

THAMES VALLEY DISTRICT SCHOOL BOARD REGULAR BOARD MEETING AGENDA

December 15, 2020, 7:00 P.M.

Teams Meeting

- 1. CALL TO ORDER**
- 2. O CANADA**
Springfield Public School
- 3. STRATEGIC PLAN IN ACTION**
East Carling Public School
- 4. APPROVAL OF AGENDA**
- 5. OFFICIAL RECORD**
- 6. CONFLICTS OF INTEREST**
- 7. DIRECTOR'S ANNOUNCEMENTS**
- 8. RECOGNITION OF 2020 CHAIR**
- 9. PRESENTATION OF THE GAVEL**
- 10. INAUGURAL ADDRESS**
- 11. PUBLIC INPUT**
- 12. MINUTES OF THE 2020 NOVEMBER 24 REGULAR BOARD MEETING AND THE 2020 DECEMBER 1 SPECIAL BOARD MEETING**
 - a. Confirmation of Minutes**
 - b. Business Arising from Minutes**
- 13. STUDENT TRUSTEE UPDATE**
- 14. REPORTS FROM ADMINISTRATION**
 - a. London Accommodation Recommendation**
- 15. REPORTS FROM BOARD COMMITTEES**

- a. First Nations Advisory Committee, 2020 November 17
- b. Policy Working Committee, 2020 November 24
- c. Chair's Committee, 2020 December 8
- d. Committee of the Whole, In-Camera, 2020 December 15

16. TRUSTEE UPDATES FROM EXTERNAL COMMITTEES

- a. Ontario Public School Boards' Association (OPSBA)
- b. Thames Valley Education Foundation (TVEF)

17. COMMUNICATIONS

18. NOTICE OF MOTION

19. MOTION – NOTICE OF WHICH HAS BEEN GIVEN

WHEREAS: The amended Ontario Regulation 440/20 called for the following changes:

(1) A pupil in junior kindergarten, kindergarten or grade 1, 2 or 3 shall not be suspended under section 306 of the Act for engaging in an activity described in subsection 306 (1) of the Act.

(2) A pupil in junior kindergarten, kindergarten or grade 1, 2 or 3 shall not be suspended under section 310 of the Act for engaging in an activity described in subsection 310 (1) of the Act unless the principal has conducted an investigation respecting the allegations.

(3) The condition set out in subparagraph 7.1 i of subsection 310 (1) of the Act does not apply in respect of a suspension under section 310 of the Act of a pupil in junior kindergarten, kindergarten or grade 1, 2 or 3.

WHEREAS: Students from historically racialized and underserved communities have been suspended at a higher rate.

BE IT RESOLVED:

That suspensions on a student record that would now be in violation of Regulation 440/20 be expunged. This would include suspensions that occurred when the student was in junior kindergarten, kindergarten, grade 1, 2 or 3 be expunged from their OSR.

20. QUESTIONS/COMMENTS BY MEMBERS

21. DIRECTOR'S NEWS FROM THE SYSTEM

22. ADJOURNMENT

THAMES VALLEY DISTRICT SCHOOL BOARD

REGULAR MEETING

November 24, 2020, 7:00 P.M.

Teams Meeting

TRUSTEES

A. Morell (Chair)
J. Bennett
L. Pizzolato
M. Ruddock
B. Yeoman
C. Rahman
T. Rahman
N. Keller

B. McKinnon
S. Polhill
B. Smith
J. Skinner
P. Cuddy
C. Antone (+7:04)
S. Hunt
M. Dhaliwal

ADMINISTRATION AND OTHERS

M. Fisher
J. Pratt
S. Builder
A. Canham
R. Culhane
C. Lynd
D. Wright
P. Skinner
S. Powell
B. Williams
C. Henriquez
K. Auckland
M. Sullivan (-7:14)
J. Harmer (-7:14)

M. Moynihan
P. Sydor
K. Wilkinson
L. Griffith-Jones
C. Giannacopoulos
L. Nicholls
A. Chahbar
C. Glaser (-8:40)
S. Smith
R. Hoffman
M. Cosyn-Heath (-8:00)
M. Stanley (-8:40)
T. McLeod(-8:40)
C. Pollard (-7:14)
S. Rankin (-7:14)

1. CALL TO ORDER

Board Chair Morell called the meeting to order at 7:00 p.m. and acknowledged the traditional territory on which the Board meeting is held.

2. O CANADA

The meeting opened with a virtual performance of O Canada by Masonville Public School.

3. STRATEGIC PLAN IN ACTION

S. Powell introduced Principal M. Sullivan and teachers J. Harmer, C. Pollard and S. Rankin from Lord Dorchester Secondary School who presented information regarding the Lit Fit program noting the program improves literacy through fitness. Connections to the strategic plan were highlighted.

