



**Special Meeting of the Board
Thursday, May 21, 2020 ♦ 4:00 p.m.
Virtual Meeting**

Trustees:

Members: Rick Petrella (Chair), Carol Luciani (Vice-Chair), Cliff Casey, Bill Chopp, Dan Dignard, Mark Watson

Senior Administration:

Michael McDonald (Director of Education & Secretary), Scott Keys (Superintendent of Business & Treasurer) Rob De Rubeis, Kevin Greco, Lorrie Temple (Superintendents of Education)

1. Opening Business

1.1 Opening Prayer

Almighty God, bless us as we gather today for this meeting. Guide our minds and hearts so that we will work for the good of our community and be a help to all people. Teach us to be generous in our outlook, courageous in the face of difficulty, and wise in our decisions. We give you praise and glory, Lord our God, for ever and ever. Amen

1.2 Attendance

1.3 Approval of the Agenda

Pages 1-2

1.4 Declaration of Interest

1.5 Approval of Committee of the Whole Meeting Minutes – February 18, 2020

Pages 3-6

Approval of Board Meeting Minutes – February 25, 2020

Pages 7-9

Approval of Special Meeting of the Board Minutes – March 24, 2020

Pages 10-11

Approval of Special Meeting of the Board Minutes – April 7, 2020

Pages 12-13

1.6 Business Arising from the Minutes

2. Presentations

3. Delegations

4. Consent Agenda

4.1 Unapproved Minutes from the Friends of the Educational Archives Committee of January 21, 2020

Pages 14-15

4.2 Unapproved Minutes from the Special Education Advisory Committee of February 11, 2020

Pages 16-19

4.3 Unapproved Minutes of the Student Transportation Services Brant Haldimand Norfolk Board of Directors Meeting – February 25, 2020

Pages 20-25

4.4 Unapproved Minutes of the Policy Committee Meeting of March 9, 2020

Pages 26-27



5. Committee and Staff Reports

- | | | |
|------------|--|---------------|
| 5.1 | French Immersion Program Policy 400.01
Presenter: Lorrie Temple, Superintendent of Education | Pages 28-45 |
| 5.2 | Concussion Policy 200.08
Presenter: Lorrie Temple, Superintendent of Education | Pages 46-93 |
| 5.3 | Financial Report as of February 2019
Presenter: Scott Keys, Superintendent of Business & Treasurer | Pages 94-97 |
| 5.4 | Board Enrolment Update as of March 31, 2020
Presenter: Scott Keys, Superintendent of Business & Treasurer | Pages 98-99 |
| 5.5 | Procurement Policy 700.01
Presenter: Scott Keys, Superintendent of Business & Treasurer | Pages 100-114 |

6. Information and Correspondence

- 6.1** Budget Update

7. Trustee Inquiries

8. Business In-Camera

- 207 (2) *Closing of certain committee meetings. A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves:*
- a. The security of the property of the board;*
 - b. 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 parent or guardian;*
 - c. The acquisition or disposal of a school site;*
 - d. Decisions in respect of negotiation with employees of the board; or*
 - e. Litigation affecting the board.*

9. Report on the In-Camera Session

10. Future Meetings and Events

11. Closing Prayer

*Heavenly Father, we thank you for your gifts to us: for making us, for saving us in Christ, for calling us to be your people. As we come to the end of this meeting, we give you thanks for all the good things you have done in us. We thank you for all who have shared in the work of this Board, and ask you to bless us all in your love. We offer this prayer, Father, through Christ our Lord. **Amen***

11. Adjournment



**BRANT HALDIMAND NORFOLK
Catholic District School Board**

Minutes

Catholic Education Centre
322 Fairview Drive
Brantford, ON N3T 5M8

**Committee of the Whole
Tuesday, February 18, 2020 ♦ 7:00 pm
Boardroom**

Members: **Trustees:**
Rick Petrella (Chair), Carol Luciani (Vice-Chair), Cliff Casey, Bill Chopp, Dan Dignard,
Taylor Carroll (Student Trustee)

Absent: Mark Watson

Senior Administration:

Mike McDonald (Director of Education & Secretary), Scott Keys (Superintendent of Business & Treasurer), Rob De Rubeis, Kevin Greco, Lorrie Temple (Superintendents of Education)

1. Opening Business

1.1 Opening Prayer

The meeting was opened with prayer led by Trustee Luciani.

1.2 Attendance

As noted above.

1.3 Approval of the Agenda

Moved by: Dan Dignard

Seconded by: Cliff Casey

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the agenda of the February 18, 2020 meeting.

Carried

1.4 Declaration of Interest – Nil

1.5 Approval of Committee of the Whole Meeting Minutes – January 21, 2020

Moved by: Cliff Casey

Seconded by: Dan Dignard

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the minutes of the January 21, 2020 meeting.

Carried

1.6 Business Arising from the Minutes – Nil

2. Presentations - Nil

3. Delegations – Nil



4. Consent Agenda

- 4.1** THAT the Committee of the Whole refers the unapproved minutes of the Special Education Advisory Committee Meeting of January 21, 2020 to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Moved by: Carol Luciani

Seconded by: Dan Dignard

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board receives all reports and approves all motions under the Consent Agenda.

Carried

5. Committee and Staff Reports

5.1 Unapproved Minutes and Recommendations from the Policy Committee Meeting – February 10, 2020

Dan Dignard, Chair of the Policy Committee, reviewed the business of the January 21, 2020 Policy Committee meeting and brought forward the following recommendation:

THAT The Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board adopts the new policy template.

Moved by: Carol Luciani

Seconded by: Dan Dignard

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board receives the unapproved minutes of the Policy Committee Meeting of February 10, 2020.

Carried

Moved by: Carol Luciani

Seconded by: Dan Dignard

THAT the Committee of the Whole recommends that the Brant Haldimand Norfolk Catholic District School Board approves the recommendation of the Policy Committee Meeting of February 10, 2020.

Carried

5.2 School Year Calendar

Superintendent Greco presented the proposed elementary and secondary calendars for 2020-21, which are in compliance with Regulation 304. A summary of the consultation process that took place in establishing the calendars was provided.

Moved by: Carol Luciani

Seconded by: Bill Chopp

THAT the Committee of the Whole recommend that the Brant Haldimand Norfolk Catholic District School Board approves the proposed 2020-21 School Year Calendars for Elementary and Secondary schools.

Carried



5.3 Excursion – Los Angeles, CA

Superintendent De Rubeis presented a request from Assumption College School for an excursion to Los Angeles from Thursday, May 20, 2021 to Tuesday, May 25, 2021. The excursion will allow students to discover careers in the arts, drama and music. Students will have the opportunity to participate in acting workshops, examine art and its impact on history and culture over the last century and visit sites such as Universal Studios and the Dolby Theatre.

Moved by: Dan Dignard

Seconded by: Cliff Casey

THAT the Excursion – Los Angeles, CA Report be TABLED to the February 25, 2020 Board meeting.

Carried

5.4 Educational Field Trips Summary

Superintendent De Rubeis presented a summary of approved educational field trips for the period of September 1, 2019 and January 31, 2020. He reviewed the purpose, expenses and length of some of the trips as outlined in the summary chart.

Moved by: Carol Luciani

Seconded by: Cliff Casey

THAT the Committee of the Whole refers the Educational Field Trips Summary report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Carried

6. Information and Correspondence

Director McDonald noted that the Vision 2020 event will be occurring this Thursday, February 20 at the Sanderson Centre.

Moved by: Carol Luciani

Seconded by: Dan Dignard

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board receives the information and correspondence items since the last meeting.

Carried

7. Trustee Inquiries – Nil

8. Business In-Camera

Moved by: Cliff Casey

Seconded by: Dan Dignard

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board moves to an In-Camera session.

Carried



BRANT HALDIMAND NORFOLK Catholic District School Board

Minutes

Catholic Education Centre
322 Fairview Drive
Brantford, ON N3T 5M8

9. Report on the In-Camera Session

Trustees Chopp and Dignard declared a conflict of interest in Item #6.1 of the in-camera session and left the room. They did not take part in the consideration of, or vote on any question with relation to this item.

Moved by: Carol Luciani

Seconded by: Cliff Casey

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board approves the business of the In-Camera session.

Carried

10. Future Meetings and Events

Chair Petrella drew attention to the upcoming meetings and events.

11. Closing Prayer

The closing prayer was led by Chair Petrella.

12. Adjournment

Moved by: Bill Chopp

Seconded by: Cliff Casey

THAT the Committee of the Whole of the Brant Haldimand Norfolk Catholic District School Board adjourns the February 18, 2020 meeting.

Carried

Next meeting: Tuesday, March 17, 2020, 7:00 p.m. – Boardroom



**BRANT HALDIMAND NORFOLK
Catholic District School Board**

Minutes

Catholic Education Centre
322 Fairview Drive
Brantford, ON N3T 5M8

**Board Meeting
Tuesday, February 25, 2020 ♦ 7:00 p.m.
Boardroom**

Members: **Trustees:**
Rick Petrella (Chair), Carol Luciani (Vice-Chair), Cliff Casey, Bill Chopp, Dan Dignard,
Taylor Carroll (Student Trustee)

Absent: Mark Watson

Senior Administration:

Mike McDonald (Director of Education & Secretary), Scott Keys (Superintendent of Business & Treasurer), Rob De Rubeis, Kevin Greco, Lorrie Temple (Superintendents of Education)

1. Opening Business

1.1 Opening Prayer

The meeting was opened with prayer led by Vice-Chair Luciani.

1.2 Attendance

As noted above.

1.3 Approval of the Agenda

Moved by: Carol Luciani

Seconded by: Dan Dignard

THAT the Brant Haldimand Norfolk Catholic District School Board approves the agenda of the February 25, 2020 Board meeting.

Carried

1.4 Declaration of Interest - Nil

1.5 Approval of Board Meeting Minutes – January 28, 2020

Moved by: Cliff Casey

Seconded by: Carol Luciani

THAT the Brant Haldimand Norfolk Catholic District School Board approves the minutes of the January 28, 2020 Board meeting.

Carried

Approval of Special Meeting of the Board Minutes – February 18, 2020

Moved by: Cliff Casey

Seconded by: Carol Luciani

THAT the Brant Haldimand Norfolk Catholic District School Board approves the minutes of the February 18, 2020 Special meeting of the Board.

Carried

1.6 Business Arising from the Minutes – Nil



2. **Presentations - Nil**
3. **Delegations - Nil**
4. **Consent Agenda - Nil**
5. **Committee and Staff Reports**
 - 5.1 **Unapproved Minutes and Recommendations from the Committee of the Whole Meeting – February 18, 2020**

Vice-Chair Luciani reviewed the business of the February 18, 2020 Committee of the Whole meeting and brought forward the following recommendations:

THAT the Brant Haldimand Norfolk Catholic District School Board approves the proposed 2020-21 School Year Calendars for Elementary and Secondary schools.

THAT the Brant Haldimand Norfolk Catholic District School Board adopts the new policy template.

Moved by: Carol Luciani

Seconded by: Bill Chopp

THAT the Brant Haldimand Norfolk Catholic District School Board receives the unapproved minutes of the Committee of the Whole Meeting of February 18, 2020.

Carried

Moved by: Carol Luciani

Seconded by: Bill Chopp

THAT the Brant Haldimand Norfolk Catholic District School Board approves the recommendations of the Committee of the Whole Meeting of February 18, 2020.

Carried

5.2 **Excursion – Los Angeles, CA**

Superintendent De Rubeis advised that Assumption College School has rescinded their request.

5.3 **Strategic Plan Process Report**

Director McDonald presented the 2020-23 Strategic Plan Goals with action items. A chart was provided outlining the action items, measurements and responsibilities. It was noted that Catholicity had been woven throughout the plan. Discussions were held regarding qualitative and quantitative metrics being used to measure progress. Next steps in the process were reviewed including the development of a communication strategy to launch the new plan and budget planning.

Trustee Casey highlighted the importance of financial literacy, coding, cursive writing and dyslexia.

Moved by: Cliff Casey

Seconded by: Dan Dignard

THAT the Brant Haldimand Norfolk Catholic District School Board receives the Strategic Plan Process Report.

Carried



5.3 Student Trustee Update

Student Trustee Carroll reviewed recent school events in the month of February. Each high school celebrated Valentine's Day by spreading love through sending carnations to students. Members from each school returned from a mission trip to Guatemala. Students also attended a STEM conference to learn more about science, engineering, math and technology. Applications for the 2020-21 student council were initiated. Other events included Red Dress Day, Spirit Week and a battery drive.

Moved by: Dan Dignard

Seconded by: Carol Luciani

THAT the Brant Haldimand Norfolk Catholic District School Board receives the Student Trustee Report.

Carried

6. Information and Correspondence - Nil

7. Notices of Motion - Nil

8. Notices of Motion Being Considered for Adoption – Nil

9. Trustee Inquiries - Nil

10. Business In-Camera

Moved by: Dan Dignard

Seconded by: Bill Chopp

THAT the Brant Haldimand Norfolk Catholic District School Board moves to an In-Camera session.

Carried

11. Report on the In-Camera Session

Moved by: Carol Luciani

Seconded by: Dan Dignard

THAT the Brant Haldimand Norfolk Catholic District School Board approves the business of the In- Camera session.

Carried

12. Future Meetings and Events

Chair Petrella drew attention to the upcoming meetings and events.

13. Closing Prayer

The closing prayer was led by Chair Petrella.

14. Adjournment

Moved by: Cliff Casey

Seconded by: Dan Dignard

THAT the Brant Haldimand Norfolk Catholic District School Board adjourns the January 28, 2020 Board meeting.

Carried



**BRANT HALDIMAND NORFOLK
Catholic District School Board**

Minutes

Catholic Education Centre
322 Fairview Drive
Brantford, ON N3T 5M8

**Special Meeting of the Board
Tuesday, March 24, 2020 ♦ 4:00 p.m.
Video Conference**

Trustees:

Present: Rick Petrella (Chair), Carol Luciani (Vice-Chair), Cliff Casey, Bill Chopp, Dan Dignard, Mark Watson

Absent:

Senior Administration:

Mike McDonald (Director of Education & Secretary), Scott Keys (Superintendent of Business & Treasurer)

1. Opening Business

1.1 Opening Prayer

The meeting was opened with prayer led by Chair Petrella.

1.2 Attendance

Pursuant to Section 5, Subsection 5.1(2) of Ontario Regulation 463/97 under the *Education Act* which requires that certain members of a board be physically present at meetings, will not apply when schools are closed as a result of an order made under the *Education Act*, the *Health Protection and Promotion Act* (HPPA) or the *Emergency Management and Civil Protections Act* (EMCPA). In these circumstances, a board will be able to meet exclusively by electronic/virtual means.

1.3 Approval of the Agenda

Moved by: Carol Luciani

Seconded by: Cliff Casey

THAT the Brant Haldimand Norfolk Catholic District School Board approves the agenda of the March 24, 2020 Special Meeting of the Board.

Carried

1.4 Declaration of Interest – Nil

2. Information and Correspondence – Nil

3. Trustee Inquiries

4. Business In-Camera

Moved by: Cliff Casey

Seconded by: Carol Luciani

THAT the Brant Haldimand Norfolk Catholic District School Board moves to an In-Camera session.

Carried

5. Report on the In-Camera Session

Moved by: Mark Watson

Seconded by: Cliff Casey

THAT the Brant Haldimand Norfolk Catholic District School Board approves the business of the In-



BRANT HALDIMAND NORFOLK Catholic District School Board

Minutes

Catholic Education Centre
322 Fairview Drive
Brantford, ON N3T 5M8

Camera session.

Carried

6. Closing Prayer

The meeting was closed with prayer led by Chair Petrella.

7. Adjournment

Moved by: Carol Luciani

Seconded by: Dan Dignard

THAT the Brant Haldimand Norfolk Catholic District School Board adjourns the March 24, 2020 Special Meeting of the Board.

Carried

Next meeting: Tuesday, April 28, 2020, 7:00 p.m. – Boardroom



**BRANT HALDIMAND NORFOLK
Catholic District School Board**

Minutes

Catholic Education Centre
322 Fairview Drive
Brantford, ON N3T 5M8

**Special Meeting of the Board
Tuesday, April 7, 2020 ♦ 4:00 p.m.
Video Conference**

Trustees:

Present: Rick Petrella (Chair), Carol Luciani (Vice-Chair), Cliff Casey, Bill Chopp, Dan Dignard, Mark Watson

Absent:

Senior Administration:

Mike McDonald (Director of Education & Secretary), Scott Keys (Superintendent of Business & Treasurer)

1. Opening Business

1.1 Opening Prayer

The meeting was opened with prayer led by Chair Petrella.

1.2 Attendance

Pursuant to Section 5, Subsection 5.1(2) of Ontario Regulation 463/97 under the *Education Act* which requires that certain members of a board be physically present at meetings, will not apply when schools are closed as a result of an order made under the *Education Act*, the *Health Protection and Promotion Act* (HPPA) or the *Emergency Management and Civil Protections Act* (EMCPA). In these circumstances, a board will be able to meet exclusively by electronic/virtual means.

1.3 Approval of the Agenda

Moved by: Carol Luciani

Seconded by: Mark Watson

THAT the Brant Haldimand Norfolk Catholic District School Board approves the agenda of the April 7, 2020 Special Meeting of the Board.

Carried

1.4 Declaration of Interest – Nil

2. Information and Correspondence - Nil

3. Trustee Inquiries - Nil

4. Business In-Camera

Moved by: Carol Luciani

Seconded by: Mark Watson

THAT the Brant Haldimand Norfolk Catholic District School Board moves to an In-Camera session.

Carried

5. Report on the In-Camera Session

Trustees Cliff Casey, Bill Chopp and Dan Dignard declared a conflict of interest in item 3.1 of the in camera session and left the room. They did not take part in the consideration or discussion of, or vote on any question with relation to this item.



BRANT HALDIMAND NORFOLK Catholic District School Board

Minutes

Catholic Education Centre
322 Fairview Drive
Brantford, ON N3T 5M8

Moved by: Carol Luciani

Seconded by: Mark Watson

THAT the Brant Haldimand Norfolk Catholic District School Board approves the business of the In-Camera session.

Carried

6. Closing Prayer

The meeting was closed with prayer led by Chair Petrella.

7. Adjournment

Moved by: Mark Watson

Seconded by: Carol Luciani

THAT the Brant Haldimand Norfolk Catholic District School Board adjourns the April 7, 2020 Special Meeting of the Board.

Carried

Minutes for the Friends of the Educational Archives General Meeting

January 21, 2020 4:00 PM

Brant Room GEDSB

1. Introduction and welcome – Janice Schweder
Regrets: Brenda Blancher
Present: Janice Schweder, Diane Crowdis, Jean Montgomery, Ruth Lefler, Bob Stevenson, Jim Pond, Carol Ann Sloat
2. Meeting Dates: May 19, 2020 at 4:00 PM, AGM September 15, 2020 at 7:00 PM
3. Additions to the Agenda: Work Bee concerns about alarm and extended hours, marked parking for Archives, inconvenience of North door vs South door, additional storage
4. Approval of previous minutes: moved by Carol Ann Sloat and seconded by Jean Montgomery
5. Treasurer's Report: Jean presented her report which is attached. Bob moved to accept, Diane seconded it and it was passed. Jean proposed that since the board wrote off \$4750.00 of debt for the past 2 years we as the Executive should, as a good will gesture, offer the board \$1500 and present it to Raf. A motion to do this was moved by Diane and seconded by Bob.
6. Boxes and supplies to order: We may need to order some boxes in June.
7. Progress at the Archives: We have had a very productive year. Three new volunteers have been recruited. They have been very valuable additions to our team. Brenda Blancher has provided us with a new computer which arrived on January 20, 2020. It is in the Archives and Val is working on arranging for IT to connect it to the board network. Our goal is to have all the existing boxes unpacked and dealt with by June. Since 2018 Bob has set up displays tailored to each community in all of the Norfolk and Haldimand Public Libraries. He said these displays were well received particularly in Delhi and Jarvis. In Brant a display was set up in the St. Paul's branch in Brantford. It was suggested that all displays for the coming year should remain for 2 months instead of only 1 month. Ruth and Lorna set up a

display for the Paris Fair in September. Janice has asked Sylvia Weaver for help in preparing a display for the Caledonia Fair this coming fall.

8. More volunteers and membership needed: Ideas were discussed which included a newsletter to advertise and promote memberships. To promote the Archives a slogan could be "Come and help us grow!" Janice will create an ad for the local newspapers. Ruth was asked to investigate putting an ad in newspapers for Brant. Jean will look into an announcement being made on the Simcoe radio station. Bob and Jim will see about an ad for the Port Dover Maple Leaf and the Simcoe Reformer and Janice will do the same for the Haldimand papers.
9. Community Outreach: It was suggested that a student from high school could be recruited to help create a Power Point presentation about the Archives. Perhaps a student from a communication class at BCI or PJ. Carol Ann will ask Brenda how we can find someone to work on that. Jim will establish a relationship with the county archives. Jean said maybe we can invite them to our AGM.
10. Insurance on Archives: We are currently insured through OSBE. The contract expires in 2021. Bob and Jim got a quote from OHS. It was presented to Kathryn Underwood and she did a comparison of coverage and cost. It showed that there were a few significant differences in coverage between OSBIE and OHS so these will have to be looked at more carefully prior to the policy expiration with OSBIE in 2021.
11. Additions:
 - a) Alarm and hours – board said we can't access the building outside of school hours
 - b) Marked parking for Archives – Carol Ann will ask about that
 - c) Inconvenience of North door vs South door – Carol Ann will ask about
 - d) Additional Storage – Can we utilize trailers for storage? -- Carol Ann will ask.

Adjournment – Ruth made a motion to adjourn



**SPECIAL EDUCATION ADVISORY COMMITTEE
Tuesday, February 11, 2020 – 1:30 p.m.
Boardroom**

Members: Kevin Greco (*Superintendent of Education*), Bill Chopp (*Trustee*), Jennifer Chapman, Mischa Dinsmore, Lauren Freeborn, Laura Bergeron (*ad hoc*), Christine Dragojloivch, Terri-Lynn Zakrzewski

Regrets: Patti Mitchell (*Parent, County of Brant*), Jill Esposto, Nil Woodcroft, Tara Buchanan, Shannon Mason (*Principal Lead: Special Education Staffing*), Teresa Westergaard-Hager

Resources: Carmen McDermid (*Student Achievement Lead: Special Education*)

Guests: Kathy Haong (*Pathways Student*)

1. Opening Prayer

Kevin led the opening prayer.

2. Welcome and Opening Comments

Kevin welcomed everyone to the meeting and a round of introductions were done.

3. Approval of Agenda

Motion: Lauren Freeborn

Approved: Mischa Dinsmore

THAT the SEAC approves the agenda of January 21, 2020.

Carried

4. Approval of the Minutes

Mischa Dinsmore, Lansdowne Children's Centre, requested a minor edit to the minutes as follows under 7.1:

“The board has also reached out to a number of boards who piloted this initiative in 2016.”

Motion: Mischa Dinsmore

Approved: Lauren Freeborn

THAT the SEAC approves the minutes of February 11, 2020 as amended.

Carried



5. Correspondence

5.1 Windsor-Essex Catholic District School Board

A letter was shared from the Windsor-Essex Catholic District School Board addressed to Stephen Lecce. It was proposed that we also write a letter from our committee. Bill Chopp proposed that we send a joint letter from the trustees and the SEAC committee. Bill would like to inquire if the e-learning is made mandatory, what parameters would they hold for students with special needs? The committee was asked to send any ideas to Terri-Lynn and Kevin will draft a letter.

6. Community Agency Updates

Lauren Freeborn – Service Planning Coordinator, Contact Brant

Lauren Freeborn reported that there is an FASD professional development event on February 28, 2020 with Dr. Louise Scott. The presentation is at the Best Western from 1:00 p.m. - 4:00 p.m. There are 100 spots available and the registration fee is \$25.

Jennifer Chapman - Child Welfare Supervision, The Children's Aid Society of HN

Jennifer Chapman reported that the Brant and Haldimand CAS agencies will be amalgamating. There are lots of unanswered questions as to the specifics. Jennifer's guest student Kathy shared information about her social work program (Bachelor of Social Work).

Mischa Dinsmore – Lansdowne

Staff who work with children registered for kindergarten for the 2020-21 school year are gathering information and preparing the "All About Me" forms that will be shared with school boards.

This year's Great Northern ride will take place on February 23, 2020 to February 29, 2020. Ninety snowmobilers will participate in a ride in Northern Quebec to raise funds for Lansdowne's non-funded programs such as Recreation and Every Kid Counts. These programs offer one on one support to allow children with special needs to have fun, participate in recreational activities, meet new friends, gain self-esteem and give parents some respite.

The date for the 16th annual Motorcycle ride is Saturday, May 9, 2020.

Christine Dragojlovich – Clinical Manager, Woodview Mental Health & Autism Services

Christine reported that the mental health walk in clinics are now 6 days a week. A Mental Health flyer was handed out. Drop in counselling is also available. Woodview's Harmony Square has many programs including homework help, drop in counselling and the SNAP Program is facilitated out of there. Food is also available for some of the programming and attached is the February flyer. Woodview's Elementary Day Treatment Class at James Hillier will be at capacity by May 2020. The Woodview's Adolescent Day Treatment Class at Pauline Johnson is in the process of accepting new students.



Bill Chopp – Trustee

Bill Chopp discussed the minutes from the Mohawk College Advisory Committee that both he and Carmen sit on as representatives of the Board. Mohawk is aware of the increased demand and ongoing struggles that boards are facing related to Educational Assistant shortages. Additionally, mock interviews occurred in early February for Mohawk College students enrolled in the Educational Support Program. BHNCDSB participated in those mock interviews as interviewees to support the learning/experiences of these students.

