of Education
RE: **SO103 – Safe Arrivals**
DATE: April 8, 2019

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive Procedure SO103 – Safe Arrivals as information.</p>

Background

Procedure SO103 – Safe Arrivals was circulated to all appropriate stakeholders for comments to be received by February 28, 2019.

Comments Received

1. Comment: #2 criteria for success – suggest adding student to this section – Should the reference to policy be removed in this section?

Response: The reference to a policy has been removed.

The safe arrival procedure developed at each school places a responsibility on parents to inform the school of their children's absence, and a responsibility on school staff to monitor student attendance, so clarifying the procedure for these two groups is important. Elementary students have no legal responsibility in the process.

Additional Information

As a result of these comments, suggested revisions have been made to the Procedure and a draft revised procedure is attached.

Next Steps

This Procedure will be distributed in keeping with Board Bylaw BL9.

Respectfully submitted,

Wayne Baker
Superintendent of Education



PROCEDURE

SO103

Safe Arrivals

Board Received: _____ Review Date: _____

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Informing all parents/guardians of the [Policy and Procedures](#).
 - Clear communications with parents/guardians and employees.

Procedures

1. Each elementary school shall develop a safe arrival procedure in accordance with current Ministry of Education guidelines (PPM123), which will account for the presence or absence of each student within one hour of normal starting time in the morning. Each school will designate one of the two nutrition breaks when students may leave school property; attendance will be taken at the conclusion of that nutrition break.
2. When transportation is cancelled for students, the Safe Arrivals policy does not apply.
3. Each elementary school will review its procedure annually. School Councils and other interested groups will be included in the review.

The school's Safe Arrival procedure shall be communicated to all parents and guardians at the beginning of each school year or whenever changes are made to the procedure, or to individual parents upon admission of their child to the school.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: Brenda Blancher, Director of Education & Secretary
RE: **SO106 – Field Trips/Team Travel Booking**
DATE: April 8, 2019

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive **Procedure SO106 – Field Trips/Team Travel Booking** as information.

Background

Procedure SO106 – Field Trips/Team Travel Booking was circulated to all appropriate stakeholders for comments to be received by February 28, 2019.

Comments Received

1. Comment: 1 a. Should the brand name of the purchasing system be removed and just reference the purchasing system?
Response: “SDS system” has been replaced with “board’s purchasing software program”
2. Comment: Should there be some suggestions of what special requirements are? Wheelchair accessible, extra luggage availability etc.
Response: This is not necessary; schools know when to make special accommodations
3. Comment: h) do schools still issue cheques for the Board, do we not use a different format?
Response: Yes, schools still have to write cheques from their school banking account to reimburse Grand Erie DSB
4. Comment: i) if a school needs to get quotes for the charter services, should this bullet not be the first thing the staff does? Reference to F107 to F6
Response: Have moved this up to 1. b)
5. Comment: 2 a) does the school need to get quotes before creating the blanket PO?
Response: No. If the school suspects the travel arrangements may be costly, or they need Coach transit, then the school will get three quotes.
6. Comment: 2 b) should the school notify STSBHN of team trips, since STS approves the trips (Passing the audit test)
Response: School office staff monitor transportation budgets closely and reconcile regularly with trips that have occurred.
7. Comment: 3 a) needs to be rewritten for clarity – suggest A current list of operators will be available on the STSBHN website
Response: Have changed to “list of operators and service providers will be posted on the STSBHN website”

Additional Information

As a result of these comments, suggested revisions have been made to the Procedure and a draft revised procedure is attached.

Next Steps

This Procedure will be distributed in keeping with Board Bylaw BL9.

Respectfully submitted,

Brenda Blancher
Director of Education and Secretary



PROCEDURE

SO106

Field Trips/Team Travel Booking

Board Received: _____ Review Date: _____

Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – Safety issues addressed;
– Clear communications present;
– Most efficient means necessary.

Procedures:

The Grand Erie District School Board believes out-of-classroom trips and activities enhance the educational experience for students.

1. Field Trips

- a) At least two weeks prior to the date of the trip, school staff will complete a requisition, using ~~School District System (SDS) Purchasing~~ the board's purchasing software program system, including the date and times of the trip, school name, destination, number of students transported, special requirements, the number of busses required, and for services to be provided. School staff will contact the operator or service provider to arrange the trip.
~~Regardless of the dollar value associated with the transportation requirements of the extra-curricular activity, it is always recommended that multiple quotes are collected to ensure that the school is receiving good value for their money. For additional information relating to the expectations and dollar thresholds for purchases, review F107- Purchasing.~~
- b) At the time of creating the requisition, school staff will contact the operator or service provider to arrange the trip providing detailed information including the requisition number.
- c) Requisitions created by the school are electronically forwarded to Student Transportation Services Brant Haldimand Norfolk (STSBHN)) through the ~~SDS~~ board's purchasing software program system. Transportation Services electronically turns the requisition into a Purchase Order, automatically forwarding a copy to the school and the operator.
- d) School staff will contact the operator or service provider if changes are required to the arrangements detailed in the purchase order, or if the trip is cancelled. They will also notify (STSBHN) about these changes, via E-mail: transportation@stsbhn.ca
- e) Confirmation to Business Services of receipt of services for fields trips is only required if the trip is over \$2,500.00.
- f) The operators or service providers will submit their invoices, quoting the purchase order, number directly to STSBHN who will forward the confirmed invoices to Business Services for posting and payment.
- g) Costs will be charged to the account indicated on the requisition. If the cost is to be charged to (an) other account number (s), the account number(s) must be clearly listed on the requisition.
- h) When students or other parties are directly contributing towards the cost of the trip, school staff collect monies, deposit to school banking, then submit a cheque, payable to Grand Erie District School Board to Business Services. The cheque should reference the purchase order

number. These monies will be deposited to the credit of the account indicated on the purchase order.

~~i)a) Regardless of the dollar value associated with the transportation requirements of the extra-curricular activity, it is always recommended that multiple quotes are collected to ensure that the school is receiving good value for their money. For additional information relating to the expectations and dollar thresholds for purchases, review F107- Purchasing.~~

2. Team Travel (Secondary Schools)

- a) Each new school year, schools will create a requisition to electronically issue a blanket purchase order for team travel for the current school year (September to June).
- b) School staff will contact the operator or service provider, giving sufficient notice to arrange transportation for team travel, quoting the blanket purchase order number each time.
- c) The operators or service providers will submit their invoices, quoting the purchase order number, directly to STSBHN who will forward the confirmed invoices to Business Services for posting and payment.
- d) STSBHN will maintain records of team travel trips, including costs and invoice numbers.
- e) Unless otherwise specified, all costs will be charged to the school's team travel budget

3. Operators and Service Providers

- a) A current regularly updated list of operators and service providers will be posted on the STSBHN website.
- b) Operators with accessible vehicles will be identified on the STSBHN website.