4. APPROVAL OF AGENDA

The agenda was approved on motion by Trustee Smith, seconded by Trustee Ruddock.

5. OFFICIAL RECORD

None.

6. CONFLICTS OF INTEREST

None declared.

7. DIRECTOR'S ANNOUNCEMENTS

Director Fisher provided a summary of events that occurred during Bullying Prevention week across the TVDSB.

Director Fisher advised on the positive recognition TVDSB received from the Ministry of Education regarding the implementation of the Return to Learn plan/COVID-19 response.

Director Fisher noted a request was made to Minister S. Lecce for the Ministry of Education to provide clear masks in sizes appropriate for students under the age of 12.

8. CHAIR'S VALEDICTORY ADDRESS

Chair Morell presented her Valedictory Address.

Director Fisher, Senior Team, Trustees,

I am pleased to address the Board this evening,

To begin with this impactful statement from the OPSBA module – Effective Governance for student achievement and well-being: Boards Matter

“Elected school Boards are uniquely positioned to have a direct contribution for the students we serve through our leadership ... when the Board of Trustees engages in higher levels of authentic governance that is truly student centered and make teaching and learning their first priority, change occurs” .. For my valedictory address, my focus is on exerts such as this from our OPSBA professional learning as a guide to achieving what is referred to as higher levels of authentic governance....

While we have faced a year like no others, in the words of a former Board Chair “Trustees have one of the greatest honours that the community can bestow on us, we are the guardians of public education” ... To govern effectively, this relies on essential elements of governing in a manner that is responsive and acts in the best interest of all learners in our care. Our primary job is that of support – support of the public investment – support of our Director and his team, support of our Associate Directors, Superintendents, support of each other and most important.. support of Principals, staff and all those who each and every day – ensure that our students are engaged in their learning.. fundamental to our governance duty is the policy direction, monitoring and oversight – always focused on ALL students .. this is reflected in the OPSBA statement.

When Trustees engage in higher levels of authentic governance that is truly student centered and, make teaching and learning their first priority... how have we achieve this?

Director Fisher – through your leadership – the Board meetings where our strategic plan in action has become part of our work, in real time – not as an add on, BUT critical to our role– to support our work in realizing the goals we set for the system through our strategic plan – and our commitments to public education here in Thames Valley

Further in the OPSBA module - it states “the Board of Trustees keeps in mind the interests of all students within the school district rather than the interest of a few student’s in a particular school” therefore Working as a team: even when we disagree, we work together – we know how to inspire, and what discourages our work as ethical leaders we acknowledge the impacts, we demonstrate appreciation for each other and the Senior team and our team, with a supportive approach.. continually working together towards

collective capacity and conditions for collaborations here in this room as a Board of Trustees, with a strategic focus to maintain the confidence the public has, confidence that parents have in sending their children to our schools and the confidence that our staff have in feeling their efforts are valued and appreciated. For when we as Trustees demonstrate our responsibility for district wide coherence committed to the purposeful success of Thames Valley students ...we then have achieved governance that embraces the moral imperative of our leadership where students are the direct beneficiaries.

While this year has been like no other, looking back I am most proud of the resiliency demonstrated, pivoting to the delivery of education in a manner one could have never imagined possible, while health and safety remains paramount, despite the limitations posed by COVID much has been accomplished, the approval of over a billion dollar budget, effective decision making in a virtual world, furthering the Boards work with a focus on equity in recognition of the diverse geography of Thames Valley,

as leaders give pause to reflecting on the Boards' accomplishments achieved for the students that public education serves.. we are the local guardians of education.

I would like to personally thank Past Chair Bennett and Vice Chair Ruddock, who have demonstrated ethical leadership, guidance and support for the district.. who never lost sight of the 70,000 students in Thames Valley.

In closing, as we reflect on good governance as a moral imperative, I ask each to reflect on:

How do we work towards system wide coherence, understanding our strategic role and the goals of the district ensuring success for ALL our students?

Understanding gets us the long-term support and stability the system and our students require... this is the true nature of governance.

Moved by J. Bennett

Seconded by P. Cuddy

THAT Chair Morell's Valedictory Address be spread upon the minutes.

CARRIED

9. PUBLIC INPUT

None.

10. MINUTES OF THE 2020 NOVEMBER 10 REGULAR BOARD MEETING

a. Confirmation of Minutes

The minutes of the 2020 November 10 Regular Board meeting were approved on motion of Trustee Rahman, seconded by Trustee Ruddock.

b. Business Arising from Minutes

None.

11. STUDENT TRUSTEE UPDATE

The Student Trustees reported the first Student Advisory Council meeting is scheduled for tomorrow.