Mohawk College is also offering a new program – The Learning Disabilities Specialist Graduate Certificate Program. The focus is on students gaining specialized skills to support individuals of all ages with learning disabilities. The new program will launch in April 2020.

7. Reports

7.1 Student Achievement Leader: Special Education

Our ABA Leads in collaboration with community partners have had a very successful launch of the After-School Skills Development Program (ASSDP) in all two counties to date. Currently the program is up and running at St. Michael's School in Dunnville, Notre Dame School in Caledonia and at the St. Mary Catholic Learning Centre in Brantford. Parent feedback has been positive to date and students are enjoying and practicing appropriate social skills alongside of their peers. Future sessions will be starting in Norfolk in late February.

Carmen shared that the Entry to School Case Conferences will again take place in April with parents, agency partners, school and system personnel all in attendance. At these case conferences, parents will be provided an opportunity to share relevant information about their child to assist with the transitioning into school process. The BHNCDSB's Special Education Guide for Parents will be mailed to families in advance of these meetings so that parents will know what to expect in the meeting regarding such things as the purpose of the meeting, who will be in attendance and what information may be asked of them to share about their child. This has been a highly successful practice in the past as per positive parent feedback.

Grade 8 to 9 Identification Placement Review Committee (IPRC) meetings are happening in February and March for identified students enrolling in one of our high schools. The IPRC meetings are hosted at the assigned high school allowing for students and families to have the opportunity to visit the school and to meet members of the administration team, special education and guidance departments. The Special Education Department is also currently in the process of hosting secondary special class IPRC intakes for students requiring specialized placements. This essential process ensures student programming is collaborative, transparent and well thought out to best meet student needs as they transition into high school.

There are two unique opportunities offered to grade 8 students prior to them entering high school. 'Ready, Set, Go' is an opportunity for students to attend a non-credit, three-day, transition program at the high school. This program focuses on literacy/numeracy strategies, school orientation, organizational skills and study skills.



'REACH AHEAD' provides grade 8 students the opportunity to potentially acquire a grade 9 credit prior to entering secondary school. This is a four-week, credit bearing course which provides face to face instruction and attendance is mandatory.

Students interested in either of these opportunities should contact their school SERT for more information on how to register.

7.2 Superintendent of Education

Kevin reported that the after-school skills development classes are on the way. Reiterated the success that Carmen spoke about. He spoke to the process for SEAC minute-taking and vetting. Kevin asked if members are not in attendance, please feel free to send in a report in your absence. Minutes will be a summary of what was discussed; not necessarily verbatim. The policy committee has looked at a concussion policy. Kevin invited members to look at the policy on our website and provide feedback if they like. He discussed that brain injuries can directly affect learning and students may need specific plans.

Our board is currently recruiting Educational Assistants and looking at how to support them in remaining healthy and effective. As a board, we are looking at how to market, recruit, train and retain EA staff. The mental and physical health of all our staff is paramount to be effective for our students.

Kevin shared a good news story that he was presenting at an upcoming OASBO conference. Some of our students have the use of service dogs as an accommodation to access the curriculum. He will share the story of one grade 9 student who has a service dog for anxiety and other challenges. The dog assists her to stay in school and she is flourishing in grade 9. This presentation will be brought to the next meeting to share with the group.

Christine and Kevin will put together a draft letter to send to the Ministry regarding proposed changes to the education system and send it to the group to vet, then share with senior team and then to the trustees to consider for communication.

Kevin addressed the job action throughout the school board. He gave kudos to the staff for trying their best and being respectful. We are trying to support the students as best we can.

8. Closing Remarks/Adjournment

Kevin thanked everyone for coming today.

The meeting adjourned at 2:35 p.m.

Next meeting date, time, location: TBD

Minutes

Present:

GEDSB:

Rafal Wyszynski, Superintendent of Business & Treasurer - Director
James Richardson, Trustee- Director

BHNCDSB:

Scott Keys, Superintendent of Business & Treasurer - Director

CSC MonAvenir:

Mario Nantel, Director of Transportation – President

STSBHN Recording Secretary

Philip Kuckyt, Manager of STSBHN – Secretary & Treasurer
Kathryn Underwood, Executive Assistant to the Superintendent of Business GEDSB

Regrets:

Brenda Blancher, GEDSB Director of Education, – Director
Mark Watson, BHNCDSB Trustee – Director
Mike McDonald – BHNCDSB Director of Education – Director
Andre Blais, directeur de l'éducation CSC MonAvenir – Director
Dereck Chin, Chief of Business CSC MonAvenir – Director

Recorder: Kathryn Underwood, Recording Secretary

A – 1 Opening

(a) Roll Call

The meeting was called to order at 9:00 a.m.

(b) Agenda Additions/Deletions/Approval

Moved by: S Keys

Seconded by: M Nantel

“That the STSBHN Board of Directors approve the agenda of February 25, 2020 as circulated.”

Carried.

- (c) **Declaration of Conflict of Interest**
None.

B – 1 AGM and Election of Officers

(a) **Appointment of STSBHN Officers**

P Kuckyt advised that as per the corporation's by-laws, the elections of the STSBHN Officers are needed for the position of President, Secretary and Treasurer and called for nominations for 2019.

Moved by: S Keys

Seconded by: R Wyszynski

"That the Elections for Officers for 2020 be as follows:

Mario Nantel, Superintendent of Business and Treasurer BHNCDSD - President

Philip Kuckyt, Manager of Transportation, STSBHN-Secretary/Treasurer

Kathryn Underwood, GEDSB Executive Assistant to the Superintendent of Business - Recording Secretary"

Carried.

(b) **Appointment of the 2019-20 Auditors**

P Kuckyt provided a historical overview of the assignment of auditor, the rationale for the selection and the cost implications.

In response to a question, P Kuckyt clarified that the fees for the audited services are included as part of the GEDSB audited services.

Moved by: R Wyszynski

Seconded by: S Keys

"That Millard, Rouse and Rosebrugh be selected to audit the 2019-20 Financial Statements."

Carried.

(c) **2018-19 Financial Statement**

P Kuckyt reviewed the 2019-20 Financial Year End Analysis, ending August 31, 2019. P Kuckyt reported that the analysis is not a separately audited financial statement but indicated that the financial statements are audited as part of process for GEDSB and BHNCDSD annual audit process.

P Kuckyt suggested to change the timing of the AGM to October from February, to better align the fiscal year end and accept the financial statements as part of the AGM. The committee agreed to keep the AGM at its current time and that the financial statement would continue to be presented at the AGM in February and the financial statements would be accepted as information if no changes to the statements occur.

Moved by: M Nantel
Seconded by: R Wyszynski
"The STSBHN Board of Directors accept the minutes as presented."
Carried.

C – 1 Approval and Signing of Minutes

(a) Minutes of October 29, 2019

Moved by: R Wyszynski
Seconded by: J Richardson
"That the minutes of October 29, 2019 be approved as distributed."
Carried.

(b) Minutes of January 28, 2020

Moved by: R Wyszynski
Seconded by: S Keys
"That the minutes of January 28, 2020 be approved as distributed."
Carried.

D – 1 In Camera-Legal Matter

(a) Legal Matters

Moved by: S Keys
Seconded by: R Wyszynski
"That the STSBHN Board of Directors move into In-Camera Session to discuss a Legal Matter at 9:12 a.m."
Carried.

(b) Welcome to Open Session

The Public Session was called to order by President, M Nantel at 9:14 a.m.

E – 1 Business Arising from Previous Meeting

(a) Policy and Procedures Approval: Comments 034-038
P Kuckyt highlighted the proposed changes and directed the committee to the summary page.

Requested on policy and procedure 034, to change are to is.

Moved by: S Keys
Seconded by: R Wyszynski
"That procedures 034-038 be approved as amended."
Carried.

F – 1 Standing Business

(a) KPI's

P Kuckyt highlighted the significant changes in the areas of Financial, Service Performance, Safety, General Ridership and Communication.

Financial-no significant changes

Service Performance-no significant changes. P Kuckyt reported that these figures do not include the number of route cancellations due to job action board cancellations.

Safety-no significant changes. In response to question on whether or not drivers are trained on how to deal with seizures, P Kuckyt reported the procedure outlines the requirements and when rider aids are needed.

General Ridership-No significant changes

Communication-No significant changes. P Kuckyt reported the 100% of schools have now received a face-to-face meetings with STSBHN staff and moving forward the department will be striving to prioritize completion of these meetings in the first 3 months of the school year.

(a) Goals and Objectives-Update and Review

P Kuckyt highlighted the progress to date to meet the short, medium and long-term goals and objectives.

Short Term-Active School Travel Grant-WinterActive Walk to School Day was held on February 5th and was a success. P Kuckyt suggested that the goal relating to student tracking technology be moved to medium term goals while STSBHN focuses its efforts in the coming school year on the implementation of new technology included in the recent procurement process.

Medium Term-no significant changes. P Kuckyt suggested that the expansion of the patroller program be moved to short term goals as Norfolk and Haldimand OPP have approved supporting the program. An email to principals in the two counties has been sent and P Kuckyt is currently gaging interest from the schools.

Long Term-P Kuckyt reported that the Ministry of Education is undertaking the review of transportation consortium. The review has three phases: the first phase is reviewing the funding formula for transportation services, the second phases is reviewing the operations and setup of consortia and the third phase is reviewing how transportation services are procured . P Kuckyt noted that there may be some best practices that come out of the review and any that would benefit STSBHN will be brought forward once the review is complete and the report is made public.

It was suggested that Goals and Objectives be changed to a word document to allow for the full view of the report.

(b) 2019-20 Financial Statement

P Kuckyt highlighted the Financial Statement ending January 31, 2020.

It was reported that an additional column will be included moving forward which will include the forecasted final position for each budgeted item.

R Wyszynski indicated that as part of the strike savings, STSBHN, through its member boards, will need to return to the Ministry any transportation savings. It was also noted, that any additional costs that have been incurred as a result of the strike, can be put against any savings, including staff's time.

M Nantel, indicated that if there is an inclement weather day on a strike day, we will not need to return the funds as the savings would be from an operational event, not due to labour disruption.

G – 1 New Business

(a) Policy and Procedure Review: 039-043

The committee received the Policy and Procedure 039-043 as information only.

The committee agreed to provide feedback on the draft policies and procedures 039-043 to P. Kuckyt on or before May 8, 2020.

(b) Request for Proposals for Home to School Services

P Kuckyt highlighted the outcome of the recent procurement and the communications that have taken place with the successful vendors and that all contracts have been fully executed at this time. He further reported that the current service provider who was not successful was notified and is working closely with the new vendor entering the district to minimize any service disruptions which may have otherwise been experienced.

P Kuckyt noted the importance of keeping as many of the current drivers and smoothly transitioning them to the new operator to mitigate any issues for the end of the current school year and for September 2020.

Staff are looking into which camera systems will be implemented on the buses for September 1, 2020.

H – 1 Adjournment

Moved by: S Keys

Seconded by: R Wyszynski

"That the February 25, 2020 STSBHN Board of Directors meeting be adjourned at 9:44 a.m."

Carried.

Future Meeting Dates, All Meetings, Ed Centre, Norfolk Room:

- Tuesday May 26, 2020, 1:00 p.m. (Please note time change of this meeting)

Draft



BRANT HALDIMAND NORFOLK Catholic District School Board

Minutes

Catholic Education Centre
322 Fairview Drive
Brantford, ON N3T 5M8

Policy Committee Meeting Monday, March 9, 2020 ♦ 6:00 p.m. Boardroom

Members: **Trustees:** Dan Dignard (Chair), Cliff Casey, Bill Chopp, Carol Luciani, Rick Petrella, Mark Watson

Senior Administration: Mike McDonald (Director of Education & Secretary), Scott Keys (Superintendent of Business & Treasurer), Lorrie Temple (Superintendents of Education)

Absent: Rob De Rubeis, Kevin Greco

1. Opening Business

1.1 Opening Prayer

The meeting was opened with prayer led by Chair Dignard.

1.2 Attendance

Trustee Watson attended via teleconference.

1.3 Approval of the Agenda

Moved by: Carol Luciani

Seconded by: Rick Petrella

THAT the Policy Committee of the Brant Haldimand Norfolk Catholic District School Board approves the agenda of March 9, 2020 meeting.

Carried

1.4 Approval of Minutes from the Policy Committee Meeting – February 10, 2020

Moved by: Carol Luciani

Seconded by: Bill Chopp

THAT the Policy Committee of the Brant Haldimand Norfolk Catholic District School Board approves the minutes of the February 10, meeting.

Carried

1.5 Business Arising from the Minutes – Nil

2. Committee and Staff Reports

2.1 Catholic Family Life Program Policy 200.03

Superintendent Temple provided a background of the Family Life Curriculum. A summary of the recent changes in the curriculum was presented including concussion education and a review of the four strands: Social Emotional Learning Skills, Active Living, Movement Competence and Healthy Living. Information will be shared with families through letters before all units of study in the program. It was highlighted that parents are recognized as the primary educators of their children in all areas of faith and morals.

Moved by: Rick Petrella

Seconded by: Bill Chopp

THAT the Policy Committee recommends that the Catholic Family Life Program Policy be vetted for stakeholder input during the public consultation period.

Carried



2.2 Policy Renewal Schedule

Director McDonald outlined the Policy Renewal Process. The renewal process will operate on a four year cycle and includes a feedback process where all stakeholders will have an opportunity to provide input. A chart outlining a schedule of policies to be reviewed was shared. Senior Administration members have been assigned a portfolio of policies. The Policy Committee reserves the right to bring forward a policy from the schedule for review.

Moved by: Mark Watson

Seconded: Carol Luciani

THAT the Policy Committee recommends that the Committee of the Whole refer the Policy Renewal Schedule Report to the Brant Haldimand Norfolk Catholic District School Board for receipt.

Carried

3. Discussion Items

3.1 Pandemic Policy

Director McDonald reviewed the Pandemic Preparedness and Response Plan. A three-level approach to pandemic planning has been taken based on the World Health Organization's (WHO) phased approach. The plan includes an outline of cleaning standards and a summary of the role of the Pandemic Committee. The Chair of the Board, Director of Education and Manager of Communications will speak on behalf of the Board during a pandemic. It was noted that the Board would be under the guidance of the Medical Officer of Health and that any decisions to escalate operational procedures will be brought to the Board.

4. Trustee Inquiries

Trustee Chopp inquired as to the Community Use of Schools Policy would be brought forward. Superintendent Keys advised the policy is scheduled for review at the April Policy Committee meeting.

5. Adjournment

Moved by: Rick Petrella

Seconded by: Bill Chopp

THAT the Policy Committee of the Brant Haldimand Norfolk Catholic District School Board adjourns the March 9, 2020 meeting.

Carried

**REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC
DISTRICT SCHOOL BOARD**

Prepared by: Lorrie Temple, Superintendent of Education
Presented to: Board of Trustees
Submitted on: May 21, 2020
Submitted by: Mike McDonald, Director of Education & Secretary

FRENCH IMMERSION PROGRAM POLICY

Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board offers a vibrant French Immersion Program for students across the District. In order to sustain the outstanding program and offer guidelines and supports in operationalizing it, we reviewed the policy and accompanying Administrative Procedures to outline the program, admission requirements, support procedures, withdrawal procedures, promotion of program and transportation.

Over the past few years, we have been faced with a challenge of finding enough French qualified teachers to teach and instruct our French Immersion and our Core French Programs. We have planned a recruitment strategy for French qualified teachers as well as looked at responsible measures needed for sustaining our quality French programming.

INFORMATION GATHERING and RECOMMENDATION:

A small team has been consistently meeting throughout the fall to discuss the staffing concern regarding French teachers facing our District and spent time brainstorming ways to approach meeting the French staffing needs our French programming presents. We researched past trends and projections for enrollment, staffing qualifications, staffing needs for the next few years as well as what other Boards were doing to face this challenge.

Our recommendation for this upcoming school year was to introduce a cap in our Kindergarten French Immersion programming as well as update the French Immersion policy to include all aspects of the French Immersion program including support pieces for French Immersion.

We will also continue actively recruiting, working with Teacher Colleges and other partnerships, to leverage opportunities to share our Board's French programs and entice/recruit French teachers to apply to Brant Haldimand Norfolk Catholic District School Board.

RECOMMENDATION:

THAT the Brant Haldimand Norfolk Catholic District School Board approves the revised French Immersion Program Policy 400.01.



French Immersion Program

200.30

Adopted:	January 27, 2009
Last Reviewed/Revised:	June 24, 2014; April 24, 2018; December 18, 2019
Responsibility:	Superintendent of Education
Next Scheduled Review:	TBD

POLICY STATEMENT:

It is the policy of the Brant Haldimand Norfolk Catholic District School Board (the Board) to offer French Immersion (FI) programs where feasible throughout its jurisdiction. It is the policy of the Board that a FI program, in which students receive quality instruction in the French language, is consistent with the philosophy and expectations outlined in the Ontario Curriculum. Specifically, the program is intended to:

- Increase student confidence, proficiency, and achievement in French as a Second Language (FSL).
- Be available for all students.
- Increase the percentage of students studying FSL until graduation.
- Develop and refine students' ability to communicate (understand, speak, read, and write) with confidence in the French language.
- Help students understand and appreciate Canada's francophone heritage and the French culture and language throughout the world.

It is the policy of the Board that the following administrative procedures addressing program elements, structure, admission requirements, support procedures for students who are struggling, procedures to withdraw from the program, promotional strategies, and transportation, be followed.

The Board believes that programs in our schools are guided by Ontario Catholic School Graduate Expectations and are aligned by the tenets of the Catholic faith. Specifically, the FI program assists our students to be light for the world (Matthew 5:13) through effective communication in both official languages, being responsible citizens and collaborative contributors.

APPLICATION AND SCOPE:

"The Government of Canada considers linguistic duality not only as a basis of Canadian identity, but also an essential tool for ensuring Canadians' openness to the world. Through second-language education, the Government offers young Canadians a boost toward wider professional horizons and a key to the international stage."¹

The French Immersion program is an optional, alternative second language program for English-speaking children that offers students the opportunity to learn French through other subject areas and to enhance their knowledge of the French language and culture in an immersive program.

The following principles are enduring and overarching statements that are intended to foster a common understanding of the importance of French as a Second Language.

- FSL programs are for all students.
- Teaching and learning French, as one of Canada's two official languages, is recognized and valued as an integral component of Ontario's education system.
- FSL education serves as a bridge between languages and cultures.
- Learning FSL strengthens literacy skills as well as cognitive and metacognitive development.
- Learning FSL is a lifelong journey.

¹ <http://www.edu.gov.on.ca/eng/amenagement/frameworkFLS.pdf> Pg.8



REFERENCES:

- [The Ontario Curriculum: French as a Second Language 2013 \(Core French Grades 4-8; Extended French Grades 4-8, French Immersion Grades 1-8\)](#)
- [A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12 \(2013\)](#)
- [Learning for All-A guide for Effective Assessment and Instruction for all students, Kindergarten to Grade 12](#)
- [Growing Success, Assessment, Evaluation, and Reporting in Ontario Schools](#)
- [Including Students with Special Needs in FSL Programs \(2015\)](#)
- [Including English Language Learners in FSL Programs \(2016\)](#)
- [Courtesy Transportation – Student Transportation Services Policy # 017](#)
- [400.19 Transportation of Students Policy](#)

APPENDICES:

- APPENDIX A – French Immersion (FI) Program and Language of Instruction
- APPENDIX B – French Immersion (FI) Program Locations and Grades
- APPENDIX C – French Immersion (FI) Registration and Admission Information
- APPENDIX D – Learning for All in the French Immersion (FI) Program
- APPENDIX E – Support Strategies for Student Achievement in the French Immersion (FI) Program

FORMS:

- FORM F – Student Achievement Support Plan for the French Immersion (FI) Program
- FORM G – Request for French Immersion (FI) Withdrawal Form

DEFINITIONS: N/A

ADMINISTRATIVE PROCEDURES:

1.0 Program Elements and Structure

- 1.1 The French Immersion (FI) program is an optional program offered to students in Year 1 Kindergarten to Grade 8. Subject to admission requirements and availability, any parent/guardian who desires his/her child to study in French may enroll his/her child in the FI program.
- 1.2 The Primary French Immersion program (APPENDICES A and B):
- 1.2.1 Within the Kindergarten Program students engage in inquiry and play-based learning in both English and French. Literacy and Numeracy instruction in French are integrated throughout the day. Students will receive a minimum of 50% of French language instruction.
 - 1.2.2 In the Primary FI Program, students in Grades 1-3 will receive 55% of their day in French instruction and 45% of their day in English instruction. Subjects taught in French include French Literacy, Social Studies, Science, The Arts, Physical Education and Health. Subjects taught in English include English Language Arts, Math, and Religion and Family Life.
- 1.3 The Junior French Immersion program:
- 1.3.1 In Grades 4-6, students will receive 51% of French instruction and 49% of English instruction. Subjects taught in French include French Literacy, Social Studies, Science, The Arts, Physical Education and Health. Subjects taught in English include English Language Arts, Math, and Religion and Family Life.
- 1.4 The Intermediate French Immersion program:
- 1.4.1 In Grades 7-8, students will receive 51% of French instruction and 49% of English instruction. Subjects taught in French include French Literacy, Geography History, Science, The Arts, Physical Education and Health. Subjects taught in English include English Language Arts, Math, and Religion and Family Life.



2.0 Registration and Admission Information (APPENDIX C)

- 2.1 A student may be granted admission into the FI program at any time during their Kindergarten year considering space availability. Pre-registration for the program is in January, prior to the start of the next school calendar year.
- 2.2 Students may be admitted into the Grade One FI program without having attended the Kindergarten FI program, at the discretion of the principal. The principal is encouraged to hold a parent(s)/guardian(s) conference to ensure that the student has demonstrated good oral and literacy skills in the regular Kindergarten program.
- 2.3 Admission into the French Immersion program in Grade 1 shall be considered after:
- 2.3.1 A conference with parent(s)/guardian(s) by the principal and the French Consultant.
 - 2.3.2 Review of the two most recent report cards.
 - 2.3.3 Successful completion of an informal test and interview with the student by an identified FI program teacher in both English and French.
 - 2.3.4 Consideration of class size and space availability.
- 2.4 All students admitted into the FI program, after the Senior Kindergarten (SK) year shall be subject to a review by the classroom teacher, principal, parent(s)/guardian(s), and students after his/her first term in French Immersion to monitor and assess their progress and determine next steps to support their learning.
- 2.5 Students who request admission, whose first language is French, may be directed to consider one of the French Language schools. French first-language students may be admitted to the FI program if the considerations noted in 2.2 have been met, as appropriate.

3.0 Planning Strategies for Student Achievement in FSL

French Immersion is an optional French as a Second Language (FSL) program available to all students. It is important that we provide planning strategies for student achievement within the FI Program in order to communicate with parent(s)/guardian(s), teachers, principals, and the school support team about various strengths, and perceived challenges and concerns about individual students. Please refer to the following documents for support.

- APPENDIX D – Learning for All in the French Immersion (FI) Program
- APPENDIX E – Support Strategies for Student Achievement in the French Immersion (FI) Program
- FORM F – Student Achievement Support Plan for the French Immersion (FI) Program

4.0 Request for French Immersion (FI) Withdrawal Form (FORM G)

Where the needs of a student may be best served by withdrawal from the FI program, such withdrawal may take place after following the implementation of Student Achievement Support Plan for the French Immersion (FI) Program (FORM F) that includes reasonable intervention strategies by school staff such as program modifications, tutoring, and/or assistance from the Special Education Resource Teacher and, after review of ongoing assessments.

Conferences with parent(s)/guardian(s) to discuss progress, options and future implications shall be conducted prior to final placement decisions. Notwithstanding the above, any parent(s)/guardian(s) has/have the right to withdraw his/her child from the program at any time and to have him/her return to their home school. When a decision has been made to withdraw a child from the FI program, the parent/guardian must put in writing their intention to do so, and the Principal will complete the Board Request for French Immersion (FI) Withdrawal Form (FORM G) to ensure that appropriate supports are in place for the transition.



5.0 Promotion of the Program

Each year in January, a package of material about the FI program is sent to all Catholic Elementary Schools in the Board. Materials are provided to each child in Junior Kindergarten for their parent(s)/guardian(s). Advertisements are placed in various media within the Board in January/February to announce registration. The location of FI sites are identified on the Board website.

6.0 Transportation

Transportation will be provided for students meeting the Board's eligibility requirements as per the [Transportation of Students Policy 400.19](#). Courtesy transportation to a French Immersion site may be provided to siblings, not enrolled in the FI Program, if all the conditions of [Courtesy Transportation, as detailed in Student Transportation Services Policy #017](#) are met. Courtesy transportation is not guaranteed and is reviewed annually.



FRENCH IMMERSION (FI) PROGRAM

AND LANGUAGE OF INSTRUCTION

The French Immersion (FI) program is an optional, alternative second language program for English-speaking children that offers students the opportunity to learn French through other subject areas and to enhance their knowledge of the French language and culture in an immersive program.

Within the Elementary French Immersion (FI) Program, French must be the language of instruction for a minimum of 50 per cent of the total instruction time at every grade level and provide a minimum of 3800 hours of instruction in French by the end of Grade 8. The Brant Haldimand Norfolk Catholic District School Board, FI students are taught Mathematics in English in Grades 1-8 and are exposed to French and English Language Arts instruction starting in Grade 1. Students enrolled in the FI Program in Grades 1 through 3, receive 55% of daily instruction in French and 45% of daily instruction in English. Students in Grades 4 through 8 receive 51% of daily instruction in French and 49% of daily instruction in English.

Grade	Program Delivery of the Elementary French Immersion Program	
Kindergarten	Students engage in inquiry and play-based learning in both English and French. Literacy and Numeracy instruction in French are integrated across the four frames of the Kindergarten Program.	
	Subjects in which French is the language of instruction	Subjects in which English is the language of instruction
Grades 1 to 6	<ul style="list-style-type: none"> • French • Social Studies • Science and Technology • Health and Physical Education • Drama and Dance • Visual Arts • Music 	<ul style="list-style-type: none"> • Religious Education and Family Life • English Language Arts • Mathematics
Grades 7 to 8	<ul style="list-style-type: none"> • French • History • Geography • Science and Technology • Health and Physical Education • Drama and Dance • Visual Arts • Music 	<ul style="list-style-type: none"> • Religious Education and Family Life • English Language Arts • Mathematics



FRENCH IMMERSION (FI) PROGRAM

LOCATIONS AND GRADES

JEAN VANIER CATHOLIC ELEMENTARY SCHOOL

120 Ninth Avenue, Brantford, ON N3S 1E7 519-753-5283

ST LEO CATHOLIC ELEMENTARY SCHOOL

233 Memorial Drive, Brantford, ON N3R 5T2 519-759-3314

SACRED HEART CATHOLIC ELEMENTARY SCHOOL

180 Grandville Circle, Paris, ON N3L 0A9 519-442-4443

ST JOSEPH'S CATHOLIC ELEMENTARY SCHOOL

34 Potts Road, Simcoe, ON N3Y 2S8 519-426-0820

NOTRE DAME CATHOLIC ELEMENTARY SCHOOL

35 Braemar Avenue, Caledonia, ON N3W 2M5 905-765-0649

School	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Jean Vanier, Brantford	K – 8						
St. Leo, Brantford	K – 5	K - 6	K – 7	K – 8			
Sacred Heart, Paris	K – 4	K – 5	K – 6	K – 7	K – 8		
St. Joseph's, Simcoe	K – 4	K – 5	K – 6	K – 7	K – 8		
Notre Dame, Caledonia	K – 2	K – 3	K – 4	K – 5	K – 6	K – 7	K – 8



FRENCH IMMERSION (FI) PROGRAM

REGISTRATION AND ADMISSION INFORMATION

Admission Information:

- The French Immersion (FI) program is open to all students entering Kindergarten.
- A cap for Kindergarten is in effect for FI at all sites effective September 2020. There will be limited spots available for students entering the program.
- Parent(s)/guardian(s) must register their child for French Immersion within the registration period as defined annually by the Board.
- Students who currently have siblings in the program are guaranteed a spot. Registration: however, is still required as placements, moving forward will be awarded to families rather than individual children. Students who have an older sibling in the FI program **MUST STILL REGISTER** online before registration closes to be guaranteed a spot.
- Placements in the FI program will be offered through a first come, first served basis.
- Parent(s)/guardian(s) of students who were not offered a spot in the FI program will be provided with information on the Wait List process and will be directed to register at their home school.
- As part of the capping process, parent(s)/guardian(s) will be notified, confirming their registration has been received in the Spring.
- Parent(s)/guardian(s) will be informed, by each school, whether their child is in the FI program as soon as registrations are completed.
- When offered a placement, parent(s)/guardian(s) must take action to accept the placement by going into the school to register with the school secretary by the date provided.

Wait List:

- Students who wish to enter the FI program, but did not register by the registration deadline, will be placed on the Wait List in the order that registration is received.
- Students who made the deadline, but were not selected within the process, will be placed on the Wait List in the order given by the process.
- The wait list ends on the first week of the calendar school year.

Wait List Timelines

- Once September enrolment data is collected and verified, the Wait Lists will be reviewed, and parent(s)/guardian(s) will be notified whether their child can be offered acceptance in the FI program by Mid-September of the calendar school year.

NOTE: Caps will be established each year prior to Kindergarten registration for all FI programs.



LEARNING FOR ALL IN THE FRENCH IMMERSION (FI) PROGRAM

KEY MESSAGES IN THE FRENCH IMMERSION (FI) PROGRAM

- ❖ Early interventions and parent/guardian communication are crucial in supporting student achievement.
- ❖ Having the mindset that students learn at different rates and in different ways, educators can adjust activities to meet individual learner needs. If students are struggling with Math or having difficulty with learning to read or write in English, educators would not encourage them to leave the FI program. Educators will try as many interventions as possible to find a method of teaching that helped that individual child to meet with success. Educators will work collectively to support students that are struggling in their learning journey within the FI classroom.
- ❖ Home support is essential to reinforce Literacy and Numeracy skills. Home support in English is extremely beneficial since many learning strategies are the same despite the language.
- ❖ The responsibility of finding appropriate strategies and interventions to assist with student achievement sometimes requires the collaboration and involvement of the school staff, the parent(s)/guardian(s), the support team at the board level, and at times even community agencies.
- ❖ The parent/guardian has the right to request that their child be removed from the FI program. In this case, the parent/guardian would fill out and sign the Request for FI Program Withdrawal Form (FORM G). It is recommended that the educational staff are given early notice when a parent/guardian is considering removing a child from the FI program due to concerns/challenges and for support strategies and interventions to be implemented, monitored, and assessed prior to switching to an English program.
- ❖ It is important that a supportive transition plan is in place and documented on the Request for FI Program Withdrawal Form (Form G) when a child leaves the FI program.
- ❖ When communicating with parent(s)/guardian(s), it is important to share all the strategies and interventions that are being implemented at school in order to support the child, share what activities would benefit the child at home, and be consistent with open communication about how the child is progressing.
- ❖ It is very important to document parent/guardian communication about student success and student concerns. Positive partnerships and communications are essential in working collaboratively for student achievement.
- ❖ In some rare instances, after numerous strategies, interventions, and additional supports have been implemented and the child is still not making gains, the parent(s)/guardian(s) and the school staff should discuss whether or not a move from the FI program to the English program would best meet the needs of the child.
- ❖ If the child does not live within the boundary of the French Immersion site that they are leaving, the child will attend the school that is within his/her home school boundary. If the parent(s)/guardian(s) would like the child to remain at the same school, an Out of Boundary request form with need to be filled out. Decisions are often based on class sizes and available room.



SUPPORT STRATEGIES FOR

STUDENT ACHIEVEMENT IN THE FRENCH IMMERSION (FI) PROGRAM

The purpose of this form is to provide information on support strategies for student achievement in the French Immersion (FI) Program in order to communicate with parent(s)/guardian(s), teachers, principals, and the school support team about various strengths and perceived needs and concerns about an individual student. This form will provide important information to assist with early intervention and implementation of support strategies.

Strategies to Support Student Achievement in the French Immersion (FI) Program:

1. Through early observations, diagnostics, and/or student performance during class activities, the teacher has concerns that the student is struggling academically, emotionally, and/or socially. The teacher completes pages 1 and 2 (**section 1**) of the *Student Achievement Support Plan for the French Immersion (FI) Program* (FORM F).
2. Teacher brings the *Student Achievement Support Plan for the French Immersion (FI) Program* (FORM F) to the Principal and reaches out to the Special Education resource teacher, colleagues, and the French consultant to collaborate and discuss additional next steps and intervention strategies to support the student. These strategies will be documented on the *Student Achievement Support Plan for the French Immersion (FI) Program* (FORM F) (**section 2**) to be shared with the parent(s)/guardian(s).
3. Immediately following the in-school team meeting, the student's parent(s)/guardian(s) will be contacted to book a meeting to discuss the child's strengths, needs, and next steps that will provide support. The face-to-face meeting that takes place should be between the teacher and the parent(s)/guardian(s). In most situations, the Principal, Special Education teacher, and/or the French Consultant may be invited to be a part of the meeting. The parent(s)/guardian(s) will complete **section 3** of the *Student Achievement Support Plan for the French Immersion (FI) Program* (FORM F).
4. During the face-to-face meeting, the information from the *Student Achievement Support Plan for the French Immersion (FI) Program* (FORM F) will be shared with everyone to ensure understanding and agreement with the intervention plan and next steps to take in order to promote the student's achievement in the French Immersion (FI) program. The goals and activities will be measurable and are to be implemented quickly and consistently and student progress will be monitored. **Section 4** of the *Student Achievement Support Plan for the French Immersion (FI) Program* (FORM F) will be completed and signed by the classroom teacher, the parent(s)/guardian(s), and the Principal.
5. A secondary meeting will be convened to follow up and reassess student progress to determine if alternative/additional strategies are required.



STUDENT ACHIEVEMENT SUPPORT PLAN

FOR THE FRENCH IMMERSION (FI) PROGRAM

The purpose of this form is to provide information about a student of concern within the French Immersion (FI) Program in order to communicate with parent(s)/guardian(s), teachers, and the school support team about various strengths and perceived challenges and concerns about an individual student. This form will provide important information to assist with early intervention and implementation of support strategies.

Student Name:		Elementary School:	
Date of Birth:		Grade:	
Age:		Teacher:	
Date of Referral:		Principal:	

Support Plan Checklist for the French Immersion (FI) Program:

SECTION 1: COMPLETED BY THE CLASSROOM TEACHER	
The student demonstrates the following strengths:	Areas of need that have been documented and observed in the following areas:
<input type="checkbox"/> Attends regularly <input type="checkbox"/> Pays attention in class <input type="checkbox"/> Excels at hands-on activities <input type="checkbox"/> Interacts positively with peers/staff <input type="checkbox"/> Respects property of others <input type="checkbox"/> Participates positively in class <input type="checkbox"/> Asks questions when needs help <input type="checkbox"/> Takes part in extra-curricular activities (sports/music) <input type="checkbox"/> Is an auditory learner <input type="checkbox"/> Is a kinesthetic learner <input type="checkbox"/> Is a visual learner <input type="checkbox"/> An additional language Favourite Activity: _____ Special Interest/ Additional Strengths: _____ _____	<input type="checkbox"/> Classroom communication and listening skills <input type="checkbox"/> Individual/Independent work <input type="checkbox"/> Work samples <input type="checkbox"/> GB + Reading Assessment (French) _____ <input type="checkbox"/> Developmental Reading Assessment (DRA) _____ <input type="checkbox"/> Math Diagnostics <input type="checkbox"/> Teacher anecdotal notes/observations <input type="checkbox"/> System and/or Outside Agency Reports

SECTION 1: COMPLETED BY THE CLASSROOM TEACHER	
Potential barriers to student achievement and growth:	Classroom strategies/supports in place:
<input type="checkbox"/> Performs at level one or below grade expectations <input type="checkbox"/> Frequent absences or late arrivals to school <input type="checkbox"/> Lack of Literacy foundational skills <input type="checkbox"/> Lack of Numeracy foundational skills <input type="checkbox"/> Lack of confidence/independence/maturity <input type="checkbox"/> Tendency to be withdrawn (disengaged) <input type="checkbox"/> Appears to be unable to follow along in class <input type="checkbox"/> Seldom accepts responsibility for own actions <input type="checkbox"/> Becomes very discouraged and stops trying <input type="checkbox"/> Requires teacher to translate instructions in English <input type="checkbox"/> Finds transitions difficult from one task to another <input type="checkbox"/> Refuses to speak in French <input type="checkbox"/> Disruptive behaviour <input type="checkbox"/> Easily distracted/short attention span <input type="checkbox"/> Other: <hr/> <hr/> <hr/>	<input type="checkbox"/> Preferential seating <input type="checkbox"/> Visual schedule <input type="checkbox"/> Use of agenda or communication log <input type="checkbox"/> Ongoing parental contact <input type="checkbox"/> Work sample checks <input type="checkbox"/> Provide exemplars/samples/rubrics <input type="checkbox"/> 'Chunk' skills or instructions into smaller steps <input type="checkbox"/> Provide praise, encouragement and positive reinforcement <input type="checkbox"/> Provide choice of differentiated activities <input type="checkbox"/> Buddy/peer mentor <input type="checkbox"/> Behaviour incentives <input type="checkbox"/> Other: <hr/> <hr/> <hr/>

SECTION 1: COMPLETED BY THE CLASSROOM TEACHER
Teacher Observations and areas of concern:
Reason for Referral (Please check all that apply):
<input type="checkbox"/> Academic <input type="checkbox"/> Behavioural <input type="checkbox"/> Emotional/Social
Please describe the specific concerns prompting this referral:
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

SUPPORT STRATEGIES AND REFERENCE SHEET FOR ACTION PLAN		
Environmental Strategies	Instructional Strategies	Assessment Strategies
<ul style="list-style-type: none"> • Alternative workspace • Strategic sitting • Proximity to teacher • Study carrel • Minimize background noise • Quiet setting • Use of headphones • Special lighting • Adjust volume of voice • Reduce visual clutter 	<ul style="list-style-type: none"> • Use of visuals and manipulatives for multi-sensory instruction • Repetition and rephrasing • Allow extra time for processing • Use of alternative resources at different levels of complexity • Provide words walls, visual dictionaries, buddy-system • Differentiated tasks • Choice activities • Movement Breaks • Explicitly teach and prompt students to use active listening, speaking, reading, and writing strategies • Use of technology • Build on students interests and abilities • Allow photocopied notes • Chunk tasks • Provide multiple opportunities for students to practice using verbal rehearsal, mnemonic devices, and graphic organizers <p>For support strategies for specific needs, please refer to the following resources:</p> <ul style="list-style-type: none"> ✓ Soutenir les lecteurs en langue seconde (Renée Bourgoin) ✓ Languages for All (Katy Arnett) ✓ Access for Success (Arnett and Bourgoin) ✓ Class Act Kit in French/English ✓ Strong Start Program ✓ Supporting Minds 	<ul style="list-style-type: none"> • Allow students to paraphrase instructions • Offer clear success criteria and sample of expectations • Allow additional time • More frequent breaks • Alternative setting • Allow for personal goal setting • Reduction in the number of tasks to assess a concept • Prompts to return the student's attention • Offer alternative options to demonstrate knowledge • Large-size font • Colour cues • Oral responses
Increase Engagement		Reduce anxiety
<ul style="list-style-type: none"> • Establish routines • Offer positive reinforcement • Use special signal to get attention (Song, rhyme, gesture) • Choose topics of interest of students when possible • Provide choice in activities • Allow for movement during activities • Use real-life experiences as learning opportunities 		<ul style="list-style-type: none"> • Use a visual schedule • Inform students in advance of change of routine • Model and provide time for brief relaxation exercises • Allow students to rehearse answers prior to calling on them • Create a safe, inclusive, and equitable learning environment • Allow time and activities that build positive interactions between peers • Encourage risk taking and value mistakes as learning opportunities for all. • Teach appropriate problem-solving skills • Help students organize their notes • Help students set practical timelines to balance their workload

SECTION 2: COMPLETED WITH COLLABORATION BETWEEN SCHOOL SUPPORT TEAM MEMBERS
(Could include school principal, current teacher(s), previous teacher, SERT, EA, ECE, FSL Consultant)

Action Plan – Supports and interventions recommended for next steps:
(Please state specific environmental, instructional, and assessment strategies that will be implemented to support the student).

First Area of Concern:

Support Plan:

Second Area of Concern:

Support Plan:

Support team comments and next steps:

Teacher Signature: _____

Principal Signature: _____

School Team Member Signature: _____

Review Date: _____

SECTION 3: COMPLETED BY TEACHER AND PARENT
Parent meeting to share and discuss concerns and support plan.
Date: _____
Parent Comments: _____ _____ _____ _____ _____ _____ _____ _____
Parent Signature: _____

SECTION 4: COMPLETED BY TEACHER
Next Steps:
<input type="checkbox"/> Set up a date to review support plan and student achievement. <input type="checkbox"/> Review Date: _____ <input type="checkbox"/> Make three copies of this support plan to be distributed to the following people: teacher, parent(s)/guardian(s), and principal. <input type="checkbox"/> Implement and document student achievement and support plan.

The teacher and principal to retain copies on file.

Information Collection Authorization

Notice of Collection: The personal information you have provided on this form and any other correspondence relating to your involvement in our programs is collected by the Brant Haldimand Norfolk Catholic District School Board under the authority of the Education Act (R.S.O. 1990 c.E.2) ss. 58.5, 265 and 266 as amended and in accordance with Section 29(2) of the Municipal Freedom of Information and Protection of Privacy Act, (R.S.O. 1990 c.M.56) The information will be used to register and place the student in a school, or for a consistent purpose such as the allocation of staff and resources and to give information to employees to carry out their job duties. In addition, the information may be used to deal with matters of health and safety or discipline and is required to be disclosed in compelling circumstances or for law enforcement matters or in accordance with any other Act. The information will be used in accordance with the Education Act, the regulations, and guidelines issued by the Minister of Education governing the establishment, maintenance, use, retention, transfer and disposal of pupil records. If you have any questions, please contact the school principal and/or the Freedom of Information Officer, Brant Haldimand Norfolk Catholic District School Board, 322 Fairview Drive, Brantford, ON, N3T 5M8 (Telephone 519-756-6505, Ext. 234)



REQUEST FOR FRENCH IMMERSION (FI) WITHDRAWAL FORM

After the parent/guardian has provided the Principal with a written request to withdraw their student from the French Immersion (FI) Program, the information on this form is to be collected and discussed with the parent/guardian, by the Principal through a conversation or interview. The information collected on this form will be used to support the child's transition to the English Stream and to review the efficacy of the supports used within the FI Program.

Information in whole or in part, collected on this form will be shared with the student's support team which could include the new and previous teacher, Special Education teacher, Educational Assistant, Principal and FSL Consultant.

Student Name:		Elementary School:	
Date of Birth:		Grade:	
Age:		Teacher:	
Date of Referral:		Principal:	

Reasons for exiting the Program:	
<input type="checkbox"/>	Family is moving
<input type="checkbox"/>	Transportation Related
<input type="checkbox"/>	Academic Concerns
Other:	

Background Information:	
Has there ever been an in-school Team meeting for this student?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Is this student currently on an IEP?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Are any of the following currently taking place?	<input type="checkbox"/> Accommodations
	<input type="checkbox"/> Modifications
Is this student being supported by workers?	<input type="checkbox"/> YES <input type="checkbox"/> NO
If so, please specify the specific support that is being received by the student:	

Transition Plan:

When transitioning to a new program, natural breaks in the school year, such as the Christmas holidays, are most suitable, with the optimal time being the beginning of a new school year. When is this student's transition scheduled to take place? _____

If the student does not live within the catchment area of the school boundaries the student will need out of boundary permission to remain at the current school site. What school will this student attend after the transition?

If the Transition stems from an Academic, Social, or Behavioural concern, the following should also be filled out by the FSL Team at the school. The FSL Team may include (but is not limited to) the teacher, Principal, Spec Ed teacher, EA, and any other support workers that have contact with the student

Intervention Plan
Was an intervention plan with additional supports developed for the student and communicated with parent(s)/guardian(s) prior to this request to withdraw from the FI Program? <input type="checkbox"/> YES <input type="checkbox"/> NO
Was an interview plan with additional supports for the student discussed after the request to withdraw from the FI Program? <input type="checkbox"/> YES <input type="checkbox"/> NO
What strategies are being used with this student and what supports are currently available to them? _____ _____ _____
What other information would be helpful in supporting this student? _____ _____ _____
What other supports or strategies for intervention can we put in place to ensure a successful transition to the English stream? _____ _____ _____
Has information related to the Intervention Plan been shared with the student's new teacher? <input type="checkbox"/> YES <input type="checkbox"/> NO
If No, why not? _____ _____ _____ _____

Parent/Guardian Signature: _____

Date: _____

Teacher Signature: _____

Date: _____

Principal Signature: _____

Date: _____

The teacher and principal to retain copies on file.

Information Collection Authorization

Notice of Collection: The personal information you have provided on this form and any other correspondence relating to your involvement in our programs is collected by the Brant Haldimand Norfolk Catholic District School Board under the authority of the Education Act (R.S.O. 1990 c.E.2) ss. 58.5, 265 and 266 as amended and in accordance with Section 29(2) of the Municipal Freedom of Information and Protection of Privacy Act, (R.S.O. 1990 c.M.56) The information will be used to register and place the student in a school, or for a consistent purpose such as the allocation of staff and resources and to give information to employees to carry out their job duties. In addition, the information may be used to deal with matters of health and safety or discipline and is required to be disclosed in compelling circumstances or for law enforcement matters or in accordance with any other Act. The information will be used in accordance with the Education Act, the regulations, and guidelines issued by the Minister of Education governing the establishment, maintenance, use, retention, transfer and disposal of pupil records. If you have any questions, please contact the school principal and/or the Freedom of Information Officer, Brant Haldimand Norfolk Catholic District School Board, 322 Fairview Drive, Brantford, ON, N3T 5M8 (Telephone 519-756-6505, Ext. 234)

REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Lorrie Temple, Superintendent of Education
Presented to: Board of Trustees
Submitted on: May 21, 2020
Submitted by: Mike McDonald, Director of Education & Secretary

CONCUSSIONS POLICY 200.08

Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board is committed to ensuring the safety and well-being of students and recognizes concussions as a serious injury. PPM 158 was updated based on the Rowan's Law Advisory Committee's recommendations and the introduction of Bill 193 in 2018 where the Education Act was amended.

HIGHLIGHTS:

The definition of a concussion was updated, and the following components were added for Boards to follow beginning January 31, 2020: Concussion Awareness Strategies; Concussion Awareness Training; Concussion Prevention Strategies; Identification of a Suspected Concussion; Return to School/Learn Plan and Concussion Tracking.

As part of the update, boards MUST implement strategies to receive confirmation of review, every school year, of approved Concussion Awareness Resources by individuals prior to participating in interschool sports via a variety of methods. Boards are tasked to update training and to do so annually for all relevant school staff. Boards must establish Codes of Conduct for various groups participating in interschool sports and continue to work on strategies for preventing and minimizing concussions at school.

Included also in the policy are processes for identifying suspected concussions and safely removing students with a suspected concussion from physical activity using a "red flag" protocol. The policy must also include a Return to School and Return to Play Plan outlining the need for medical assessment confirmation before the student can return to full participation in physical activity or learning. Finally, the policy needs to include a process to document and track a student's progress, from removal from activity, resulting from a suspected concussion, through graduated steps, to learning and to physical activity.

All the above processes, forms and tracking mechanisms are included in this updated version of the Concussion Policy to be fully rolled out to schools in September 2020.

RECOMMENDATION:

THAT the Brant Haldimand Norfolk Catholic District School Board approves the revised Concussions Policy 200.08.



**Concussion
200.08**

Adopted:	January 27, 2015
Last Reviewed/Revised:	February 10, 2020
Responsibility:	Superintendent of Education
Next Scheduled Review:	January, 2021

POLICY STATEMENT:

The Brant Haldimand Norfolk Catholic District School Board believes in ensuring the safety and well-being of students and is committed to promoting school and workplace environments that are safe, inclusive and provide opportunities for every student to reach their fullest potential. This policy includes building concussion awareness, prevention, identification, and management across the district. Implementation of the Concussion policy is an important step in sustaining our healthy schools and the safety of our students.

In accordance with the Ministry of Education, Policy and Program Memorandum 158, School Board Policies on Concussions, the Brant Haldimand Norfolk Catholic District School Board is:

- 1) committed to promoting the safety and well-being of students and recognizes that concussions can adversely impact the cognitive, physical, emotional, and social development of students;
- 2) committed to developing awareness about concussion prevention, identification and management amongst staff, students, parents/guardians, and community partners; and
- 3) committed to providing training and practices for the identification and management of concussions.

APPLICATION AND SCOPE:

The Brant Haldimand Norfolk Catholic District School Board is committed to ensuring the safety and well-being of students and recognizes concussions as a serious injury. PPM 158 was updated based on the Rowan's Law Advisory Committee's recommendations and the introduction of Bill 193 in 2018 where the Education Act was amended.

REFERENCES:

Thanks to the Brant County and Haldimand Norfolk Health Units for contributing to the development and revision of this policy.

- PPM 158 Ministry of Education Policy/Program Memorandum Pertaining to Concussions, 2014. Retrieved from: <http://www.edu.gov.on.ca/extra/eng/ppm/ppm-158-jan-2020.pdf>
- www.Ontario.ca/concussions
- Parachute Canada 2019. <http://parachutecanada.ca/en/injury-topic/concussion/>
- OPHEA Safety Guidelines, 2019 updates. Retrieved from: <http://safety.ophea.net/concussions>
- Concussions 101, a Primer for Kids and Parents <https://www.youtube.com/watch?v=zCCD52Pty4A>

It is the policy of the Board that the following administrative/procedures addressing concussion awareness, prevention, identification and management, be followed.

FORMS:

- FORM A – Parent/Guardian Acknowledgement Form
- FORM B – Parent/Guardian Concussion Code of Conduct
- FORM C – Student/Athlete Concussion Code of Conduct
- FORM D – Coach/Trainer/Supervisor/Staff Member Acknowledgement Form
- FORM E – Coach/Trainer/Supervisor/Staff Member Concussion Code of Conduct
- FORM F – Adult Student Athlete Acknowledgement Form



- FORM G – Informed Consent/Permission Form for School Teams
- FORM H – Tools to Identify a Suspected Concussion
- FORM I – Medical Assessment for a Suspected Concussion
- FORM J – Medical Clearance to proceed to Stage 5 Return to Physical Activity (RTPA)
- FORM K – Concussion Management – Home Preparation for Return to School (RTS) and Return to Physical Activity (RTPA) Plan (*Stages 1-2*)
- FORM L – School Concussion Management – Return to School (RTS) and Return to Physical Activity (RTPA) Plan
- FORM M – Classroom Concussion Symptoms Form – Student Return to School (RTS)
- FORM N – Classroom Concussion Accommodations Form – Student Return to School (RTS)
- FORM O – Student Concussion Tracking Form
- FORM P – School Concussion Management – Return to School (RTS) and Return to Physical Activity (RTPA) Plan (*Stages 3-6*)
- FORM Q – Student Concussion Diagnosis Report
- FORM R – Staff Concussion Tracking Sheet – *Optional Tracking Tool for Schools*

DEFINITIONS:

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);
- cannot be seen on X-rays, standard CT scans or MRIs; and
- is a clinical diagnosis made by a medical doctor or nurse practitioner.

ADMINISTRATIVE PROCEDURES:

Superintendent of Education

The Superintendent of Education will:

- Perform an annual review of the Concussion Administrative Procedure to ensure guidelines align with current best practice recommendations and, at a minimum, the Ontario Physical and Health Education Association (OPHEA) concussion guidelines;
- Ensure that school principals record and submit concussion incidents using the Student Concussion Diagnosis Report (Form Q) on January 30 and June 28 annually and review feedback to ensure compliance with and effectiveness of the Board's Concussion Administrative Procedure;
- Ensure concussion education and awareness, and its administrative procedure, is made available and followed by all school personnel and volunteers;
- Ensure acknowledgement of resources are completed on student verification process (Forms A, D and/or F);
- Ensure Codes of Conduct are received annually (Forms B, C and E);
- Provide annual concussion training for all relevant school staff;
- Implement concussion awareness and education strategies for students and their parents/guardians;
- Ensure that information on concussions is available to the school community, including organizations that use school facilities such as, community sports organizations and licensed childcare providers operating in schools of the board; and
- Ensure that each elementary and secondary school implements the Documentation for a Diagnosed Concussion Return to School/Return to Physical Activity Plan (Forms L, M, N, O and P) and provides support to schools and staff as required to ensure compliance with the Board Concussion Policy and Administrative Procedure.



Principal/Vice-Principal

The Principal/Vice-Principal will:

- implement and abide by the Concussion Administrative Procedure;
- ensure all staff, volunteers, parents/guardians, and students are aware of the Concussion Administrative Procedure and understand their roles and responsibilities;
- arrange for training and ensure the Concussion Administrative Procedure is followed by all school staff including occasional staff/support staff, recess supervisors and volunteers;
- ensure concussion information is accessible to all school staff, parents/guardians, and volunteers and repeat as necessary;
- ensure the Tools to Identify a Suspected Concussion (Form H) is available to occasional teachers for in school and field trip activities;
- maintain up to date emergency contact and telephone numbers;
- work as closely as possible with students, parents/guardians, staff, volunteers, and health professionals to support concussed students with their recovery and academic success;
- encourage parent/guardian cooperation in reporting all non-school related concussions;
- ensure that the Board Informed Consent/Permission for School Teams is completed for applicable students (Form G);
- complete Student Concussion Diagnosis Report (Form Q) – to be submitted to the school Superintendent of Education on January 30 and June 28 annually and OSBIE Injury Report Form for documentation following incident and upon student's return to school, as required;
- for students who are having trouble in their learning environment as a result of a concussion, discuss the need to coordinate the development of an Individual Education Plan (IEP); if necessary
- prior to the student's return to school following a suspected concussion, ensure completion and collection of the following documentation:
 - Documentation of Medical Assessment for a Suspected Concussion (Form I).
 - Documentation for a Diagnosed Concussion – Medical Clearance Form (Form J) and Concussion Management – Home Preparation for Return to School (RTS) and Return to Physical Activity (RTPA) Plan (*Stages 1-2*) (Form K).
 - Ontario School Boards' Insurance Exchange (OSBIE) incident report.
- file above documents (Form I, J and K) in student's Ontario Student Record (OSR) and provide copy to appropriate school staff;
- if a concussion is diagnosed, appoint primary staff member to act as the student's liaison to ensure adequate communication and coordination of their needs;
- approve any adjustments to the student's schedule as required; and
- alert appropriate staff about students with a suspected or diagnosed concussion.

School Staff (includes administration staff, teaching staff, team trainers, officials, support staff, coaches, volunteers, etc.)

School staff will:

- review, understand and implement the Concussion Administrative Procedure, supporting documents and forms;
- participate in training, including learning about and acknowledging prevention strategies (Forms D and E), Tools to Identify a Suspected Concussion (Form H), and Concussion Management (Forms L, M, N, O and P);
- ensure age appropriate concussion education, including prevention, is included for all students participating in activities that could result in a concussion;
- follow current OPHEA safety guidelines related to concussions and implement risk management and injury prevention strategies;
- ensure that occasional teaching staff are updated on concussed student's condition; and
- all school staff (includes administration staff, teaching staff, team trainers, officials, support staff, coaches, volunteers, etc.), participating in board sponsored interschool sports (K-12) must review and confirm participation in one of Ontario's official concussion resources (Form D) and the Concussion Code of Conduct (Form E).



Parents/Guardians

Parents/Guardians will:

- review with their child, the concussion information that is shared from the school (Forms A, B and C);
- understand and follow parents/guardians' roles and responsibilities in the Administrative Procedure;
- review and confirm participation in one of the (age appropriate) Ontario's official concussion resources (Forms A and/or F), and the Board's Concussion Code of Conduct (parent/guardian (Form B) and student (Form C)) prior to their child participating in interschool sports (Form G);
- reinforce concussion prevention strategies with their child, for example the Student/Athlete Concussion Code of Conduct (Form C);
- in the event of a suspected concussion, ensure child is assessed as soon as possible by medical doctor/nurse practitioner (Form I);
- be responsible for the completion and return of all required documentation (Medical Clearance (Form J));
- report any non-school related concussion or suspected concussion to the Principal (Return to Learn/Return to Physical Activity guideline will apply) and collaborate with school to manage suspected or diagnosed concussions (Forms I and J);
- support and cooperate with their child's progress through Concussion Management – Home Preparation for Return to School (RTS) and Return to Physical Activity (RTPA) Plan (*Stages 1-2*) (Form K); and
- support their child's progress using the Concussion Management – Return to School (RTS) and Return to Physical Activity (RTPA) Plan (*Stages 3-6*) (Form P).

Students

Students will:

- learn about concussions, including prevention strategies, signs and symptoms, concussion management and student roles and responsibilities;
- immediately inform school staff of suspected or diagnosed concussions occurring during or outside of school;
- inform school staff if experiencing any concussion-related symptoms (immediate, delayed or reoccurring);
- communicate concerns and challenges during recovery process with staff concussion liaison, school staff, parents/guardians, and health care providers;
- follow concussion management strategies as per medical doctor/nurse practitioner direction and Return to School/Return to Physical Activity guidelines; and
- review and confirm participation in one of the (age appropriate) Ontario's official concussion resources and the Student/Athlete Concussion Code of Conduct (Form C) prior to participating in interschool sports (Form G).

Collaborative Team Members (including Health Care Professionals)

Collaborative team members will:

- work together to follow the concussion management procedure to ensure the safe return of students to learning and physical activities

INFORMATION:

It is critical that a student with a suspected concussion be examined by a medical doctor or nurse practitioner as soon as possible on the same day.

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 cause a student's concussion symptoms to reappear or worsen. Following a concussion diagnosis, it is important to help students as they "return to school" and "return to physical activity" in our schools. Without identification and proper management, a concussion can result in permanent brain damage and in rare occasions, even death.



Research also 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.

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, staff, and school boards must all understand and fulfill their responsibilities. It is critical to a student's recovery that a Return to School/Return to Physical Activity Plan be developed through a collaborative team approach led by the school principal. This team should include the concussed student (if able), their 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 essential for the successful recovery of the student.

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 blow to the head, face or neck, or a blow to the body that transmits a force to the head, if **one** or more of the signs or symptoms of a concussion is present. Review the Tools to Identify a Suspected Concussion (Form H) for a list of Red Flags and other possible signs and symptoms and complete the form.

Notes:

- Signs and symptoms may be different for everyone.
- Signs and symptoms can appear immediately after the injury or may take hours or days to emerge.
- Concussion symptoms for younger students may not be as obvious compared to older students.
- 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 under 10, with special needs, or students for whom English/French is not their first language, to communicate how they are feeling

PREVENTION:

Any time a student/athlete is involved in physical activity, there is a chance of sustaining a concussion; therefore, it is important to take a preventive approach encouraging a culture of safety mindedness when students are physically active. 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:

1. Education for coaches, staff, parents, volunteers, and students including acknowledgement of resources are completed on student verification process (Forms A to H):
 - recognize the symptoms of a concussion;
 - remove the student from play;
 - call the parent/guardians; and
 - refer the student to a medical doctor/nurse practitioner.
2. Wearing the sport specific protective equipment:
 - equipment should fit properly;
 - equipment should be well maintained;
 - equipment should be worn consistently and correctly;
 - equipment should meet current safety standards; and
 - damaged or expired equipment should be replaced.
3. Follow OPHEA sport specific safety guidelines and enforce the fair play code of conduct.
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).
5. Teach skills in proper progression (e.g., emphasize the principles of head-injury prevention keeping the head up and avoiding collision).



6. Outline the concussion risks associated with the activity/sport and demonstrate how they can be minimized, (e.g., teach proper sport techniques - correct tackling in football, effective positioning in soccer, how to avoid over-crowding when using the creative playground).
7. Students must always follow their supervising staff/coach's/volunteer's safety instructions.
- 8. Reinforce the importance of following the OPHEA: Ontario Physical Education Safety Guidelines – Concussions: Return to School: Return to Physical Activity Steps (Forms K and P).**
9. Discourage parents/guardians/teachers/coaches and school staff from pressuring recovering concussed students to learn or play before they are ready.
10. Parents need to reinforce with their child the importance of following the school's safety procedures.
11. Parents need to report concussion history on the school medical form.
12. Provide reassurance, support and request/offer academic accommodations, as needed.

CONCLUSION:

Despite prevention strategies listed above, head injuries will still occur. The Brant Haldimand Norfolk Catholic District School Board staff and volunteers who are involved in intramural or inter-school athletics or any part of the health and physical education curriculum will not be held personally liable in a civil proceeding for an act or omission if the person acts reasonably in the circumstances and in good faith.



PARENT/GUARDIAN

ROWAN'S LAW CONCUSSION AWARENESS RESOURCE AND BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD CONCUSSION CODE OF CONDUCT

Rowan's Law requires the Brant Haldimand Norfolk Catholic District School Board (BHNCD SB) to confirm that you have reviewed the Concussion Awareness Resource and the BHNCD SB Concussion Code of Conduct (Form B) before you can participate at any BHNCD SB inter-school sport. **These documents must have been reviewed in the past twelve (12) months. For a hard copy of any resource, please contact your school office.**

This form must be signed before the student athlete can participate in any BHNCD SB inter-school sport.

Please access the **Concussion Awareness Procedures** page on the Board's website (www.catholiceducation.ca) for the following resources and review:

1. Rowan's Law Concussion Awareness Resource
2. BHNCD SB Concussion Code of Conduct (Form B)

Signing a *Parent/Guardian Rowan's Law Concussion Awareness Resource and BHNCD SB Concussion Code of Conduct Form* is acknowledgement that you have:

1. Completed a full review of both the Rowan's Law Concussion Awareness Resource AND the BHNCD SB Concussion Code of Conduct.
2. Discussed/reviewed the information contained in both the Rowan's Law Concussion Awareness Resource AND the BHNCD SB Concussion Code of Conduct with your minor child (student athlete).

Date: _____
(mm/dd/yyyy)

Student Athlete Name: _____ (student is under 18 years of age)

I, _____, acknowledge that I have completed a full
(please print parent/guardian name – must be over 18 years of age)

review of the Rowan's Law Concussion Awareness Resource **AND** the BHNCD SB Concussion Code of Conduct (Form B) **AND** that I have discussed/reviewed the information contained in both the Rowan's Law Concussion Awareness Resource **AND** the BHNCD SB Concussion Code of Conduct with my minor child (student athlete) (Form C).

Parent/guardian signature: _____

NOTES: Acknowledgement is valid for the current school year (September 1 to August 31).

Information Collection Authorization

Notice of Collection: The personal information you have provided on this form and any other correspondence relating to your involvement in our programs is collected by the Brant Haldimand Norfolk Catholic District School Board under the authority of the Education Act (R.S.O. 1990 c.E.2) ss. 58.5, 265 and 266 as amended and in accordance with Section 29(2) of the Municipal Freedom of Information and Protection of Privacy Act, (R.S.O. 1990 c.M.56) The information will be used to register and place the student in a school, or for a consistent purpose such as the allocation of staff and resources and to give information to employees to carry out their job duties. In addition, the information may be used to deal with matters of health and safety or discipline and is required to be disclosed in compelling circumstances or for law enforcement matters or in accordance with any other Act. The information will be used in accordance with the Education Act, the regulations, and guidelines issued by the Minister of Education governing the establishment, maintenance, use, retention, transfer and disposal of pupil records. If you have any questions, please contact the school principal and/or the Freedom of Information Officer, Brant Haldimand Norfolk Catholic District School Board, 322 Fairview Drive, Brantford, ON, N3T 5M8 (Telephone 519-756-6505, Ext. 234)



PARENT/GUARDIAN

CONCUSSION CODE OF CONDUCT FOR INTERSCHOOL SPORTS

As a parent/guardian, it is my responsibility to review and adhere to this Concussion Code of Conduct.

Maintaining a safe learning environment

- I will encourage my child to bring potential issues related to the safety of equipment and the facilities to the attention of the coach.
- I will ensure the protective equipment that we provide is properly fitted as per the manufacturer's guidelines, in good working order, and suitable for personal use.

Fair play and respect for all

- I will follow the school's fair play guidelines and will support it by demonstrating respect for all students, coaches, officials, and spectators.
- I will encourage my child to demonstrate respect for teammates, opponents, officials, and spectators and to follow the rules of the sport and practice fair play.
- I will not pressure my child to participate in practices or games/competitions if they are injured.

Teaching/learning the rules of a physical activity, including the strict enforcement of consequences for prohibited play that is considered high-risk for causing concussions

- I will encourage my child to learn and follow the rules of the sport and follow the coach's instructions about prohibited play.
- I will support the coach's enforcement of consequences during practices and competition regarding prohibited play.
- I will respect the decisions of officials and the consequences for my child for any prohibited play.

Implementing the skills and strategies of an activity in a proper progression

- I will encourage my child to follow their coach's instructions about the proper progression of skills and strategies of the sport.
- I will encourage my child to ask questions and seek clarity regarding skills and strategies they are unsure of.

Providing opportunities to discuss potential issues related to concussions

- I will encourage my child to participate in discussions/conversations related to concussions, including signs and symptoms, with the coach or caring adult.
- I will encourage my child to talk to their coach/caring adult if they have any concerns about a suspected or diagnosed concussion or about their safety in general.

Concussion recognition and reporting

I have read and am familiar with an approved Concussion Awareness Resource identified by the school board.

- I understand that if my child receives a jarring impact to the head, face, neck, or elsewhere on the body that is observed by or reported to the coach my child will be removed immediately from the sport, and:
- I am aware that if my child has signs or symptoms of a suspected concussion they should be taken to a medical doctor or nurse practitioner for a diagnosis as soon as reasonably possible that day and I will report any results to appropriate school staff.
- I am aware that not all signs and symptoms emerge immediately and there are times when signs and symptoms emerge hours or days after the incident and in these cases my child must stop all physical activities and be monitored at home and at school for the next 24 hours.
- If no signs or symptoms emerge after 24 hours, I will inform the appropriate school staff and I understand my child will be permitted to resume participation.
- If signs or symptoms emerge, I will have my child assessed by a medical doctor or nurse practitioner as soon as

reasonably appropriate that day and will report the results to appropriate school staff.

- I will inform the school principal, coach and/or other relevant school staff when my child experiences signs or symptoms of a concussion, including when the suspected concussion occurs during participation in a sport outside of the school setting.
- I will inform the school principal, coach and/or other relevant school staff any time my child is diagnosed with a concussion by a medical doctor or nurse practitioner.
- I will encourage my child to remove themselves from the sport and report to a coach or caring adult if they have signs or symptoms of a suspected concussion.
- I will encourage my child to inform the coach or caring adult when they suspect a teammate may have sustained a concussion.

Acknowledging the importance of communication between the student, parent, school staff, and any sport organization with which the student has registered

- I will share with the coach, school staff, and/or staff supervisor of all sport organizations with which my child has registered if/when my child has experienced a suspected or diagnosed concussion or general safety issues.

Supporting the implementation of a Return to School Plan for students with a concussion diagnosis

- I understand that if my child has a suspected or diagnosed concussion, they will not return to full participation, including practice or competition, until permitted to do so in accordance with the School Board's Return to School Plan.
- I will ensure my child receives a Medical Clearance as required by the Return to School Plan, prior to returning to full participation in "non-contact sports" or returning to a practice that includes full contact in "contact sports".

Prioritizing a student's return to learning as part of the Return to School Plan

- I will follow the recovery stages and learning strategies proposed by the collaborative team for my child as part of the Return to School Plan.



STUDENT ATHLETE

CONCUSSION CODE OF CONDUCT FOR INTERSCHOOL SPORTS

As a student athlete, it is my responsibility to review and adhere to this Concussion Code of Conduct.

Maintaining a safe learning environment

- I will bring any potential issues related to the safety of equipment and facilities to the attention of the coach.
- I will wear the protective equipment for my sport and wear it properly.

Fair play and respect for all

- I will show respect for my teammates, opponents, officials, spectators, and practice fair play.
- I will not pressure injured teammates to participate in practices or games/competitions.

Teaching/learning the rules of a physical activity, including the strict enforcement of consequences for prohibited play that is considered high-risk for causing concussions

- I will learn and follow the rules of the sport and follow the coach's instructions prohibiting behaviours that are considered high-risk for causing concussions.
- I will respect and accept that the coach will strictly enforce, during practice and competition, the consequences for dangerous behaviour.
- I will respect and accept the decisions of the officials and the consequences for any behaviours that are considered high-risk for causing concussion.

Implementing the skills and strategies of an activity in a proper progression

- I will follow my coach's instructions about the proper progression of skills and strategies of the sport.
- I will ask questions and seek clarity for any skills and strategies of which I am unsure.

Providing opportunities to discuss potential issues related to concussions

- I will talk to my coach or caring adult if I have questions or issues about a suspected or diagnosed concussion or about my safety in general.

Concussion recognition and reporting

- I have read and am familiar with an approved Concussion Awareness Resources provided by my coach.
- I will remove myself immediately from any sport and will tell the coach or caring adult if I think I might have a concussion.
- I will tell the coach or caring adult immediately when I think a teammate might have a concussion.
- I understand that if I receive a jarring impact to the head, face, neck, or elsewhere on my body that is observed by or reported to the coach, that I will be removed immediately from the sport, and:
- I am aware that when I have signs or symptoms I should go to a medical doctor or nurse practitioner to be diagnosis as soon as reasonably possible that day and will report the results to appropriate school staff.
- I am aware that not all signs and symptoms emerge immediately and there are times when signs and symptoms emerge hours or days after the incident and I must stop physical activities and be monitored for the next 24 hours.
- If no signs or symptoms appear after 24 hours, I will inform the appropriate school staff and I can then be allowed to participate.
- If signs or symptoms begin, I will be assessed by a medical doctor or nurse practitioner as soon as reasonably possible that day and will report the results to appropriate school staff.

Acknowledging the importance of communication between the student, parent, school staff, and any sport organization with which the student has registered

- I will communicate with my coaches, parent/guardian, and school staff and any sport organization with which I am registered about a suspected or diagnosed concussion or general safety issues.

Supporting the implementation of a Return to School Plan for students with a concussion diagnosis

- I understand that I will have to follow the Return to School Plan if diagnosed with a concussion.
- I understand I will not be able to return to full participation, including practice or competition until permitted to do so in accordance with the School Board's Return to School Plan.
- I understand that I will need a Medical Clearance as required by the Return to School Plan, prior to returning to full participation in "non-contact sports" or returning to a practice that includes full contact in "contact sports".

Prioritizing a student's return to learning as part of the Return to School Plan

- I will follow the recovery stages and learning strategies proposed by the collaborative team for my Return to School Plan.



COACH/TRAINER/SUPERVISOR/ STAFF MEMBER

ROWAN'S LAW CONCUSSION AWARENESS RESOURCE AND BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD CONCUSSION CODE OF CONDUCT

Rowan's Law requires the Brant Haldimand Norfolk Catholic District School Board (BHNCD SB) to confirm that you have reviewed the Concussion Awareness Resource and the BHNCD SB Concussion Code of Conduct (Form E) before you can participate at any BHNCD SB inter-school sport. **These documents must have been reviewed in the past twelve (12) months. For a hard copy of any resource, please contact your school office.**

This form must be signed by all COACHES/TRAINERS/SUPERVISORS/STAFF MEMBERS.

Please access the **Concussion Awareness Procedures** page on the Board's website (www.catholiceducation.ca) for the following resources and review:

1. Rowan's Law Concussion Awareness Resource
2. BHNCD SB Concussion Code of Conduct (Form E)

Signing a *Coach/Trainer/Supervisor/Staff Member Rowan's Law Concussion Awareness Resource and BHNCD SB Concussion Code of Conduct Form* is **acknowledgement that you have:**

1. **Completed a full review of both the Rowan's Law Concussion Awareness Resource AND the BHNCD SB Concussion Code of Conduct.**

Date: _____
(mm/dd/yyyy)

I, _____, acknowledge that I have completed a full
(please print coach/trainer/supervisor/staff member name – must be over 18 years of age)

review of the Rowan's Law Concussion Awareness Resource **AND** the BHNCD SB Concussion Code of Conduct (Form E).

Coach/trainer/supervisor/staff member signature: _____

NOTES: Acknowledgement is valid for the current school year (September 1 to August 31).

Information Collection Authorization

Notice of Collection: The personal information you have provided on this form and any other correspondence relating to your involvement in our programs is collected by the Brant Haldimand Norfolk Catholic District School Board under the authority of the Education Act (R.S.O. 1990 c.E.2) ss. 58.5, 265 and 266 as amended and in accordance with Section 29(2) of the Municipal Freedom of Information and Protection of Privacy Act, (R.S.O. 1990 c.M.56) The information will be used to register and place the student in a school, or for a consistent purpose such as the allocation of staff and resources and to give information to employees to carry out their job duties. In addition, the information may be used to deal with matters of health and safety or discipline and is required to be disclosed in compelling circumstances or for law enforcement matters or in accordance with any other Act. The information will be used in accordance with the Education Act, the regulations, and guidelines issued by the Minister of Education governing the establishment, maintenance, use, retention, transfer and disposal of pupil records. If you have any questions, please contact the school principal and/or the Freedom of Information Officer, Brant Haldimand Norfolk Catholic District School Board, 322 Fairview Drive, Brantford, ON, N3T 5M8 (Telephone 519-756-6505, Ext. 234)



COACH/TRAINER/SUPERVISOR/ STAFF MEMBER

CONCUSSION CODE OF CONDUCT FOR INTERSCHOOL SPORTS

As a coach/trainer/supervisor/staff member, it is my responsibility to review and adhere to this Concussion Code of Conduct.

Maintaining a safe learning environment

- I will review and adhere to the School Board's safety standards for physical activity and concussion protocol, as they apply to my sport prior to taking on the responsibility as coach/team trainer.
- I will check the facilities and equipment, take necessary precautions and bring potential hazards to the attention of the students.
- I will provide and maintain a safe learning environment for my students and uphold a culture of safety-mindedness.
- I will inform students of all ages and their parent/guardian (for students under the age of 18) about the risks of a concussion or other potential injuries associated with the sport and ways to minimize those risks.

Fair play and respect for all

- I will demonstrate a commitment to fair play and will respect my students, opponents, officials, and spectators.
- I will not pressure a student to participate in practices or games/competitions if they are injured.

Teaching/learning the rules of a physical activity, including the strict enforcement of consequences for prohibited play that is considered high-risk for causing concussions

- I will learn the rules of the sport and will provide instructions about prohibited play.
- I will teach students the rules of the sport and will provide instructions about prohibited play.
- I will strictly enforce, during practice and competition, the consequences for prohibited play.
- I will accept and respect the decisions of officials and the consequences for any prohibited play.

Implementing the skills and strategies of an activity in a proper progression

- I will instruct students in training and practices using the proper progression of skills and strategies of the sport.
- I will encourage students to ask questions and seek clarity regarding skills and strategies they are unsure of.

Providing opportunities to discuss potential issues related to concussions

- I will provide opportunities by creating an environment for student discussions/conversations related to suspected and diagnosed concussions, including signs and symptoms, questions, and safety concerns, throughout the day, including before and after practice and competition.

Concussion recognition and reporting

- I have read and am familiar with an approved Concussion Awareness Resource identified by the school board.
- I will emphasize the seriousness of a concussion to my students along with outlining the signs and symptoms of a concussion.
- I will provide instruction to students about the importance of removing themselves from the sport and reporting to a coach/team trainer or caring adult if they have signs or symptoms of a concussion.
- I will provide instruction to students about the importance of informing the coach/caring adult when they suspect a teammate may have a concussion.
- I will immediately remove from play, for assessment, any student who receives a jarring/significant impact to the head, face, neck, or elsewhere on the body and adhere to the School Board's concussion protocol prior to allowing return to physical activity.

Acknowledging the importance of communication between the student, parent, school staff, and any sport organization with which the student has registered

- I will support and adhere to a process for communication to take place between myself and the student, parent/guardian, and relevant school staff.
- I will promote the importance of communication about a suspected or diagnosed concussion between the student, parent/guardian, and all sport organizations with which the student has registered.

Supporting the implementation of a Return to School Plan for students with a concussion diagnosis

- I will support the implementation of the Return to School Plan for students with a diagnosed concussion.

Prioritizing a student's return to learning as part of the Return to School Plan

- I understand the need to prioritize a student's return to learning as part of the Return to School Plan.
- I will follow the Return to School Plan and make sure a student diagnosed with a concussion does not return to training, practice, or competition until permitted to do so in accordance with the Return to School Plan.



ADULT STUDENT ATHLETE

ROWAN'S LAW CONCUSSION AWARENESS RESOURCE AND BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD CONCUSSION CODE OF CONDUCT

Rowan's Law requires the Brant Haldimand Norfolk Catholic District School Board (BHNCD SB) to confirm that you have reviewed the Concussion Awareness Resource and the BHNCD SB Concussion Code of Conduct (Form C) before you can participate at any BHNCD SB inter-school sport. **These documents must have been reviewed in the past twelve (12) months. For a hard copy of any resource, please contact your school office.**

This form must be signed before the student athlete can participate in any BHNCD SB inter-school sport.

Please access the **Concussion Awareness Procedures** page on the Board's website (www.catholiceducation.ca) for the following resources and review:

1. Rowan's Law Concussion Awareness Resource
2. BHNCD SB Concussion Code of Conduct (Form C)

Signing an *Adult Student Rowan's Law Concussion Awareness Resource and BHNCD SB Concussion Code of Conduct Form* is acknowledgement that you have:

1. Completed a full review of both the Rowan's Law Concussion Awareness Resource AND the BHNCD SB Concussion Code of Conduct.

Date: _____

(mm/dd/yyyy)

I, _____, born _____

(please print name of adult student)

(mm/dd/yyyy)

having reached 18 years of age, acknowledge that I have completed a full review both the Rowan's Law Concussion Awareness Resource AND the BHNCD SB Concussion Code of Conduct (Form C).

Adult student signature: _____

NOTES: Acknowledgement is valid for the current school year (September 1 to August 31).

Information Collection Authorization

Notice of Collection: The personal information you have provided on this form and any other correspondence relating to your involvement in our programs is collected by the Brant Haldimand Norfolk Catholic District School Board under the authority of the Education Act (R.S.O. 1990 c.E.2) ss. 58.5, 265 and 266 as amended and in accordance with Section 29(2) of the Municipal Freedom of Information and Protection of Privacy Act, (R.S.O. 1990 c.M.56) The information will be used to register and place the student in a school, or for a consistent purpose such as the allocation of staff and resources and to give information to employees to carry out their job duties. In addition, the information may be used to deal with matters of health and safety or discipline and is required to be disclosed in compelling circumstances or for law enforcement matters or in accordance with any other Act. The information will be used in accordance with the Education Act, the regulations, and guidelines issued by the Minister of Education governing the establishment, maintenance, use, retention, transfer and disposal of pupil records. If you have any questions, please contact the school principal and/or the Freedom of Information Officer, Brant Haldimand Norfolk Catholic District School Board, 322 Fairview Drive, Brantford, ON, N3T 5M8 (Telephone 519-756-6505, Ext. 234)



INFORMED CONSENT

PERMISSION FORM FOR SCHOOL TEAMS

_____ is arranging _____
(Name of School) (Description of Activity)

on _____
(Date(s))

THIS FORM MUST BE READ AND SIGNED BY EVERY STUDENT WHO WISHES TO PARTICIPATE AND BY A PARENT GUARDIAN OF A PARTICIPATING STUDENT IF THE STUDENT IS UNDER 18 YEARS OF AGE.

ELEMENTS OF RISK:

School activities involve certain elements of risk. Injuries may occur while participating in these activities. The following includes, but is not limited to, examples of the types of injury which may result during an activity: fracture, laceration, sprain, strain, contusion, concussion, etc.

The risk of sustaining these types of injuries result from the nature of the activity and can occur without any fault of either the student, or the school board, its employees/agents or the facility where the activity is taking place. By choosing to take part in this activity, you are accepting the risk that you/your student may be injured.

The chance of injury occurring can always be reduced by carefully following instructions while engaged in the activity.

If you choose to participate, you must understand that you bear the responsibility for any injury that might occur.

Please indicate if your student has been diagnosed as having any medical conditions and provide pertinent details.

If your student is presently diagnosed with a concussion by a medical doctor/nurse practitioner, that was sustained outside of school physical activity, the Concussion Passport must be completed before the student returns to physical education classes, Daily Physical Activity (DPA), intramural activities and interschool practices and competitions. Request the form from the school administrator.

The **Brant Haldimand Norfolk Catholic District School Board** does not provide accidental death, disability, dismemberment or medical expense insurance on behalf of the students participating in this activity. As per school board policy, **all students** participating in extra-curricular athletic activities **MUST** have **Student Accident Insurance** made available by the school to parents at the beginning of the school year **or have private coverage** in effect. Student accident insurance is available all year, not just at the beginning of the school year. Parents can go to www.insuremykids.com to purchase the insurance.

ACKNOWLEDGEMENT:

WE HAVE READ THE ABOVE. WE UNDERSTAND THAT IN PARTICIPATING IN THE ACTIVITY DESCRIBED ABOVE, WE ARE ASSUMING THE RISKS ASSOCIATED WITH DOING SO.

Date: _____
(mm/dd/yyyy)

Student Name: _____
(First name, Last name)

Student Signature: _____

Parent/Guardian Name: _____ (if student is under 18 years)
(First name, Last name)

Parent/Guardian Signature: _____ (if student is under 18 years)

PERMISSION

I give _____ permission to participate in the activity described above.
(First name, Last name)

Date: _____ Student Signature: _____
(mm/dd/yyyy)

Parent/Guardian Name: _____ (if student is under 18 years)
(First name, Last name)

Parent/Guardian Signature: _____ (if student is under 18 years)

Please print this form double-sided.

Information Collection Authorization

Notice of Collection: The personal information you have provided on this form and any other correspondence relating to your involvement in our programs is collected by the Brant Haldimand Norfolk Catholic District School Board under the authority of the Education Act (R.S.O. 1990 c.E.2) ss. 58.5, 265 and 266 as amended and in accordance with Section 29(2) of the Municipal Freedom of Information and Protection of Privacy Act, (R.S.O. 1990 c.M.56) The information will be used to register and place the student in a school, or for a consistent purpose such as the allocation of staff and resources and to give information to employees to carry out their job duties. In addition, the information may be used to deal with matters of health and safety or discipline and is required to be disclosed in compelling circumstances or for law enforcement matters or in accordance with any other Act. The information will be used in accordance with the Education Act, the regulations, and guidelines issued by the Minister of Education governing the establishment, maintenance, use, retention, transfer and disposal of pupil records. If you have any questions, please contact the school principal and/or the Freedom of Information Officer, Brant Haldimand Norfolk Catholic District School Board, 322 Fairview Drive, Brantford, ON, N3T 5M8 (Telephone 519-756-6505, Ext. 234)



TOOLS TO IDENTIFY A SUSPECTED CONCUSSION

If, after a jarring impact to the head, face or neck or elsewhere on the body, an impulsive force is transmitted to the head (observed or reported), and the individual (for example, teacher/coach) responsible for that student suspects a concussion, the Steps within this tool must be taken immediately.

An incident occurred involving: _____
(Student/Athlete First Name, Last Name)

Date: _____ Time: _____
(mm/dd/yyyy) (XX:XX am/pm)

The student/athlete was observed for signs and symptoms of a concussion:

- No signs or symptoms described in Part B and C were noted at the time.
Note: Continued monitoring of the student is important as signs and symptoms of a concussion may appear hours or days later. Student must NOT participate in any physical activity for the remainder of the day and the child's parents must be notified as signs and symptoms may appear later within 24-48 hours.

OR

- The following signs were observed and/or symptoms reported:

Part A: RED FLAG Signs and/or Symptoms	Part B: Other Possible Signs Observed
If any one or more red flag signs or symptoms are present, call 911 (or access EMS if present on-site), followed by a call to parents/guardians/emergency contact. If Red Flags are identified, skip Part B, C, D and complete only Step E: Communication to Parent/Guardian. (Check all that apply)	A sign is something that will be observed by another person (e.g., parent/guardian, teacher, coach, supervisor, peer). (Check all that apply.)
Red Flag Signs/Symptoms: <ul style="list-style-type: none"> <input type="checkbox"/> Deteriorating conscious state <input type="checkbox"/> Double vision <input type="checkbox"/> Increasingly restless, agitated or combative <input type="checkbox"/> Loss of consciousness <input type="checkbox"/> Neck pain or tenderness <input type="checkbox"/> Seizure or convulsion <input type="checkbox"/> Severe or increasing headache <input type="checkbox"/> Vomiting <input type="checkbox"/> Weakness or tingling/burning in arms or legs 	Red Flag Signs/Symptoms: <ul style="list-style-type: none"> <input type="checkbox"/> Balance, gait difficulties, motor incoordination, stumbling, slow laboured movements <input type="checkbox"/> Blank or vacant look <input type="checkbox"/> Disorientation or confusion, or an inability to respond appropriately to questions <input type="checkbox"/> Facial injury after head trauma <input type="checkbox"/> Lying motionless on the playing surface (no loss of consciousness) Slow to get up after a direct or indirect hit to the head <input type="checkbox"/> Deteriorating conscious state <input type="checkbox"/> Double vision <input type="checkbox"/> Increasingly restless, agitated or combative <input type="checkbox"/> Loss of consciousness <input type="checkbox"/> Neck pain or tenderness <input type="checkbox"/> Seizure or convulsion <input type="checkbox"/> Severe or increasing headache <input type="checkbox"/> Vomiting <input type="checkbox"/> Weakness or tingling/burning in arms or legs

Part C: Other Possible Symptoms Reported	
A symptom is something the student will feel/report. (Check all that apply)	
What the student will feel/report: <ul style="list-style-type: none"> <input type="checkbox"/> Balance problems <input type="checkbox"/> Blurred vision <input type="checkbox"/> Difficulty concentrating <input type="checkbox"/> Difficulty remembering <input type="checkbox"/> Dizziness <input type="checkbox"/> "Don't feel right" <input type="checkbox"/> Drowsiness <input type="checkbox"/> Fatigue or low energy <input type="checkbox"/> Feeling slowed down <input type="checkbox"/> Headache <input type="checkbox"/> More emotional <input type="checkbox"/> More irritable Nausea <input type="checkbox"/> Nervous or anxious <input type="checkbox"/> "Pressure in head" <input type="checkbox"/> Sadness <input type="checkbox"/> Sensitivity to light <input type="checkbox"/> Dazed or in a fog <input type="checkbox"/> Other signs or symptoms: 	Physical: <ul style="list-style-type: none"> <input type="checkbox"/> Headache <input type="checkbox"/> Pressure in head <input type="checkbox"/> Neck pain <input type="checkbox"/> Feeling off/not right <input type="checkbox"/> Ringing in the ears <input type="checkbox"/> Seeing double or blurry/loss of vision <input type="checkbox"/> Seeing stars, flashing lights <input type="checkbox"/> Pain at site of injury <input type="checkbox"/> Nausea/stomachache/pain <input type="checkbox"/> Balance problems or dizziness <input type="checkbox"/> Fatigue or feeling tired <input type="checkbox"/> Sensitivity to light or noise Cognitive: <ul style="list-style-type: none"> <input type="checkbox"/> Difficulty concentrating or remembering <input type="checkbox"/> Slowed down, fatigue or low energy <input type="checkbox"/> Dazed or in a fog Emotional/Behavioural: <ul style="list-style-type: none"> <input type="checkbox"/> Irritable, sad, more emotional than usual <input type="checkbox"/> Nervous, anxious, depressed <input type="checkbox"/> Other: Sleep Disturbance: <ul style="list-style-type: none"> <input type="checkbox"/> Drowsiness <input type="checkbox"/> Insomnia

Part D: Quick Memory Function Assessment	
Failure to answer any of these questions correctly may indicate a concussion. Questions may be adjusted to better suit younger students.	
Is it before or after lunch?	Answer _____
What room are we in right now?	Answer _____
What activity/sport/game are we playing now?	Answer _____
What is the name of your teacher/coach?	Answer _____
What school do you go to?	Answer _____

Actions to be taken:

If there are any signs observed or symptoms reported, or if the student fails to answer any of the above questions correctly, concussion should be suspected and the student must be immediately removed from play and must not be allowed to return to play that day even if the student states that he/she is feeling better. The principal is to be notified immediately and parents/guardian and/or emergency contacts must be notified immediately. Students with a suspected concussion should not be left alone and must not leave the premises without parent/guardian (or emergency contact) supervision.

If no Red Flags, signs and/or symptoms and the student passes the Memory Assessment, the principal is to be notified immediately and the parents/guardians are to be contacted. Continued monitoring of the student must occur.

Continued Monitoring by Parent/Guardian:

Students should be monitored following the incident as signs and symptoms can appear immediately after the injury or may take hours or days to emerge. 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.

Part E: Communication to Parents/Guardians:
Your child/ward was checked for a suspected concussion (that is, Red Flags, Other Signs and Symptoms, Quick Memory Function Check) with the following results (Check all that apply):
<input type="checkbox"/> Red Flag signs were observed and/or symptoms reported and emergency medical services (EMS) called.
<input type="checkbox"/> Other concussion signs were observed and/or symptoms reported and/or the student failed to correctly answer all the Quick Memory Function questions.
<input type="checkbox"/> No signs or symptoms were reported, and the student correctly answered all the questions in the Quick Memory Function Check, but a possible concussion event was recognized. Continued monitoring is required.

Principal/Coach/Teachers Name: _____
(First name, Last name)

Date: _____ Time: _____
(mm/dd/yyyy) (X:XX am/pm)

Principal/Coach/Teachers Signature: _____

Information Collection Authorization

Notice of Collection: The personal information you have provided on this form and any other correspondence relating to your involvement in our programs is collected by the Brant Haldimand Norfolk Catholic District School Board under the authority of the Education Act (R.S.O. 1990 c.E.2) ss. 58.5, 265 and 266 as amended and in accordance with Section 29(2) of the Municipal Freedom of Information and Protection of Privacy Act, (R.S.O. 1990 c.M.56) The information will be used to register and place the student in a school, or for a consistent purpose such as the allocation of staff and resources and to give information to employees to carry out their job duties. In addition, the information may be used to deal with matters of health and safety or discipline and is required to be disclosed in compelling circumstances or for law enforcement matters or in accordance with any other Act. The information will be used in accordance with the Education Act, the regulations, and guidelines issued by the Minister of Education governing the establishment, maintenance, use, retention, transfer and disposal of pupil records. If you have any questions, please contact the school principal and/or the Freedom of Information Officer, Brant Haldimand Norfolk Catholic District School Board, 322 Fairview Drive, Brantford, ON, N3T 5M8 (Telephone 519-756-6505, Ext. 234)



MEDICAL ASSESSMENT FOR A SUSPECTED CONCUSSION

Student Name: _____ has sustained a suspected concussion on
(Student/Athlete First Name, Last Name)

Date: _____ Time: _____
(mm/dd/yyyy) (XX:XX am/pm)

As a result, this student **must** be seen by a medical doctor or nurse practitioner. Prior to returning to school, the parent/guardian must inform the school principal of the results of the medical examination by completing the following:

Results of a Medical Assessment:

My child/ward has been assessed and a **concussion has not been diagnosed** and therefore may resume full participation in learning and physical activity with no restrictions.

OR

My child/ward has been assessed 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 Plan (RTPA).

OR

My child/ward has been assessed and a concussion **has not been diagnosed but** the assessment led to the following diagnosis and recommendations:

Comments:

(describe if concussion happened outside of school and how)

Date: _____ Parent/Guardian Name: _____
(mm/dd/yyyy) (First name, Last name)

Parent/Guardian Signature: _____

Date: _____ Medical Doctor/Nurse Practitioner Name: _____
(mm/dd/yyyy) (First name, Last name)

Medical Doctor/Nurse Practitioner Signature: _____

Please file in the Ontario Student Record – Documentation File.

Information Collection Authorization

Notice of Collection: The personal information you have provided on this form and any other correspondence relating to your involvement in our programs is collected by the Brant Haldimand Norfolk Catholic District School Board under the authority of the Education Act (R.S.O. 1990 c.E.2) ss. 58.5, 265 and 266 as amended and in accordance with Section 29(2) of the Municipal Freedom of Information and Protection of Privacy Act, (R.S.O. 1990 c.M.56) The information will be used to register and place the student in a school, or for a consistent purpose such as the allocation of staff and resources and to give information to employees to carry out their job duties. In addition, the information may be used to deal with matters of health and safety or discipline and is required to be disclosed in compelling circumstances or for law enforcement matters or in accordance with any other Act. The information will be used in accordance with the Education Act, the regulations, and guidelines issued by the Minister of Education governing the establishment, maintenance, use, retention, transfer and disposal of pupil records. If you have any questions, please contact the school principal and/or the Freedom of Information Officer, Brant Haldimand Norfolk Catholic District School Board, 322 Fairview Drive, Brantford, ON, N3T 5M8 (Telephone 519-756-6505, Ext. 234)

Reproduced and adapted with permission from OPHEA, Medical Concussion Assessment Form, 2019



MEDICAL CLEARANCE

MEDICAL CLEARANCE TO PROCEED TO STAGE 5 – RETURN TO PHYSICAL ACTIVITY (RTPA)

The 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.

Student Name: _____
(Student/Athlete First Name, Last Name)

Date: _____
(mm/dd/yyyy)

I have examined this student and confirm they are medically cleared to participate in 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

Comments:

Date: _____ Parent/Guardian Name: _____
(mm/dd/yyyy) (First name, Last name)

Parent/Guardian Signature: _____

Date: _____ Medical Doctor/Nurse Practitioner Name: _____
(mm/dd/yyyy) (First name, Last name)

Medical Doctor/Nurse Practitioner Signature: _____

- Doctor included a separate medical note (check if this applies)

Please file in the Ontario Student Record – Documentation File

Information Collection Authorization

Notice of Collection: The personal information you have provided on this form and any other correspondence relating to your involvement in our programs is collected by the Brant Haldimand Norfolk Catholic District School Board under the authority of the Education Act (R.S.O. 1990 c.E.2) ss. 58.5, 265 and 266 as amended and in accordance with Section 29(2) of the Municipal Freedom of Information and Protection of Privacy Act, (R.S.O. 1990 c.M.56) The information will be used to register and place the student in a school, or for a consistent purpose such as the allocation of staff and resources and to give information to employees to carry out their job duties. In addition, the information may be used to deal with matters of health and safety or discipline and is required to be disclosed in compelling circumstances or for law enforcement matters or in accordance with any other Act. The information will be used in accordance with the Education Act, the regulations, and guidelines issued by the Minister of Education governing the establishment, maintenance, use, retention, transfer and disposal of pupil records. If you have any questions, please contact the school principal and/or the Freedom of Information Officer, Brant Haldimand Norfolk Catholic District School Board, 322 Fairview Drive, Brantford, ON, N3T 5M8 (Telephone 519-756-6505, Ext. 234)

Reproduced and adapted with permission from OPHEA, Medical Concussion Assessment Form, 2019



CONCUSSION MANAGEMENT -

HOME PREPARATION FOR RETURN TO SCHOOL (RTS) AND RETURN TO PHYSICAL ACTIVITY (RTPA) PLAN (Stages 1-2)

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 specific 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 (FORM K)* 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 (FORM L)*).

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.
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 (FORM L), 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 RTS 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, parents/guardians must sign and date this form.
- Please file in the Ontario Student Record – Documentation File.

Communicate to the school principal/designate that the student is ready to begin the school portion of the RTS and RTPA Plan (FORM L).

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
<p>Each Stage must last a minimum of 24 hours</p>	<p>Each stage must last a Minimum of 24 hours</p>
<p><u>RTS – Initial Rest</u> 24 to 48 hours of relative cognitive rest (sample activities below): <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>RTS – Initial Rest</u> 24 to 48 hours of relative cognitive rest (sample activities below): <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 activities
<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.
<p>Stage 1</p>	
<p><u>RTS – Stage 1</u> Light cognitive (thinking/memory/knowledge) activities (as per activities permitted listed below). 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 – Stage 1</u> Light physical activities (as per activities permitted listed below) that do not provoke symptoms. 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 a 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

<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 to 4 of the permitted 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 RTS – Stage 1. 	<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
<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. 	<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>Stage 2</p>	
<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 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 to 15 minutes slow walking 1 to 2 times/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 to 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. 	<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.
<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. 	<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.
<ul style="list-style-type: none"> <input type="checkbox"/> Student has exhibited or reported a worsening of symptoms and must return to medical doctor or nurse practitioner 	<ul style="list-style-type: none"> <input type="checkbox"/> Student has exhibited or reported a worsening of symptoms and must return to medical doctor or nurse practitioner.
	<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 to 30 minutes walking/stationary cycling (i.e., at a pace that causes some increase in

	<p>breathing/heart rate but not enough to prevent student from carrying on a conversation comfortably)</p> <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> <ul style="list-style-type: none"> <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. <input type="checkbox"/> Student has completed a minimum of 24 hours at RTPA – Stage 2b.
	<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 reported a worsening of symptoms and must return to medical doctor or medical practitioner.

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 (Form L).

- My child has successfully completed all 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:

The school part of the plans 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 (FORM L)
 - Collaborative Team participants and parent/guardian role on the team
- A student assessment to determine possible strategies and/or approaches for student learning.

Information Collection Authorization

Notice of Collection: The personal information you have provided on this form and any other correspondence relating to your involvement in our programs is collected by the Brant Haldimand Norfolk Catholic District School Board under the authority of the Education Act (R.S.O. 1990 c.E.2) ss. 58.5, 265 and 266 as amended and in accordance with Section 29(2) of the Municipal Freedom of Information and Protection of Privacy Act, (R.S.O. 1990 c.M.56) The information will be used to register and place the student in a school, or for a consistent purpose such as the allocation of staff and resources and to give information to employees to carry out their job duties. In addition, the information may be used to deal with matters of health and safety or discipline and is required to be disclosed in compelling circumstances or for law enforcement matters or in accordance with any other Act. The information will be used in accordance with the Education Act, the regulations, and guidelines issued by the Minister of Education governing the establishment, maintenance, use, retention, transfer and disposal of pupil records. If you have any questions, please contact the school principal and/or the Freedom of Information Officer, Brant Haldimand Norfolk Catholic District School Board, 322 Fairview Drive, Brantford, ON, N3T 5M8 (Telephone 519-756-6505, Ext. 234)



SCHOOL CONCUSSION MANAGEMENT

RETURN TO SCHOOL (RTS) AND RETURN TO PHYSICAL ACTIVITY (RTPA) PLAN

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 	<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 timetables/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 daily Prepare the student for changes 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 environments (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 workspace, study carrel) Avoid noisy crowded environments such as assemblies and hallways during the 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 socializing with peers Partner student with a "buddy" for assignments or activities



CLASSROOM CONCUSSION SYMPTOMS FORM - STUDENT RETURN TO SCHOOL

Student Name: _____

Date: _____

Homeroom Teacher: _____

Class/Period: _____

Time of Completion Re-entry Meeting OR Follow-up meeting No. _____ (1,2,3...)

Instructions for the Student: Read the symptoms below. For each symptom, circle ONE response. Be honest and do not skip any questions. Then, answer the question at the bottom of the second page. Give the form to your educator once completed. (If you have any questions regarding this form, please contact the teacher).

Note for the Instructor: Where appropriate, considering the age/ability/concussion symptoms of the student, the educator may need to provide instructions, read the items, and record what the student responses on the form. Please file in the Ontario Student Record – Documentation File.

Physical Difficulties:					
Description	How it affects me at school	Response			
Headache	I have difficulty concentrating, paying attention or multi-tasking	None	Mild	Moderate	Severe
Dizziness/Balance problems	I lose my balance, I trip/stumble more often, I get dizzy when I (move/get up/...)	None	Mild	Moderate	Severe
Nausea (Feeling sick to my stomach)	I have to vomit; I feel sick during lessons	None	Mild	Moderate	Severe
Drowsiness	I feel sleepy or sluggish	None	Mild	Moderate	Severe
Fatigue	I get tired quickly, I feel exhausted after small/short tasks	None	Mild	Moderate	Severe
Sensitivity to light	I have difficulties working in the classroom environment (e.g., lights, seeing the blackboard)	None	Mild	Moderate	Severe
Sensitivity to noise	I have difficulties working in the classroom environment (e.g., loud music, noise, talking)	None	Mild	Moderate	Severe

Information Collection Authorization

Notice of Collection: The personal information you have provided on this form and any other correspondence relating to your involvement in our programs is collected by the Brant Haldimand Norfolk Catholic District School Board under the authority of the Education Act (R.S.O. 1990 c.E.2) ss. 58.5, 265 and 266 as amended and in accordance with Section 29(2) of the Municipal Freedom of Information and Protection of Privacy Act, (R.S.O. 1990 c.M.56) The information will be used to register and place the student in a school, or for a consistent purpose such as the allocation of staff and resources and to give information to employees to carry out their job duties. In addition, the information may be used to deal with matters of health and safety or discipline and is required to be disclosed in compelling circumstances or for law enforcement matters or in accordance with any other Act. The information will be used in accordance with the Education Act, the regulations, and guidelines issued by the Minister of Education governing the establishment, maintenance, use, retention, transfer and disposal of pupil records. If you have any questions, please contact the school principal and/or the Freedom of Information Officer, Brant Haldimand Norfolk Catholic District School Board, 322 Fairview Drive, Brantford, ON, N3T 5M8 (Telephone 519-756-6505, Ext. 234)



CLASSROOM CONCUSSION ACCOMMODATIONS FORM

RETURN TO SCHOOL (RTS)

Student Name: _____

Date: _____

Homeroom Teacher: _____

Class/Period: _____

Time of Completion Re-entry Meeting OR Follow-up meeting No. _____ (1,2,3...)

Instructions: Use the student's responses to the questions on the **Symptoms Form (Form M)** to devise in-class, symptom-based accommodations. Mark selected accommodations on this list. Discuss the recommended accommodations with the student.

Please file in the Ontario Student Record – Documentation File

Physical Difficulties:		
Symptoms	✓	Accommodations and Strategies
Headache	<input type="checkbox"/>	Mild/moderate: allow classroom participation
	<input type="checkbox"/>	Avoid symptom triggers
	<input type="checkbox"/>	If severe, inform parent/guardian
	<input type="checkbox"/>	Allow frequent breaks
	<input type="checkbox"/>	Consider reduce hours
	<input type="checkbox"/>	Consider gradual return to school (e.g., 1-2 hours, half-days, late starts)
Dizziness/Balance problems	<input type="checkbox"/>	Mild/moderate: allow classroom participation
	<input type="checkbox"/>	Avoid symptom triggers
	<input type="checkbox"/>	If severe, inform parent/guardian
Nausea	<input type="checkbox"/>	Mild/moderate: allow classroom participation
	<input type="checkbox"/>	Avoid symptom triggers
	<input type="checkbox"/>	If severe, inform parent/guardian
Drowsiness	<input type="checkbox"/>	Mild/moderate: allow classroom participation
	<input type="checkbox"/>	Avoid symptom triggers
	<input type="checkbox"/>	If severe, inform parent/guardian
Fatigue	<input type="checkbox"/>	Reduce workload
	<input type="checkbox"/>	Consider reduce hours
	<input type="checkbox"/>	Consider gradual return to school (e.g., 1-2 hours, half-days, late starts)
Sensitivity to Light	<input type="checkbox"/>	Move away from windows
	<input type="checkbox"/>	Allow access to special lighting (dim lights/draw shades/task lighting/darker room)
	<input type="checkbox"/>	Allow sunglasses/hat in class
Forms are based on:		
1. Ontario Physical Education Safety Guideline Concussion Protocol; Table 2: Return to Lean Strategies/Approaches Sept. 2014. Adapted from Davis GA, Purcell LK. The evaluation and management of acute concussion differs in young children. Fr J Sports Med. Published online First 23 April 2013 doi: 10. 1136/bjsports-2012-092132;		
2. Classroom-Concussion-Assessment-Form.pdf from nationwidechildrens.org 2013; An Educators Guide to Concussion in the		

Classroom – Classroom Concussion Assessment Form.

Cognitive Difficulties (thinking, problem solving and learning):

Description	How it affects me at school	Response				
		1 never	2	3	4	5 always
Feeling mentally foggy	I cannot think clearly and/or follow what is going on	1 never	2	3	4	5 always
Difficulty concentrating on schoolwork	I can only focus on my schoolwork in a limited way or for a short time	1 never	2	3	4	5 always
Difficulty paying attention to teacher	I have difficulty tuning out other noises or keeping track of what the teacher is saying, note taking is hard for me	1 never	2	3	4	5 always
Difficulty processing information quickly	I have difficulty following instructions; I can't manage deadlines or complete tasks on time; I feel slowed down	1 never	2	3	4	5 always
Difficulty remembering	I can't retain new information or instructions, I cannot recall/access information already learned	1 never	2	3	4	5 always
Difficulty staying organized	I am missing pieces of instruction, I forget to bring things/lose things, I have a hard time finishing assignments	1 never	2	3	4	5 always

Emotional Difficulties

Description	How it affects me at school	Response				
		1 never	2	3	4	5 always
Irritability/Frustration	I give up easily, I have a "short fuse"; I get upset quickly when I encounter difficulties, I act on impulse; I am irritable	1 never	2	3	4	5 always
Anxiety/Nervousness	I am fearful about tests and assignments, I cannot focus, I work to overtiredness	1 never	2	3	4	5 always
Feelings of sadness/withdrawal	I am sad, I don't like to talk, I keep to myself	1 never	2	3	4	5 always

What tasks in school are most difficult for you? Please write specific examples:

Physical Difficulties (continued):

Symptoms	√	Accommodations and Strategies
Sensitivity to noise		Remove from loud environments
		Avoid noisy/crowded environments such as assemblies and hallways during high traffic times
		Provide alternative workspace
		Reduce classroom noise; Avoid headphones and loud music
		Allow noise cancelling headphones
	Arrange for strategic seating (e.g., move student away from talkative peers,	

		proximity to teacher)
Cognitive Difficulties (thinking, problem solving and learning):		
Symptoms	√	Accommodations and Strategies
Feeling mentally foggy		Provide breaks between tasks
		Simplify tasks
		Shorten task duration
Difficulty concentrating on schoolwork		Give breaks between tasks
		Consider shortening school day
		Consider limiting test to one per day and provide extra time and/or quiet environment
Difficulty paying attention to teacher		Provide frequent check-ins
		Front of the room seating in proximity of the teacher
		Work/test in quiet room
Difficulty processing information quickly		Provide access to assistive technology
		Provide extra time or a quiet environment
		Provide class notes
		Provide scribe
		Check understanding of content, repeat instructions
Difficulty remembering		Provide visual cues/aids and/or advance organizers (visual cueing, non-verbal sign)
		Use alternative testing methods (such as multiple-choice, oral testing) for the student to demonstrate mastery
		Provide a copy of class notes
		Provide memory aids
Difficulty staying organized		Check comprehension of instructions
		Use to-do lists and checklists
		Encourage student to use/set electronic alerts
		Manage overall workload and pace of work demands
		Use agenda/planner for schedule and due dates
		Divide larger assignments/assessments into smaller tasks
		Extend deadlines for submitting assignments

Emotional Difficulties		
Symptoms	√	Accommodations and Strategies
Irritability/Frustration		Prepare the student for change and transitions
		Set reasonable expectations
		Anticipate and remove the student from a problem situation (without characterizing it as punishment)
		Encourage teachers to use consistent strategies and approaches
		Acknowledge and empathize with the student's frustration, anger and emotional outburst if and as they occur
		Reinforce positive behaviour
		Provide consistency and structure daily

Emotional Difficulties (continued...):		
Symptoms	√	Accommodations and Strategies
Anxiety/Nervousness		Where feelings are affecting social interactions/schoolwork inform parent/ guardian
		Provide access to Child and Youth counsellor or other support personnel
		Build in more frequent breaks during the school day
		Provide the student with preparation time to respond to questions
		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)
Feelings of Sadness/ Withdrawal		Where feelings are affecting social interactions/schoolwork, inform parent/guardian
		Provide access to Child and Youth counsellor or other support personnel
		Open lines of communication with parent/guardian and student sharing observations of child at home and school
		Provide opportunities and personnel for student to share his/her thoughts/feelings class/school
		Build time into class/school for socialization with peers
		Partner student with a "buddy" for assignments and activities
		Implement, immediately, correct Board procedures when a student expresses suicidal feelings, thoughts. Parent/guardian must be informed.

Other Accommodations and strategies (provide examples):

Date for next review of accommodation plan: _____

Please file in the Ontario Student Record – Documentation File

Information Collection Authorization

Notice of Collection: The personal information you have provided on this form and any other correspondence relating to your involvement in our programs is collected by the Brant Haldimand Norfolk Catholic District School Board under the authority of the Education Act (R.S.O. 1990 c.E.2) ss. 58.5, 265 and 266 as amended and in accordance with Section 29(2) of the Municipal Freedom of Information and Protection of Privacy Act, (R.S.O. 1990 c.M.56) The information will be used to register and place the student in a school, or for a consistent purpose such as the allocation of staff and resources and to give information to employees to carry out their job duties. In addition, the information may be used to deal with matters of health and safety or discipline and is required to be disclosed in compelling circumstances or for law enforcement matters or in accordance with any other Act. The information will be used in accordance with the Education Act, the regulations, and guidelines issued by the Minister of Education governing the establishment, maintenance, use, retention, transfer and disposal of pupil records. If you have any questions, please contact the school principal and/or the Freedom of Information Officer, Brant Haldimand Norfolk Catholic District School Board, 322 Fairview Drive, Brantford, ON, N3T 5M8 (Telephone 519-756-6505, Ext. 234)

Reproduced and adapted with permission from OPHEA, Medical Concussion Assessment Form, 2019



Concussion Tracking Form																						
Student Name : _____											Date of Incident: _____											
Documents Supplied to Parent/Guardian after the incident											Given *** ONLY IF DIAGNOSED AS CONCUSSION by Doctor/Nurse Practitioner***											
FORM H: Tools to Identify Concussion FORM I: Documentation of Monitoring/ Medical Assessment Form FORM K: Concussion Management - Home Preparation for RTS and RTPA Plan (Stages 1-2)											FORM P: School Concussion Management - Return to School (RTS) and Return to Physical Activity (RTPA) Plan (Stages 3-6)											
Record the date that FORM H was provided to the parent/ guardian: Record the Date that FORM I was provided to the parent/ guardian and the date the signed appendix was returned Minimum 24 hours between each stage. Record the date that FORM K was provided to the parent/ guardian and the date the signed appendix was returned.											Minimum 24 hours between each stage. Before progressing to RTPA Stage 5, the student must: •Have completed RTS Stage 4a and 4b (full day at school without adaptation of learning strategies and/ or approaches); •Have completed RTPA stage 4 and be symptom free; and •Obtained a signed Medical Clearance from a medical doctor or nurse practitioner. Record the date that FORM P was given to the parent/ guardian and the date the signed appendix was returned.											
Date Provided:	Date Provided:	Date returned File in to the OSR:	Student completed RTS/ RTPA initial rest, RTS/ RTPA Stage 1, RTS Stage 2 AND RTS Stage 2a and 2b		RTS Stage 3a		RTS Stage 3b		RTPA Stage 3		RTS Stage 4a		RTS Stage 4b		RTPA Stage 4		Medical Clearance - Appendix F		RTPA Stage 5		RTPA Stage 6	
			Date Provided	Date Returned	Date Provided	Date Returned	Date Provided	Date Returned	Date Provided	Date Returned	Date Provided	Date Returned	Date Provided	Date Returned	Date Provided	Date Returned	Date Provided	Date Returned	Date Provided	Date Returned	Date Provided	Date Returned
Notes:																						



SCHOOL CONCUSSION MANAGEMENT

RETURN TO SCHOOL (RTS) AND RETURN TO PHYSICAL ACTIVITY (RTPA) PLAN (Stages 3-6)

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 BHNCD SB Student Concussion Management Forms (FORMS L to N)

- **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; and
 - The Collaborative Team members and their role.
2. A student conference will be established to determine the individualized RTS and RTPA Plan to identify:
 - The RTS learning strategies and/or approaches required by the student based on the post-concussion symptoms; and
 - 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 where appropriate and 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 the 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.
9. A student's progression through the stages of RTS is **independent** from their progression through the RTPA's stages.
10. Medical clearance by a doctor/nurse practitioner is required **prior** to beginning Stage 5 of RTPA (Documentation for Medical Clearance (FORM J))
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/and
 - 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 student 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 in Stages 1-4 of RTPA:
 - 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:
 - If symptoms return or new symptoms appear, the student **must return to medical doctor/nurse practitioner** to have 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.

Student requires a medical assessment for return/worsening symptoms

- When there is a return/worsening of symptoms the principal or designate contacts the 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 the beginning of the Plan.
- School provides appropriate activities and documents student's progress by checking (√), dating, initialing 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 the completed form to school.
- Principal or designate will inform all school staff when the student:
 - Is able to advance to the next stage
 - Must return to the previous stage
 - Must be medically assessed
 - 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 the 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 FORM M: Classroom Concussion Accommodations Form). <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 ½ 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>RTS – 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> <ul style="list-style-type: none"> <input type="checkbox"/> Student has demonstrated they can tolerate up to a half day of cognitive activity. <input type="checkbox"/> Form P sent home to parent/guardian. <p>School Initials (e.g., collaborative team lead/designate):</p> <p>Date:</p>	<p>School</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student has demonstrated they can tolerate simple individual drills/sport-specific drills as listed in permitted activities. <input type="checkbox"/> Form P sent home to parent/guardian. <p>School Initials (e.g., collaborative team lead/designate):</p> <p>Date:</p>
<p>Home</p> <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 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 a medical doctor or nurse practitioner. <input type="checkbox"/> Form P sent back to school. <p>Parent/Guardian: Signature: Date: Comments:</p>	<p>Home</p> <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 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 a medical doctor or nurse practitioner. <input type="checkbox"/> Form P sent back to school. <p>Parent/Guardian: Signature: Date: Comments:</p>

<p>RTS – Stage 3b</p> <p>Student continues attending school half time with gradual increase in school attendance.</p> <p>Gradual increase in schoolwork 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 to 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> <ul style="list-style-type: none"> <input type="checkbox"/> Student has demonstrated they can tolerate up to 4 to 5 hours of the cognitive activities listed above. <input type="checkbox"/> Form P sent home to parent/guardian. <p>School Initials (e.g., collaborative team lead/designate):</p> <p>Date:</p>	
<p>Home</p> <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 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 a medical doctor or nurse practitioner. <input type="checkbox"/> Form P sent back to school. <p>Parent/Guardian: Signature: Date: Comments:</p>	

Stage 4

<p><u>RTS – Stage 4a</u> Full day school, minimal adaptation of learning strategies and/or approaches. Nearly normal workload. <u>Activities permitted if tolerated by student:</u></p> <ul style="list-style-type: none"> ✓ Activities from previous stage ✓ Nearly normal cognitive activities ✓ Routine schoolwork 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) <p><u>Activities that are not permitted at this stage:</u></p> <ul style="list-style-type: none"> ✗ Standardized tests/exams 	<p><u>RTS – Stage 4</u> Progressively increase physical activity. Non-contact training drills to add coordination and increase thinking. <u>Activities permitted if tolerated by student:</u></p> <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 and badminton) ✓ Participation in practices for non-contact interschool sports (no contact) ✓ Progressive resistance training may be started ✓ Recess – physical activity running/games with no body contact ✓ DPA (elementary) <p><u>Activities that are not permitted at this stage:</u></p> <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)
<p>School</p> <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"/> Form P sent home to parent/guardian. <p>School Initials (e.g., collaborative team lead/designate):</p> <p>Date:</p>	<p>School</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student has completed the activities in RTPA Stage 4 as applicable. <input type="checkbox"/> Form P sent home to parent/guardian. <input type="checkbox"/> Documentation for Medical Clearance (FORM J) sent home to parent/guardian. <p>School Initials (e.g., collaborative team lead/designate):</p> <p>Date:</p>
<p>Home</p> <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 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 a medical doctor or nurse practitioner. <input type="checkbox"/> Form P sent back to school. <p>Parent/Guardian: Signature: Date: Comments:</p>	<p>Home</p> <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 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 a medical doctor or nurse practitioner. <input type="checkbox"/> Form P sent back to school. <p>Parent/Guardian: Signature: Date: Comments:</p>

<p><u>RTS – Stage 4b</u> At school, full day, without adaptation of learning strategies and/or approaches. <u>Activities permitted if tolerated by student:</u></p> <ul style="list-style-type: none"> ✓ Normal cognitive activities ✓ Routine schoolwork ✓ Full curriculum workload (attends 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 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 form 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> <ul style="list-style-type: none"> <input type="checkbox"/> Student has demonstrated they can tolerate a full day of school without adaptation of learning strategies and/or approaches. <input type="checkbox"/> Form P sent home to parent/guardian. <p>School Initials (e.g., collaborative team lead/designate):</p> <p>Date:</p>	
<p>Home</p> <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 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 a medical doctor or nurse practitioner. <input type="checkbox"/> Form P sent back to school. <p>Parent/Guardian: Signature: Date: Comments:</p>	
Stage 5	
	<p><u>RTPA-Stage 5</u> Following medical clearance, full participation in all non-contact physical activities (e.g., 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 involve body contact

	<p>School</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student has successfully completed the applicable physical activities in RTPA Stage 5. <input type="checkbox"/> Form P sent home to parent/guardian. <p>School Initials (e.g., collaborative team lead/designate):</p> <p>Date:</p>
	<p>Home</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student has not exhibited or reported a return of symptoms or new symptoms. <input type="checkbox"/> Student has exhibited or reported a return of symptoms, or new symptoms, and must return to a medical doctor or nurse practitioner. <input type="checkbox"/> Form P sent back to school. <p>Parent/Guardian: Signature: Date: Comments:</p>
<p>Stage 6</p>	
	<p><u>RTPA-Stage 6</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Unrestricted return to contact sports. Full participation in contact sports, games/competitions.
	<p>School</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student has completed full participation in contact sports. <input type="checkbox"/> Form P sent home to parent/guardian <p>School Initials (e.g., collaborative team lead/designate):</p> <p>Date:</p>
	<p>Home</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student has not exhibited or reported a return of symptoms or new symptoms and has completed the RTPA Plan. <input type="checkbox"/> Student has exhibited or reported a return of symptoms, or new symptoms, and must return to a medical doctor or nurse practitioner for Medical Clearance reassessment. <input type="checkbox"/> Form P sent back to school for documentation purposes. <p>Parent/Guardian: Signature: Date: Comments:</p>

Information Collection Authorization

Notice of Collection: The personal information you have provided on this form and any other correspondence relating to your involvement in our programs is collected by the Brant Haldimand Norfolk Catholic District School Board under the authority of the Education Act (R.S.O. 1990 c.E.2) ss. 58.5, 265 and 266 as amended and in accordance with Section 29(2) of the Municipal Freedom of Information and Protection of Privacy Act, (R.S.O. 1990 c.M.56) The information will be used to register and place the student in a school, or for a consistent purpose such as the allocation of staff and resources and to give information to employees to carry out their job duties. In addition, the information may be used to deal with matters of health and safety or discipline and is required to be disclosed in compelling circumstances or for law enforcement matters or in accordance with any other Act. The information will be used in accordance with the Education Act, the regulations, and guidelines issued by the Minister of Education governing the establishment, maintenance, use, retention, transfer and disposal of pupil records. If you have any questions, please contact the school principal and/or the Freedom of Information Officer, Brant Haldimand Norfolk Catholic District School Board, 322 Fairview Drive, Brantford, ON, N3T 5M8 (Telephone 519-756-6505, Ext. 234)

Reproduced and adapted with permission from OPHEA, Medical Concussion Assessment Form, 2019



STUDENT CONCUSSION DIAGNOSIS REPORT

School: _____

Principal: _____

Student(s) Name(s)		Date of Birth	Return to Learn/Return to Physical Activity Plan in Place	Return to Learn/Return to Physical Activity Plan Completed (Y) Ongoing (N)
Surname:	Given Name:	YYYY/Month/Day		
1.			<input type="checkbox"/> YES	<input type="checkbox"/> YES <input type="checkbox"/> NO
Date/Location of incident:		Circumstances causing concussion:		
2.			<input type="checkbox"/> YES	<input type="checkbox"/> YES <input type="checkbox"/> NO
Date/Location of incident:		Circumstances causing concussion:		
3.			<input type="checkbox"/> YES	<input type="checkbox"/> YES <input type="checkbox"/> NO
Date/Location of incident:		Circumstances causing concussion:		
4.			<input type="checkbox"/> YES	<input type="checkbox"/> YES <input type="checkbox"/> NO
Date/Location of incident:		Circumstances causing concussion:		
5.			<input type="checkbox"/> YES	<input type="checkbox"/> YES <input type="checkbox"/> NO
Date/Location of incident:		Circumstances causing concussion:		
6.			<input type="checkbox"/> YES	<input type="checkbox"/> YES <input type="checkbox"/> NO
Date/Location of incident:		Circumstances causing concussion:		

BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD **Student Concussion Diagnosis Report**

January 30 June 28

Submit completed form promptly to your Superintendent of Education



SCHOOL RETURN TO LEARN

OPTIONAL RETURN TO SCHOOL AND RETURN TO PHYSICAL ACTIVITY PLAN TRACKING FORM

A. Rest at Home

Initial Rest

- Rest and relax at home for 24 – 48 hours or as recommended by the physician
- Limited use of electronics

Symptoms have shown improvement – Initial Rest Completed

Stage 1: Symptom-limiting Cognitive Activities – (build to 30 min of cognitive activity)

Student can tolerate 30 minutes of cognitive activity

Stage 2: School-type work activity

Student can tolerate 60 minutes of cognitive activity, 2 – 3 times per day

Parent/Guardian Signature: _____

Date: _____

B. Return to Learning/School (- call the school to arrange a return to school meeting)

Stage 1: Gradual Return to Instructional Day with Accommodations

Alternate Timetable (ex. ½ Days) _____

Individualized Classroom Strategies _____

Stage 2: Full Time Academic Student

Student can tolerate full-time academic workload without accommodations.
(With the exception of Physical Education.)

Student is **symptom free** and can proceed with **Return to Physical Activity** (Form ??)

Parent/Guardian Signature: _____

Date: _____



RETURN TO PHYSICAL ACTIVITY

OPTIONAL RETURN TO SCHOOL AND RETURN TO PHYSICAL ACTIVITY PLAN TRACKING FORM

Return to Physical Activity

Note - A minimum of 24 hrs. is required between stages.

A. Activity at Home (No sport specific activities or activities Involving contact)

Stage 1: Symptom-Limiting Activity (ex. 10 min walk)

Student can tolerate minimal and light physical activity at home without symptoms.

Stage 2: Light Aerobic Activity – (ex. 20 min walk / stationary bike ride)

Student has engaged in Light Aerobic Activities for a minimum of 48 hours with no symptoms.

Parent/Guardian Signature: _____

Date: _____

B. Activity at Home and School (Physical Education / Athletics)

Stage 3: Individual Sport-Specific Activity with NO Contact

Student can tolerate individual sport-specific exercises with no contact for 20 to 30 minutes at a time with no symptoms.

Stage 4: Begin Training Drills with NO Contact

Student may begin non-contact sport-specific drills, non-contact practice and light resistance/weight training.

Student can successfully complete game/team drills without the return of symptoms.

Medical Examination: (see Medical Clearance Form)

Student has submitted a medical doctor/nurse practitioner note confirming that he/she continues to be symptom free and:

can return to regular physical education class/intermural activities/interschool activities in **non-contact sports**.

can return to full training/practices for **contact sports**.

Principal Signature: _____

Date: _____

Stage 5: Full Contact Practice (following clearance by a doctor)

Student can tolerate full-contact drills and practice without a return of symptoms.

Stage 6: Full Return to All Activities/Sports

*Student has successfully completed the Return to School and Return to Physical Activity Plan.
(If symptoms return, follow up with a doctor or nurse practitioner).*

Parent/Guardian Signature: _____

Date: _____

**REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC
DISTRICT SCHOOL BOARD**

Prepared by: Scott Keys, Superintendent of Business & Treasurer
Presented to: Board of Trustees
Submitted on: May 21, 2020
Submitted by: Mike McDonald, Director of Education & Secretary

**INTERIM FINANCIAL REPORT
(FEBRUARY 29, 2020)**

Public Session

BACKGROUND INFORMATION:

Interim financial reports are presented to the Board to assist Trustees in their monitoring of the financial well-being of the school board. These reports are presented to the Board of Trustees three times per school year (as of November 30, February 29 and May 31) and a final year-end report is provided with an external audit report in the fall.

DEVELOPMENTS:

Changes have been made to the year-end forecast for the Board as a result of updated information compared to revised budget as presented to the Board of Trustees in January 2020.

Changes to the forecast resulted in:

- Strike savings from OECTA and OSSTF have reduced both revenues and expenses.
- Cancelled professional development as a result of strike days and job sanctions.
- Various budget efficiencies identified (supply costs, textbooks and supplies, printing, office supplies).
- Increase in Administration costs resulting from extended transition periods for superintendents, managers and a supervisor.

As of February 29, 2020, projected average daily enrolment (ADE) is not expected to change. ADE is comprised of actual enrolment reported at October 31, 2019 and projected at March 31, 2020. The staffing compliment remains the same as projected in the revised budget.

In addition, about 50% of expenses have been spent as of February 29, 2020. Timing of expenses varies throughout the year with certain expenses paid towards the beginning of the school year (license renewal fees, membership fees, insurance, etc.), while salary and benefits are incurred relatively smoothly throughout the year. School and building renewal typically is incurred while schools are closed, namely March and Summer breaks.

It should be noted that this forecast has not considered additional expenses related to COVID19 and extended school closures as costing is not clearly known at this time. Other expenses could include devices for students and staff, additional cleaning products and sanitizers, overtime for certain support staff, cancellation of contracts that cannot be fulfilled and photocopy and delivery costs for students requiring print materials.

RECOMMENDATION:

THAT the Brant Haldimand Norfolk Catholic District School Board receive the Interim Financial report as at February 29, 2020.

Brant Haldimand Norfolk Catholic District School Board
2019/2020 Second Quarter Interim Financial Report
For the Period Ended February 29, 2020

Summary of Financial Results

	Revised Budget	Forecast	In-Year Change	
			\$	%
Revenue				
Provincial Grants (GSN)	120,490,204	119,290,204	(1,200,000)	-1.0%
Capital Grants	2,930,399	2,930,399	-	0.0%
Other Grants	1,362,794	1,362,794	-	0.0%
Other Revenue	5,874,458	5,944,458	70,000	1.2%
Amortization of DCC	4,656,289	4,656,289	-	0.0%
Total Revenue	135,314,144	134,184,144	(1,130,000)	-0.8%
Expenses				
Classroom	95,288,025	93,081,288	(2,206,737)	-2.3%
School Management	10,732,461	10,643,710	(88,751)	-0.8%
Transportation	5,439,178	5,428,778	(10,400)	-0.2%
Administration	4,486,137	4,595,990	109,853	2.4%
Pupil Accommodation	14,531,190	14,782,658	251,468	1.7%
Amortization/Write downs	4,837,153	4,837,153	-	0.0%
Total Expenses	135,314,144	133,369,577	(1,944,567)	-1.4%
Surplus/(Deficit) before Accum Surplus	-	814,567	814,567	100.0%
Draw on Accumulated Surplus				
Surplus/(Deficit), end of year	-	814,567	814,567	100.0%

Note: GSN - Grants for Student Needs

Note: DCC - Deferred Capital Contributions

Changes in Revenue:

Provincial Grants (GSN): Reduction in revenue as a result of anticipated strike savings being returned to the MEDU

Other Revenue: Increase due to higher interest being earned

Changes in Expenses:

Classroom: Decrease due to strike savings, cancelled PD, budget efficiencies, offset by paid sick leaves and hiring 10.0 LTO to cover supervision during labour sanction

Non-Classroom: Decrease due to strike savings, offset by paid sick leave:

Administration: Increase due to legal fees, transition of Managers and SOs, offset by maintenance costs for administrative sites

Pupil Accommodation: Increase due to additional operations and maintenance supplies and services required, offset by strike savings and WSIB expenses

Summary of Enrolment

ADE	Revised Budget	Forecast	In-Year Change	
			\$	%
Elementary				
JK/SK	1,322	1,322	-	0.0%
Gr. 1 - 3	2,078	2,078	-	0.0%
Gr. 4 - 8	3,457	3,457	-	0.0%
VISA Students	2	2	-	0.0%
Total Elementary	6,859	6,859	-	0.0%
Secondary				
Pupils of the Board	3,540	3,540	-	0.0%
VISA Students	18	18	-	0.0%
Total Secondary	3,558	3,558	-	0.0%
Total	10,417	10,417	-	0.0%

Note: ADE is comprised of actual enrolment reported at October 31, 2019 and projected enrolment on March 31, 2020

Note: VISA students pay tuition and their enrolment do not affect our GSNs

Changes in Average Daily Enrolment: Revised Budget vs Forecast

No change is expected to the elementary or secondary ADE

Summary of Staffing

FTE	Revised Budget	Forecast	In-Year Change	
			\$	%
Classroom				
Teachers	633.5	633.5	-	0.0%
CYW's	7.0	7.0	-	0.0%
EAs	150.0	150.0	-	0.0%
ECEs	51.0	51.0	-	0.0%
Total Classroom	841.5	841.5	-	0.0%
Other Support Staff				
School Administration	90.6	90.6	-	0.0%
Board Administration	29.7	29.7	-	0.0%
Facility Services	90.3	90.3	-	0.0%
Consultants/Coordinators	14.0	14.0	-	0.0%
Paraprofessionals	39.1	39.1	-	0.0%
Library & Guidance	13.0	13.0	-	0.0%
Total Other Support Staff	276.7	276.7	-	0.0%
Total Staffing	1,118.2	1,118.2	-	0.0%

Note: FTE is calculated at February 29, 2020

Changes in Staffing: Revised Budget vs Forecast

No change is expected to the FTE of classroom or other support staff

Brant Haldimand Norfolk Catholic District School Board
2019/2020 Second Quarter Interim Financial Report
Comparative Revenue Summary
For the Period Ended February 29, 2020

	Comparative Revenue Summary				
	2019-2020 Revised Budget	2019-2020 Forecast	In-Year Change		Variance Note
			\$	%	
Provincial Grants (GSN)					
Pupil Foundation	53,886,996	52,686,996	(1,200,000)	-2.2%	a
School Foundation	8,546,235	8,546,235	-	0.0%	
Special Education	16,970,154	16,970,154	-	0.0%	
Language Allocation	1,842,640	1,842,640	-	0.0%	
Indigenous Education	337,904	337,904	-	0.0%	
Rural and Northern Education Fund	1,519,423	1,519,423	-	0.0%	
Learning Opportunities	1,429,212	1,429,212	-	0.0%	
Safe and Accepting Schools	220,210	220,210	-	0.0%	
Adult & Continuing Education	423,246	423,246	-	0.0%	
Teacher DECE Q&E	13,628,419	13,628,419	-	0.0%	
New Teacher Induction Program	109,242	109,242	-	0.0%	
Student Transportation	5,561,323	5,561,323	-	0.0%	
Declining Enrolment	-	-	-	0.0%	
Administration & Governance	4,752,995	4,752,995	-	0.0%	
School Operations & Renewal	10,968,921	10,968,921	-	0.0%	
Community Use of Schools Grant	146,889	146,889	-	0.0%	
Permanent Financing - NPF	146,395	146,395	-	0.0%	
Regular Provincial Grants	120,490,204	119,290,204	(1,200,000)	-1.0%	
Grants for Capital Purposes					
School Renewal	846,093	846,093	-	0.0%	
Temporary Accommodation	-	-	-	0.0%	
Short-term Interest	20,196	20,196	-	0.0%	
Debt Funding for Capital	2,064,110	2,064,110	-	0.0%	
Total Capital Grants	2,930,399	2,930,399	-	0.0%	
Other Grants					
Other Grants	304,651	304,651	-	0.0%	
Priorities & Partnership Funding	1,058,143	1,058,143	-	0.0%	
Total Non-GSN Grants	1,362,794	1,362,794	-	0.0%	
Other Revenue					
Tuition Fees	1,190,381	1,190,381	-	0.0%	
Rentals	174,829	174,829	-	0.0%	
Interest	230,000	300,000	70,000	30.4%	b
Other Revenue	4,072,592	4,072,592	-	0.0%	
Total Non-Grant Revenue	5,667,802	5,737,802	70,000	1.2%	
Deferred Revenues					
Amortization of DCC	4,656,289	4,656,289	-	0.0%	
Deferred Revenues	206,656	206,656	-	0.0%	
Net Deferred Revenue	4,862,945	4,862,945	-	0.0%	
Total Revenue and Grants	135,314,144	134,184,144	(1,130,000)	-0.8%	

Note: Revised Budget is the 2019-2020 Revised Estimates Budget presented to the Board of Trustees in January 2020

Explanations of Revised Budget Variances

- a Reduction as a result of anticipated strike savings being returned to the MEDU. Offsetting reduction in expenses.
- b Higher interest rates and balances on hand as of February 29

Brant Haldimand Norfolk Catholic District School Board
2019/2020 Second Quarter Interim Financial Report
Comparative Expense Summary
For the Period Ended February 29, 2020

	Comparative Expenditure Summary					
	2019-2020 Revised Budget	2019-2020 Forecast	2019-2020 % of Spend	In-Year Change		Variance Note
				\$	%	
<u>Classroom Instruction</u>						
Teachers	65,923,757	64,932,657	48.32%	(991,100)	-1.5%	a
Supply Teachers	3,000,640	2,917,813	45.86%	(82,827)	-2.8%	b
Educational Assistants	8,468,554	8,276,352	58.63%	(192,202)	-2.3%	a
Early Childcare Educators	2,659,487	2,602,382	57.81%	(57,105)	-2.1%	c
Classroom Computers	2,152,114	1,755,324	37.54%	(396,790)	-18.4%	d
Textbooks & Supplies	2,893,212	2,543,072	45.48%	(350,140)	-12.1%	e
Professionals and Paraprofessionals	3,512,612	3,462,340	49.68%	(50,272)	-1.4%	f
Library and Guidance	2,044,575	2,074,509	53.77%	29,934	1.5%	
Staff Development	895,491	774,654	34.47%	(120,837)	-13.5%	g
Department Heads	237,583	242,185	50.00%	4,602	1.9%	
School Generated Funds	3,500,000	3,500,000	50.00%	-	0.0%	
Total Classroom Instruction & Learning	95,288,025	93,081,288		(2,206,737)	-2.3%	
<u>School Management</u>						
Principals & Vice Principals	5,555,730	5,586,795	48.59%	31,065	0.6%	
School Office	3,206,043	3,110,702	55.28%	(95,341)	-3.0%	a
Co-ordinators and Consultants	1,636,887	1,621,312	49.15%	(15,575)	-1.0%	
Continuing Education	333,801	324,901	37.03%	(8,900)	-2.7%	
Total School Management	10,732,461	10,643,710		(88,751)	-0.8%	
<u>Student Transportation</u>	5,439,178	5,428,778	59.42%	(10,400)	-0.2%	
<u>Administration</u>						
Trustees	125,933	135,696	56.55%	9,763	7.8%	
Director and Supervisory Officers	984,684	991,700	52.70%	7,016	0.7%	
Board Administration	3,375,520	3,468,594	52.78%	93,074	2.8%	h
Total Administration	4,486,137	4,595,990		109,853	2.4%	
<u>Pupil Accommodation</u>						
School Operations and Maintenance	11,336,814	11,588,282	53.72%	251,468	2.2%	i
School Renewal	846,093	846,093	50.00%	-	0.0%	
Interest of Capital Debt	2,348,283	2,348,283	50.00%	-	0.0%	
Amortization	4,837,153	4,837,153	50.00%	-	0.0%	
Total Pupil Accommodation	19,368,343	19,619,811		251,468	1.3%	
Total Expenditures	135,314,144	133,369,577	50.01%	(1,944,567)	-1.4%	

Note: Revised Budget is the 2019-2020 Revised Estimates Budget presented to the Board of Trustees in January 2020

Explanations of Budget Variances

- a Decrease primarily as a result of strike savings. Expected to return savings to MEDU
- b Decrease as a result of less supply teachers expected for the balance of the school year, offset by addition 10.0 LTOs for supervision from job sanctions
- c Decrease resulting from the timing of hiring permanent ECEs
- d Reduction driven by budget efficiencies identified (technology replacement)
- e Reduction driven by various budget efficiencies identified (program supplies, field trips, and printing costs)
- f Reduction driven by various budget efficiencies identified (printing, professional fees, text and learning materials and telephone expenses)
- g Decrease resulting from cancelled PD due to strike days and labour sanctions
- h Increase as a result of transitions of SOs, Managers and Supervisor, increased legal fees and contractual services, offset by various budget efficiencies identified (office supplies, administrative maintenance costs, technology replacements)
- i Increase due to additional maintenance and operational supplies and services and contractual services, offset by reduced insurance costs and strike savings

**REPORT TO THE BRANT HALDIMAND NORFOLK
CATHOLIC DISTRICT SCHOOL BOARD**

Prepared by: Scott Keys, Superintendent of Business & Treasurer
Presented to: Board of Trustees
Submitted on: May 21, 2020
Submitted by: Michael McDonald, Director of Education & Secretary

**ENROLMENT UPDATE
(MARCH 31, 2020)
Public Session**

BACKGROUND INFORMATION:

Enrolment reports are presented to the Board twice per school year (as of October 31 and March 31). Enrolment reported to the Ministry of Education is the most important driver of funding provided to the Board. The average daily enrolment (ADE) is used by the Ministry of Education for funding purposes.

The average daily enrolment is calculated using two snapshots of enrolment, on October 31 and March 31 of each school year. The average of the two count dates results in the Board's ADE.

DEVELOPMENTS:

Attached is the enrolment report as at March 31, 2020. The Board's overall ADE has decreased by 9.94 and is comprised of:

- Increase in elementary ADE by 24.00
- Decrease in secondary ADE by 33.94

The financial impact of this change in ADE is expected to be approximately \$125,000 and will be reflected in the Board's next interim forecast.

RECOMMENDATION:

THAT the Brant Haldimand Norfolk Catholic District School Board receives the Enrolment Update Report as of March 31, 2020.

**BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD
PROJECTED ENROLMENT AT MAR 31, 2020**

	J	K	ONE	TWO	THREE	GRADE ONE TO THREE					GRADE FOUR TO EIGHT					SPEC ED	SPEC ED	Mar 31 2020	Oct 31 2019	Actual ADE OnSIS 2019-2020	Revised Estimates ADE 2019-2020	Variance from Ministry Projected Estimates
						Actual includes Spec Ed	Actual includes Spec Ed															
Blessed Sacrament	28	24	28	28	17	73	21	16	26	19	23	105		0	230	228	229.00	228.0	1.00			
Christ the King	15	21	18	23	18	59	26	20	8	14	21	89		0	184	183	183.50	183.0	0.50			
Holy Cross	17	22	13	16	19	48	25	21	24	24	31	125		0	212	216	214.00	216.0	-2.00			
Holy Family	25	18	14	20	16	50	16	20	15	22	17	90		0	183	182	182.50	182.0	0.50			
Jean Vanier	12	17	15	13	17	45	25	22	11	16	19	93		0	167	166	166.50	166.0	0.50			
Jean Vanier (French Imm)	26	20	26	25	14	65	13	26	19	12	20	90		0	201	210	205.50	210.0	-4.50			
Notre Dame (Brantford)	28	41	22	28	43	93	25	35	30	33	34	157		0	319	314	316.50	314.0	2.50			
Notre Dame (Brantford) (SPED)						0			6	7	2	15	15	15	15	16	15.50	16.0	-0.50			
Notre Dame (Caledonia)	13	13	28	21	27	76	30	24	21	26	30	131		0	233	234	233.50	234.0	-0.50			
Notre Dame (Caledonia) (French In	18	12	12			12						0		0	42	40	41.00	40.0	1.00			
Our Lady of Fatima (Courtland)	9	4	10	5	7	22	10	10	15	9	15	59		0	94	94	94.00	94.0	0.00			
Our Lady of Providence	23	21	21	28	31	80	29	33	37	35	33	167		0	291	295	293.00	295.0	-2.00			
Resurrection	7	12	15	14	13	42	19	15	9	14	14	71		0	132	134	133.00	134.0	-1.00			
Sacred Heart (Langton)	13	16	15	20	10	45	20	18	18	19	21	96		0	170	169	169.50	169.0	0.50			
Sacred Heart (Paris)	20	20	17	21	21	59	33	33	31	34	26	157		0	256	259	257.50	259.0	-1.50			
Sacred Heart (Paris) (French Imm)	15	19	22	16	17	55						0		0	89	89	89.00	89.0	0.00			
St. Basil	57	44	47	58	57	162	51	50	52	58	58	269		0	532	525	528.50	525.0	3.50			
St. Bernard of Clairvaux	21	29	25	18	35	78	23	22	24	17	22	108		0	236	236	236.00	236.0	0.00			
St Cecilia's	14	12	9	10	9	28	9	14	17	18	12	70		0	124	126	125.00	126.0	-1.00			
St. Frances Cabrini	20	37	29	34	30	93	35	29	35	29	28	156		0	306	305	305.50	305.0	0.50			
St. Gabriel	25	30	31	44	41	116	39	52	48	59	47	245		0	416	394	405.00	394.0	11.00			
St. Joseph	29	33	41	43	38	122	40	39	50	43	60	232		0	416	404	410.00	404.0	6.00			
St. Joseph (SPED)						0			2	3	4	9	9	9	9	9	9.00	9.0	0.00			
St. Joseph (French Imm)	21	24	21	21	15	57						0		0	102	107	104.50	107.0	-2.50			
St. Leo	10	13	11	15	13	39	19	21	38	28	21	127		0	189	184	186.50	184.0	2.50			
St. Leo (French Imm)	27	25	42	33	18	93	18					18		0	163	165	164.00	165.0	-1.00			
St Mary (Hagersville)	18	16	10	12	15	37	14	12	15	11	13	65		0	136	137	136.50	137.0	-0.50			
St Michael's (Dunnville)	22	30	27	31	25	83	28	28	20	16	19	111		0	246	242	244.00	242.0	2.00			
St Michael's (Walsh)	7	5	12	12	9	33	10	10	13	11	14	58		0	103	102	102.50	102.0	0.50			
St Patrick (Brantford)	9	17	13	14	14	41	8	13	15	11	16	63		0	130	128	129.00	128.0	1.00			
St Patrick (Caledonia)	29	25	16	22	19	57	18	19	28	19	22	106		0	217	216	216.50	216.0	0.50			
St. Peter	15	15	17	20	16	53	14	19	22	27	8	90		0	173	167	170.00	167.0	3.00			
St Pius	23	22	32	28	27	87	34	33	32	28	35	162		0	294	288	291.00	288.0	3.00			
St. Stephen	19	11	9	19	12	40	18	9	15	14	12	68		0	138	134	136.00	134.0	2.00			
St Theresa	10	13	15	18	17	50	21	15	18	18	14	86		0	159	161	160.00	161.0	-1.00			
	645	681	683	730	680	2093	691	678	714	694	711	3488	24	24	6907	6859	6883.00	6859.00	24.00			

	Full-time					Part-time					High-Credit FTE	Mar 31 2020 Actual includes Spec Ed	Oct 31 2019 Actual includes Spec Ed	Actual ADE OnSIS 2019-2020	Revised Estimates ADE 2019-2020	Variance from Ministry Projected Estimates	
	Gr 9	Gr 10	Gr 11	Gr 12	Total	Number of Regular Students FTE	High-Credit FTE	Number of Regular Students FTE	High-Credit FTE								
At Mar 31 2020 Actual																	
Assumption	371	405	358	353	1,487	1,467	1,452.26	14.74	20	6.90	0.00	1,473.90	1,540.25	1507.08	1,509.59	-2.51	
Holy Trinity	243	242	217	280	982	952	939.70	12.30	30	11.95	0.46	963.95	1,018.25	991.10	998.03	-6.93	
St. John's	242	262	237	278	1,019	954	952.62	1.38	65	25.39	0.34	979.39	1,071.61	1025.50	1,050.01	-24.51	
TOTAL Secondary	856	909	812	911	3,488	3,373	3,344.58	28.42	115	44.24	0.00	3,417.24	3,630.11	3523.68	3,557.62	-33.94	
Jun 2018	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12												
TOTAL Board	668	907	834	805	920							10,324.24	10,489.11	10,406.68	10,416.62	-9.94	

**REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC
DISTRICT SCHOOL BOARD**

Prepared by: Scott Keys, Superintendent of Business & Treasurer
Presented to: Board of Trustees
Submitted on: May 21, 2020
Submitted by: Mike McDonald, Director of Education & Secretary

PROCUREMENT POLICY 700.01

Public Session

BACKGROUND INFORMATION:

School boards have an obligation to ensure efficient, high-quality service and responsible stewardship of public funds. The Brant Haldimand Norfolk Catholic District School Board will procure all goods and services in a manner that will maximize the value it receives from the use of public funds. A value-for-money approach aims to deliver goods and services with a lower total life-cycle cost; while maintaining a high standard.

The purpose of this Policy and Administrative Procedure is to promote and outline procurement processes and decisions consistent with the ethical and strategic objectives of the Board, the Broader Public Sector Accountability Act and other applicable legal requirements and applies to all staff wishing to procure in the course of performing recognized duties and responsibilities.

DEVELOPMENTS:

In order to ensure that the Procurement Policy and Administrative Procedure was up to date, revisions to the policy and procedures were developed in consultation with the Finance and Accounting Departments, Procurement Services, Senior Administration and other internal stakeholders. In addition, a detailed review was undertaken by Borden Ladner Gervais LLP and included as part of the update to the policy and administrative procedure. As such, changes were made to reflect best practices and language consistent with the Broader Public Sector Accountability Act (2010) and Broader Public Sector Procurement Directive.

On February 10, 2020, this revised draft policy and administrative procedure was presented to the Policy Committee. The Policy Committee approved the changes and the policy and administrative procedure was circulated for stakeholder feedback from February 11, 2020 to April 13, 2020, as per the Board's policy renewal process. No further comments were received.

Due to the unprecedented nature of the COVID-19 school closures, the Superintendent of Business & Treasurer is requesting an effective date of September 1, 2020. This will provide time to implement and operationalize the changes in this Policy and Administrative Procedure.

RECOMMENDATION:

THAT the Brant Haldimand Norfolk Catholic District School Board approves the revisions to the Procurement Policy 700.01; effective September 1, 2020.



Procurement

700.01

Adopted:	September 24, 2003
Last Reviewed/Revised:	May 19, 2020
Responsibility:	Superintendent of Business & Treasurer
Next Scheduled Review:	2023-24

POLICY STATEMENT:

The Brant Haldimand Norfolk Catholic District School Board will procure all goods and services in a manner that will maximize the value it receives from the use of public funds. A value-for-money approach aims to deliver goods and services with a lower total life cycle cost, while maintaining a high standard.

For clarity, *procurement* is broader than purchasing and includes procuring goods and/or services by purchase, rental, lease or conditional sale of goods or services or by other means.

Factors to be considered when determining the lowest total cost of ownership should be, but are not limited to, purchase price, implementation fees, upgrades, maintenance contracts, support contracts, license fees, and disposal costs. In doing so, the Board will ensure that all transactions are based on the five (5) key principles outlined in the *BPS Procurement Implementation Guidebook* to achieve value-for-money; while following procurement provisions that are fair and transparent to all stakeholders:

- *Accountability* - the Board must be accountable for the results of its procurement decisions and the appropriateness of its procurement processes.
- *Transparency* - the Board must be transparent to all stakeholders. Wherever possible, stakeholders must have equal access to information on procurement opportunities, processes and results.
- *Value-for-Money* - the Board must maximize the value it receives from the use of public funds. A value-for-money approach aims to deliver goods and services at the optimum total life-cycle cost.
- *Quality Service Delivery* - front-line services provided by the Board, such as teaching, must receive the right product, at the right time and in the right place.
- *Process Standardization* - standardized processes, remove inefficiencies and create a level playing field.

In doing so, the Board shall:

- protect the Board's financial interests.
- ensure compliance with all statutory and regulatory laws through open competition, where appropriate.
- adhere to socially acceptable and legal standards for fair labour practices.

APPLICATION AND SCOPE:

All goods and/or services required for the purposes of the Board, save and except only those goods and/or services listed as Exceptions in this Policy and Administrative Procedure, shall be procured and disposed of in accordance with the provisions of this Policy and Administrative Procedure unless any applicable law or policy of the Province of Ontario or Canada or applicable trade agreement, requires that the procurement or disposal can be carried out in some other manner.



The purpose of this Policy and Administrative Procedure is to promote and outline procurement processes and decisions consistent with the ethical and strategic objectives of the Board, the Broader Public Sector Accountability Act and other applicable legal requirements and applies to all staff wishing to procure in the course of performing recognized duties and responsibilities.

REFERENCES:

- Education Act and Regulations
- Canadian Free Trade Agreement (CFTA)
- Comprehensive Economic and Trade Agreement (CETA)
- Municipal Freedom of Information & Protection of Privacy Act (MFFIPA)
- Ontario-Quebec Procurement Agreement
- Broader Public Sector Accountability Act, 2010
- Broader Public Sector Procurement Directive and Implementation Guidebook
- Broader Public Sector Perquisites Directive
- Broader Public Sector Expenses Directive
- Professional Standards & Conflict of Interest Policy for Employees
- 700.05 – Fundraising and School Generated Funds
- 700.04 – Employee Expenses
- 700.07 – Corporate Credit Cards and Purchase Cards
- 700.10 – School Operating Budgets

FORMS:

- Sole or Single Source Approval
- Vendor Performance Evaluation

DEFINITIONS:

Authority: the authority delegated by the Board to a person designated to occupy a position to approve on its behalf one or more procurement functions within the plan-to-pay cycle up to specified dollar limits subject to the applicable legislation, regulations and procedures in effect at such time.

Bid: an offer or submission received from a vendor in response to a request, which offer or submission may be accepted or rejected.

Board: the Brant Haldimand Norfolk Catholic District School Board.

Budget Holder: a person who is accountable for the spending decisions in their area of responsibility.

CETA: the Comprehensive and Economic Trade Agreement.

CFTA: the Canadian Free Trade Agreement.

Contract Administrator: means the Board representative delegated the responsibility to administer a contract.

Competitive Procurement: a set of procedures for developing a procurement contract through a bidding or proposal process. The intent is to solicit fair, impartial competitive bids.

Consultant: a person or entity that under an agreement, other than an employment agreement, provides expert or strategic advice and related services for consideration and decision-making.

Consulting Services: means, subject to exceptions noted on behalf of the Management Board of Cabinet, the provision of expertise or strategic advice that is presented for consideration and decision-making.



Contract: an obligation, such as an accepted offer, between competent parties upon a legal consideration, to do or abstain from doing some act. It is essential to the creation of a contract that the parties intend that their agreement shall have legal consequences and be legally enforceable. The essential elements of a contract are an offer and an acceptance of that offer; the capacity of the parties to contract; consideration to support the contract; a mutual identity of consent or consensus ad idem; legality of purpose; and sufficient certainty of terms.

Designate: a person, to the extent permitted by law, authorized by the budget holder to act on his/her behalf, for the purposes of this Administrative Procedure.

Dispose: the sale, exchange, transfer, destruction or gifting of goods owned by the Board, which are deemed surplus to its needs, and *disposal* and *disposed* shall have similar meanings.

Emergency: if strictly necessary, and for reasons of urgency brought about by events unforeseeable by the Board, the goods or services could not be obtained in time using Competitive Procurement.

Goods: moveable property (including the costs of installing, operating, maintaining or manufacturing such moveable property); including raw materials, products, equipment and other physical objects of every kind and description whether in solid, liquid, gaseous or electronic form, unless they are procured as part of a general construction contract, as well as all materials, equipment, fixtures, and structures to be delivered, installed or constructed.

MFIPPA: Municipal Freedom of Information and Protection of Privacy Act where the Board is accountable to the public and to protect personal information

Non-Competitive Procurement: a procurement method whereby the usual competitive process is suspended, and negotiations are entered into with one, or more than one, vendor.

Piggyback Clause: an option to contract with a vendor in which other Ontario school boards, public agencies or government bodies have awarded, through a Competitive Procurement, the supply of goods and/or services.

Procurement Process: the process by which the required goods and/or services are obtained.

Proponent: a person or firm who puts forward a proposal for Board consideration.

Purchase Order (PO): a written offer made by the Board to a supplier formally stating the terms and conditions of a proposed transaction.

Purchasing Card (P-Card): a commercial card approved by the Board that can be used by authorized employees of the Board to purchase low dollar value items (Refer to Board Policy and Administrative Procedure 700.07).

Procurement Services: the department within Business Services authorized to perform the procurement function.

Quotation: a statement that sets out prices on specific goods and/or services from selected vendors, which is submitted verbally, in writing or transmitted by facsimile or e-mail as specified in the Request for Quotation.

Request for Information (RFI): a process whereby information is requested from vendors regarding the feasibility and availability of specific goods and/or services in the marketplace.

Request for Proposal (RFP): a process whereby a need is identified, but how it will be achieved is unknown at the outset. This process allows vendors to propose solutions or methods to arrive at the end product and it allows for evaluation on criteria other than price.

Request for Quotation (RFQ): a process similar to an RFT by which the Board describes exactly what needs to be purchased and the evaluation is based solely on price.



Request for Supplier Qualification (RFSQ): a process used to gather information on vendor capabilities and qualifications with the intention of creating a list of pre-qualified vendors. 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 Board must ensure that the terms and conditions built into the RFSQ contain specific language that disclaims any obligation on the part of the Board to call on any vendor to provide goods or services as a result of the pre-qualification.

Request for Tender (RFT): a process whereby a specific need is identified, and the vendors offer to provide the specific need at a specified price.

Requisition: a request for goods and/or services initiated by staff, approved and electronically transmitted to Procurement Services.

Services: includes all professional, construction, or maintenance services, and non-consulting, including the delivery, installation, repair, restoration, demolition or removal of personal property and real property.

Single Source: a non-competitive method of procurement of goods or services from a supplier in situations where there is or may be another supplier or suppliers capable of delivering these goods or services.

Sole Source: the use of a non-competitive procurement process to acquire goods or services where there is only one available supplier for the source of the goods or service.

Supervisor of Procurement Services: the person responsible for the procurement functions of the Board or designate who acts as the *Purchasing Agent* for the Board.

Tender: an offer, in writing, to execute some specified services, or to supply certain specified goods, at a certain price, in response to an invitation for bids.

Vendor: an individual, firm, supplier, vendor, contractor, architect, consultant or anyone else providing goods and/or services to the marketplace.

ADMINISTRATIVE PROCEDURES:

Procurement Principles

Board staff shall conduct all procurement-related activity based on the following:

- i) highest standard of integrity in all business relationships within and outside of the Board.
- ii) honesty, care and due diligence must be integral to all Supply Chain Activities within and between BPS organizations, suppliers and other stakeholders.
- iii) highly demonstrated level of respect for each other and the environment.
- iv) confidential information must be safeguarded.
- v) consideration for the interests of the Board and its students in all transactions.
- vi) transparency and fairness in obtaining the best value for public funds.
- vii) demonstrated responsible, efficient and effective manner of using public resources.
- viii) avoidance of any activity that may create, or appear to create, a conflict of interest.
- ix) gifts and/or gratuities in excess of reasonable hospitality or applicable law will not be accepted.
- x) seek legal counsel as required.
- xi) compliance with laws in the Province of Ontario and Canada.
- xii) procure without prejudice in order to achieve maximum value for money.



- xiii) avoidance of one’s authority being used for personal gain.
- xiv) continuous improvement in all areas of supply chain (process, knowledge, leading practices, etc.).

Segregation of Duties

Effective control in an organization includes segregation of duties across functions and individuals. Segregation of duties prevents any one person from controlling the entire procurement process by separating approvals for the key stages of the procurement process. Employees cannot independently procure goods and services without approval. The Board shall separate at least three of the five functional roles (Requisitioning/Ordering, Approval, Purchase Order, Receiving and Payment).

Function	Responsibility	Accountable Party
Requisitioning	Authorize Procurement Services to place an order	Customer requesting the product or service
Requisition Approval	Authorize that funding is available to cover the cost of the order	Budget holder or designate
Purchase Order	Authorize release of the order to the vendor under agreed terms	Procurement Services
Receiving	Authorize that the order was physically received, correct and complete	Individual receiving the goods
Payment	Authorize release of payment to the vendor	Accounts Payable within Financial Services

Approval Authority

The following approval levels must be obtained prior to conducting all procurement and must be adhered to for all goods and non-consulting services, based on total estimated value of the procurement (excluding taxes).

Approval Authority Schedule (AAS): Goods and Non-Consulting Services	
Total Procurement Amount (excl. taxes)	Delegated Purchasing Authority Level
\$0 up to \$2,999.99	School Principal
\$0 up to \$4,999.99	Supervisor of Procurement Services, Manager of Human Resource Services, Manager of Communications, Manager of Information Technology Services, Superintendents of Education
\$0 up to \$9,999.99	Manager of Facility Services and Construction, Manager of Financial Services
\$0 up to \$74,999.99	Superintendent of Business & Treasurer
\$0 up to \$99,999.99	Director of Education & Secretary
\$100,000 or more	Board of Trustees



Approval Authority Schedule (AAS): Consulting Services		
Total Procurement Amount (excluding taxes)	Procurement Method	Purchasing Authority Level
\$0 up to \$99,999.99	Invitational Competitive	Board's AAS for goods and non-consulting services
Any Value	Open Competitive	Board's AAS for goods and non-consulting services
Any Value	Non-Competitive (Exemption Based only)	Director of Education & Secretary or Superintendent of Business & Treasurer

General Authority

The procurement of goods and/or services shall not be authorized unless:

- the required goods and/or services have been requisitioned in accordance with this Administrative Procedure.
- the form and content of all documents forming any part of the procurement contract including quotation, tender or proposal documents, form of agreement, special provisions, terms and conditions, insurance, surety bonds, etc. have been reviewed by Procurement Services.
- the procurement has been approved by the appropriate level of authority.

If a tender/proposal has been awarded to the successful bidder and the successful bidder fails to enter into a contract, the Supervisor of Procurement Services shall be granted the authority to proceed to the next highest scoring bidder for the award of the contract.

Annually, the Supervisor of Procurement Services will communicate a date (typically in May) as the deadline for requisition entry for all schools and curriculum-based requirements. This deadline will allow sufficient time for receipt prior to the end of the school year.

The Supervisor of Procurement Services is authorized to prescribe the content and use of forms, whether electronic or printed, purchase orders, bonds, letters of credit and other forms of guarantees or surety, tendering, proposals and other contract documents; method of procurement or disposal, which will more effectively achieve the objectives of this Policy and Administrative Procedure, where alternative methods are permitted and the process to be followed in the issuing, receipt and evaluation of quotes, tenders, proposals and other submissions; and any other aspects of the process or procedure not specifically provided for under this Policy and Administrative Procedure.

On an annual basis, the Supervisor of Procurement Services (or designate) will review and make available a summary report on a sample of purchases and their compliance with this administrative procedure to the Superintendent of Business & Treasurer. This summary report will be made available to the Board of Trustees and will include metrics outlining, at a minimum, the number of purchases, procurement method and approval authority.

The Board may overrule any requirement of this Policy and Administrative Procedure on a transaction-specific basis through resolution, outside of any regulations or legislative requirements. The elimination of any requirement of this Administrative Procedure on a general or continuing basis must be approved through amendment to this Policy and Administrative Procedure, by the Board.

Centralized Procurement

Procurement Services will standardize and oversee the procurement of office furniture, classroom furniture, office equipment, wireless communications, student uniforms, cafeteria services, and other goods and services to ensure an acceptable level of quality, consistency and to enhance cost and service efficiencies.



All technology-related products (desktops, laptops, printers, monitors, accessories and peripherals, etc.) are procured through Information Technology Services in consultation with Procurement Services to ensure acceptable levels of quality and support are provided.

Fair Labour Practices

The Board supports the rights of all workers and will, therefore, strive to ensure that all suppliers of goods and/or services provide the necessary assurances that the goods and/or services are provided under safe, just and healthy conditions.

1. Procurement Thresholds and Process

The following dollar thresholds indicate the procurement process to be followed by all staff for goods and/or services not included on a quotation, tender and/or contract awarded through Procurement Services or a collaborative purchasing effort on behalf of the Board.

Goods and Non-Consulting Services		
Total Procurement Value (excluding taxes)	Procurement Method	Procurement Means
\$0 up to \$4,999.99	Verbal or catalogue price Written quote(s)	P-Card (up to transaction limits) Purchase Order
\$5,000 up to \$49,999.99	Invitational competitive procurement (minimum of three vendors invited to submit a bid) by the individual with budget authority	Purchase Order
\$50,000 up to \$99,999.99	Invitational competitive procurement (minimum of three vendors invited to submit a bid) by the Supervisor of Procurement Services	Purchase Order
\$100,000 or more	Open Competitive process (RFP, RFT)	Purchase Order Contract

Good and Non-Consulting Services - Facility and Information Technology Services Only		
Total Procurement Value (excluding taxes)	Procurement Method	Procurement Means
\$0 up to \$9,999.99	Verbal or catalogue price Written quote(s)	P-Card (up to transaction limits) Purchase Order
\$10,000 up to \$49,999.99	Invitational competitive procurement (minimum of three vendors invited to submit a bid) by the individual with budget authority	Purchase Order
\$50,000 up to \$99,999.99	Invitational competitive procurement (minimum of three vendors invited to submit a bid) by the Supervisor of Purchasing Services	Purchase Order
\$100,000 or more	Open Competitive process (RFP, RFT)	Purchase Order Contract

Prior to commencement, any non-competitive procurement of goods or non-consulting services must be approved by an authority one-level higher than the AAS requirements for competitive procurement.



Consulting Services		
Total Procurement Value (excluding taxes)	Procurement Method	Procurement Means
\$0 up to \$99,999.99	Invitational competitive procurement (minimum of three vendors invited to submit a bid) by the individual with budget authority	Purchase Order Contract
\$100,000 or more	Open Competitive process (RFP, RFT)	Purchase Order Contract

1.1 Informal Process for Goods and Non-Consulting Services (\$0 - \$4,999.99)

The procurement of goods and/or non-consulting services having a value up to \$4,999.99 (excluding taxes) or a lesser amount as determined by the individual with budget authority shall be procured via Board issued P-Card (up to transaction limits) or Purchase Orders with the required signatures of approval.

Sound judgment shall be exercised by the individual when determining if quotations should be obtained, regardless of this value range. Where the unit cost of an item is less than \$5,000, but the quantity required exceeds a total value of \$5,000, three quotes are required as per the above thresholds.

i.e.: one utility table = \$600 = no quotation
 ten utility tables = \$6,000 = three quotes required

A division of requirements into multiple procurement to reduce the estimated value of a single purchase and avoid the application of the above thresholds is not permitted.

For Facility Services and Information Technology Services only: the informal process threshold is \$0 up to \$9,999.99.

1.2 Formal Quotation Process for Goods and Non-Consulting Services (\$5,000 - \$49,999.99)

The procurement of goods and/or non-consulting services with an estimated value greater than or equal to \$5,000 (excluding taxes) and up to \$49,999.99 (excluding taxes) shall be obtained using a Competitive Procurement, to offer the most favourable price consistent with reliability, delivery and service requirements. This process may be initiated and completed by an individual with budget authority or Procurement Services. At least three vendors known to provide the required goods and/or non-consulting services shall be invited to submit a bid. Individuals with budget authority must complete a *Request for Quotation Form* for each quote received, prior to executing a purchase.

All quotations received and rationale for selected file must be kept on file in accordance with the Board's Records Retention Schedule and may be subject to a random review/audit by the Board's external auditors or Procurement Services.

For Facility Services and Information Technology Services only: the formal quotation process threshold is \$10,000 up to \$49,999.99.

1.3 Formal Quotation Process for: (i) Goods and Non-Consulting Services (\$50,000 - \$99,999.99); and (ii) Consulting Services (\$0 - \$99,999.99)

The procurement of goods and/or non-consulting services with an estimated value greater than or equal to \$50,000 (excluding taxes) and up to \$99,999.99 (excluding taxes) shall be obtained using a Competitive Procurement, to offer the most favourable price consistent with reliability, delivery and service requirement. This process must be initiated and completed utilizing Procurement Services. At least three vendors known to provide the required goods and/or non-consulting services shall be invited to submit a bid. Procurement Services shall



prepare a report for the initiating department, accompanied by the quotations received indicating the selected vendor for purchase order issuance or other appropriate action.

The same Competitive Procurement described immediately above applies to consulting services with an estimated value from \$0 up to \$99,999.99 (excluding taxes).

All quotations received and rationale for selected file must be kept on file and maybe subject to a random review/audit by the Board's external auditors or Procurement Services.

1.4 Open Competitive Process (\$100,000 or more) – RFP

This method can be used for any dollar value and involves the solicitation of proposals for the delivery of complex goods, services and/or construction or to provide alternative options or solutions. It is a process that uses pre-defined evaluation criteria in which price is not the only factor. Bid opportunities are required to be posted for a minimum of 15 calendar days on a nationally available electronic tendering system. Bid submissions will be evaluated to determine the successful proponent(s). This process has the most flexibility and will be governed by the terms of the RFP as developed by the Board. Depending on its terms, the process may involve negotiations subsequent to the submission of proposals on any or all the specifications, contract terms and prices.

1.5 Open Competitive Process (\$100,000 or more) – RFT

This method can be used for any dollar value and involves the solicitation of goods, services and/or construction with specific delivery requirements and performance specifications and may require/include vendor pre-qualification. Tenders are required to be posted on a nationally available electronic tendering system for a minimum of 15 calendar days. Complex procurements should be advertised for a longer period of time. All bids will be sealed and received on or before the specified closing date and time. All bids will be evaluated and approved in consultation with Procurement Services and the requisitioning budget holder or designate.

1.6 Emergency Procurement Process – Single Source

The emergency procurement process may be used for any dollar value, when the procurement of any goods and/or services is deemed an emergency. This process is undertaken in consultation with the Supervisor of Procurement Services. The completion of the *Single/Sole Source Approval Form* is required to support the emergency process. When a member of Facility Services is on call, they are delegated the authority of the Manager of Facility Services & Construction. If an emergency is declared after hours, then the *Single/Sole Source Approval Form* will be completed and approved the following day. Documentation describing the rationale for this type of purchase must be completed and approved by the appropriate approval authority as this may be used as supporting documentation in the case of a competitive dispute.

1.7 Sole Sourced

Where only one supplier is able to meet the procurement requirements, Procurement Services may conduct a non-competitive procurement in the circumstances outlined in the *Sole/Single Source Approval Form*, provided that they do not do so for the purposes of avoiding competition between vendors or in order to discriminate against vendors or to circumvent the requirements of this Policy and Administrative Procedure.

Documentation describing the rationale for this type of procurement must be completed and approved by the appropriate approval authority as this may be used as supporting documentation in the case of a competitive dispute.

1.8 Direct Negotiated

Unless otherwise provided for in this Policy and Administrative Procedure, the Supervisor of Procurement Services may enter into negotiations with one or more vendors for the supply of goods and/or services when any of the following conditions apply:



- The goods and/or services are deemed necessary as a result of an emergency, which would not reasonably permit the use of any other prescribed procurement process.
- No bids are received on a formal quotation, tender or request for proposal call.
- The extension of an existing contract would prove more cost effective or beneficial and is permissible in the original Contract, provided that original Contract was conducted through a Competitive Procurement and such procurement document contemplated that extension.
- Bids have been solicited using one of the procurement processes with all bids received being non-responsive or non-compliant.
- Goods and/or services are available from a Single or Sole Source.
- Exemptions for goods and/or services outlined in applicable trade agreements.

1.9 Request for Information (RFI)

This is a process where information is requested from vendors regarding the feasibility and availability of specific goods and/or services in the marketplace. This process can be used for any dollar value but cannot be used as a means of pre-qualification and must not influence the chances of the participating suppliers from becoming the successful proponent in any subsequent opportunity. Based on the information received, the Board may solicit quotations, tenders or proposals consistent with the procedures prescribed in this Policy and Administrative Procedure, at which time prices would be requested.

1.10 Request for Expression of Interest (RFEI)

The RFEI enables the Board to solicit 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 competitive process. A response to an RFI or RFEI must not pre-qualify potential suppliers and must not influence their chances of being the successful supplier on any subsequent opportunity.

1.11 Request for Supplier Qualifications (RFSQ)

The RFSQ enables the Board 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 second stage competitive procurements or to narrow the field for an immediate need. The purpose of this process is to reduce subsequent effort devoted to the competitive process (i.e., bid preparation on the part of suppliers and evaluation on the part of the Board). The terms and conditions of the RFSQ must contain specific language to disclaim any obligation on the part of the Board to actually contact a supplier to supply such goods or services as a result of the pre-qualification.

1.12 Evaluation of Bids

All information regarding timelines of bids, bid receipts, evaluation criteria, evaluation methodology and process, selection process, tie score process, fixed evaluation criteria, evaluation matrix, mandatory criteria, conflict of interest, dispute resolution process and bonding requirements (if applicable) are contained within the terms and conditions of the individual bid and bid specifications. Competitive procurement documents must state that submissions that do not meet the mandatory criteria will be disqualified. The Board shall not discriminate or exercise preferential treatment in awarding a contract.

Unless permitted by a specific exception within this administrative procedure, whenever a competitive process is used to acquire goods and services, the Board must then select only the highest ranked submission or lowest qualified bid that meets all mandatory requirements set out in the related procurement documents. All submission evaluation details must be fair, factual and fully defensible.



Evaluation Criteria

Evaluation criteria must be developed, reviewed and approved by an appropriate authority prior to commencement of the competitive procurement process. Competitive procurement documents must clearly outline rated or other criteria used to evaluate submissions, including weight of each criterion. Maximum justifiable weighting must be allocated to the price/cost component of the evaluation criteria. The pricing component of all bids will be opened in the presence of the Evaluation Team or Tender Opening Committee, as required.

The evaluation criteria can only be altered by means of addendum to the competitive procurement documents. Competitive procurement documents must fully disclose the evaluation methodology and process to be used in assessing submissions.

Evaluation Team

Every competitive process requires an Evaluation Team that will be responsible for evaluating all competitive bids. Evaluation Team members should be selected, and participation confirmed before the competitive documents have been posted. Board Evaluation Team members may be included in the development of the evaluation criteria and general requirements. Evaluation Team members will be made aware of the restrictions related to confidential information shared through the competitive process and refrain from engaging in activities that may create or appear to create a conflict of interest. The Board will require all evaluation team members to sign a *Conflict of Interest Declaration and Non-Disclosure Agreement*. The Board must consider a Conflict of Interest during procurement activities applicable to the Evaluation Team members.

All competitive procurement bids will be opened in the presence of the Evaluation Team, including pricing components. Each member of the Evaluation Team must evaluate all supplier submissions using an evaluation matrix and must be fair, factual and fully defensible and may be subject to public scrutiny.

1.13 Contract Awards

Despite the contents or any other requirement of this Policy and Administrative Procedure, the following contracts shall be awarded by the Board of Trustees:

- For the supply of goods and services, which have a term of one year and a day, or greater.
- Awarded following a solicitation for which the Board has made a specific exception.
- Contract(s) under which the total amount to be paid over the full-term of the contract is expected to exceed \$100,000.00.

The award of any bid or any part thereof will be made in writing and may be subject to the successful proponent entering into a contract that is satisfactory to the Board. The contract must be finalized using the form of the agreement/contract that was released with the procurement document. A Purchase Order will be issued upon formal award.

Unsuccessful proponents will be provided with the name of the successful proponent(s) and start and end dates, including any options for extension. Any information provided must comply with MFIPPA. Awards will be posted in the same manner as the procurement documents were posted with all relevant information applicable to the bid.

1.14 Proponent Debriefing

For procurements valued at \$100,000.00 or more, the Board will allow unsuccessful suppliers 60 calendar days following the date of the contract award to request a debriefing, by contacting the Supervisor of Procurement Services. The debriefing will provide the unsuccessful proponent with a critical review of its bid, highlighting its strengths and weaknesses.



1.15 Bid Protest/Dispute Resolution

Although procurement documents must outline any bid dispute resolution processes and comply with applicable trade agreements, should an unsuccessful proponent choose to dispute the outcome of a Competitive Procurement, the following general process will apply:

- i) The unsuccessful proponent must first avail themselves of a debriefing, as described above.
- ii) If after attending a debriefing, the proponent still has concerns about the outcome of a Competitive Procurement, the proponent must submit their concerns in writing to the Supervisor of Procurement Services. This request should provide a detailed statement of the legal and factual grounds for the protest, including copies of the relevant documents and the form of relief requested.
- iii) The Supervisor of Procurement Services shall investigate the nature of the complaint by reviewing the information with the appropriate Board staff and the proponent to determine the grounds and alternatives for a resolution.
- iv) If resolution cannot be met, the proponent may direct the complaint to the Superintendent of Business & Treasurer. The Superintendent of Business & Treasurer shall review the facts of the dispute and shall make the final decision as to the action required, which may include taking the matter to the Director of Education & Secretary and/or Legal Counsel.

Following identification of the grounds and alternatives for a resolution, the Board and the unsuccessful proponent shall negotiate a mutually acceptable agreement to resolve the issues raised. The parties may be represented by legal counsel in the negotiation.

2. Contract Management/Vendor Performance Evaluation

In order to ensure that the Board is holding vendors accountable for contractual obligations, the Board will monitor the performance of all contracted vendors in accordance with the procedures set out below:

- Board employees responsible for managing a contact must track a vendor's performance, including timely deliveries; quality of goods and services; meeting milestones; and invoices in line with the contact. Detailed notes and records should be kept during the term of a contract with respect to any performance issues.
- Where a serious performance issue has occurred, the Board employee must complete a *Vendor Incident Report*. Vendor Incident Reports should be completed when a vendor fails to abide by the contract terms and conditions or fails to meet specifications. Where a performance issue is serious enough, the Board may also consider terminating the contract, subject to the terms of the contract.
- At the end of every contract, the responsible Board employee should complete a *Vendor Performance Evaluation Form*. The responsible Board employee should ensure that these forms are completed with sufficient detail to ensure that any decision taken with respect to records of poor performance are fully defensible. Copies of all completed Vendor Performance Evaluations forms should be kept with Procurement Services.
- Vendor Incident Reports and Evaluation forms may be used to support disqualification, suspension, or Removal from pre-qualified or Vendor of Record lists of this Administrative Procedure.
- Where there is a Vendor Incident Report or negative Performance Evaluation form (a copy of which will be presented to the vendor), the vendor at issue should be allowed to comment on the documentation for same and any such comments should be included in the file.



Vendor Suspension and/or Removal from Pre-Qualified or Vendor of Record Lists

The Board's vendor suspension process has two goals:

- to protect the Board from risks associated with awarding contracts to vendors that have demonstrated an inability or unwillingness to fulfill or execute contractual requirements; and
- to protect the interests of the Board and the integrity of the procurement process.

A suspension operates to prohibit vendors who have displayed improper conduct (as further detailed below), from participating in a competitive bid process or contract. The Board may, as the circumstances warrant, suspend a vendor from participating in any competitive bid process if any of the following occurs:

- failure on the part of the vendor to sign or execute a contract or honour the terms within its bid submission may result in the suspension of bidding privileges for up to two years.
- unsatisfactory performance on the part of the vendor or failure to comply with a rectification notice or provide a satisfactory rectification plan may result in the suspension of bidding privileges for up to two years.
- a vendor receiving two provisional performance evaluations regardless of the project may result in the suspension of bidding privileges to the Board for up to two years.

Any suspension must be approved by the Manager of the department responsible and by the Superintendent of Business & Treasurer and must be supported by a written business case. A suspension decision should be communicated, in writing, to the vendor in question and should include full details as to the reason for the suspension and the length of the suspension.

3. Claims or Possible Claims

The Board will preclude a vendor from bidding if the vendor has made a formal demand or otherwise put the Board on notice of a pending action (this includes a bid protest/dispute resolution, as described in section 1.15) or is involved in any actual litigation proceedings (except only construction lien demands, notices or proceedings) by or against or otherwise involving the Board.

4. Cooperative Procurement

The Board will actively participate in cooperative procurement ventures with other school boards and other branches of government or their agencies of public authorities to obtain maximum value for money through economies of scale and/or shared services. This may also include the Board utilizing a piggy-back clause to existing Ministry or government services, district school boards and/or other cooperative group contracts, to the extent permitted by applicable law. The Board reserves the right to exercise any of the above; provided that ventures adhere to the Board's policies and administrative procedures and serve the best interests of the Board.

The eventual Cooperative Purchasing Agreement will be exempt from the normal Board approval process and will be presented at the appropriate monthly Board meeting for information purposes only.

5. Environmental/Sustainable Purchasing

The Board will encourage and make every reasonable effort to consider environmentally responsible and sustainable products and services as part of the procurement decision. This will include, but not be limited to, landfill diversion, waste reduction, energy efficiency, ability to be recycled, reusability and supplier selection.



6. Exceptions

The following items are not subject to the Board's Procurement Policy and Administrative Procedure:

1. Licenses (vehicles, elevators, radios, etc.).
2. Charges to or from other government bodies or Crown Corporations except for construction and/or maintenance projects.
3. Real Estate including land, buildings, leasehold interests, easements, encroachments and licenses.
4. Certain professional services refer to the CFTA and CETA, as applicable.
5. Freight charges.
6. Legal Fees and other professional services related to litigation or legal matters.
7. Charges to or from government legislated controlled agencies (i.e., Technical Standards & Safety Association, Electrical Safety Authority, Liquor Control Board).
8. Entertainers (i.e., for Theatre, Special Events).
9. Conferences, Courses, Seminars, Conventions, Memberships, Periodicals, Magazines Subscriptions.
10. Refundable Employee Expenses, Meal Allowances, Travel Expenses.
11. Miscellaneous – Non-Travel, Hotel Accommodation, Mileage.
12. Postage, Water and Sewage Charges.
13. Natural Gas and Hydro.
14. Spiritual Services.