Student Trustee Keller advised on the Indigenous Professional Development Session attended by Trustees and Senior Administration on 2020 November 17 noting two more sessions will be held.

12. REPORTS FROM ADMINISTRATION

a. Student Transportation 2020-2021 Update

CAO, M. Cosyn-Heath from the Southwestern Ontario Student Transportation Services provided an overview of transportation start up for the 2020-2021 school year.

Questions of clarification were addressed regarding ridership and scheduling of bus runs.

M. Cosyn-Heath advised on the factors taken into consideration and potential options that were considered when planning the 2020-2021 bus routes.

b. Technology-Enabled Learning for Students

S. Powell introduced System Principals T. McLeod and M. Stanley who delivered a presentation regarding technology-enabled learning for students. C. Glaser provided a summary of the 1:1 Chromebook project.

Questions of clarification were addressed regarding 1:1 Chromebooks already assigned to students, asset management, the redeployment of recalled devices, funding for devices, communication to students, the bring your own device program and accommodations for students with no devices.

13. REPORTS FROM BOARD COMMITTEES

a. Audit Committee, 2020 November 10

Trustee B. Smith presented the report of the Audit Committee. C. Lynd provided an overview of the audited financial statement and responded to questions of clarification.

Moved by B. Smith

Seconded by P. Cuddy

That the 2019-2020 internal appropriations of accumulated surplus in the amount of \$4,443,912 for the TVDSB and \$745,795 for the Thames Valley Education Foundation (as outlined in Chart 1) be approved.

CARRIED

Moved by B. Smith

Seconded by C. Rahman

That the 2019-2020 Audited Financial Statements be approved.

CARRIED

Moved by B. Smith
Seconded by S. Hunt

That the appointment of Maranda King and Monica Nusink as audit committee members for a second three-year term ending December 31, 2023 be approved.

CARRIED

b. Chair's Committee, 2020 November 17

Trustee Ruddock highlighted items from the written report of the Chair's Committee provided to the Trustees in the agenda package. Recommendations of the Committee were outlined.

Moved by M. Ruddock
Seconded by B. Yeoman

That an Ad Hoc Committee be struck to review the criteria and format of the Award of Distinction with a report back to the Board of Trustees by 2021 June 22.

CARRIED

Moved by M. Ruddock
Seconded by J. Bennett

That the Inaugural Meeting scheduled for December 8 be cancelled and that the Recognition to the Outgoing Chair, the presentation of the gavel, and the Chair's Inaugural Address be incorporated into the 2020 December 15 Board meeting agenda.

CARRIED

c. Final Report of the Bylaw Ad Hoc Committee, 2020 November 18

Trustee Rahman presented for approval the recommendations of the Bylaw Ad Hoc Committee regarding proposed changes to the Board Bylaws. An overview of the changes was provided.

Moved by C. Rahman
Seconded by B. Smith

That the Bylaw Ad Hoc Committee be disbanded such that a Board Governance and Bylaw Review Standing Committee of the Board be created.

CARRIED

Moved by C. Rahman
Seconded by P. Cuddy

That the mandate of the Board Governance and Bylaw Review Committee be approved.

CARRIED

Discussion considered the merits of deferring the motions. It was determined to move forward with each motion.

Supervisor B. Williams reminded Trustees per Section 1.3.1 of the Bylaws a two thirds majority of all members of the Board is required for changes to the Bylaw to be approved.

A motion moved by Trustee Ruddock, seconded by Trustee Bennett to defer the decision on amendments to Section 4 (Board Meetings) was defeated by poll vote.

YEAS: Trustee Antone, Bennett, Hunt, Morell, Pizzolato, Yeoman

NAYS: Trustee Cuddy, McKinnon, Polhill, Rahman, Ruddock, Skinner, Smith

Moved by C. Rahman

Seconded by P. Cuddy

That the amendments to Section 4 (Board Meetings) of the Bylaws be approved.

DEFEATED

A poll vote was conducted:

YEAS: Trustees Antone, Cuddy, Rahman, Skinner, Smith

NAYS: Trustees Bennett, Hunt, McKinnon, Morell, Pizzolato, Polhill, Ruddock, Yeoman

A further review of this section was referred to the new Board Governance and Bylaw Review Committee.

Moved by C. Rahman

Seconded by L. Pizzolato

That the amendments to Sections 2 (Board Governance Principles), 8 (Inaugural Meeting of the Chair), 11 (Committee of the Whole, In-Camera), and 14 (Leave of Absence) of the Bylaws be approved and that leave of absence provisions be reviewed by the Board Governance and Bylaw Review Committee.

CARRIED

In response to a question, it was clarified that the content of Section 14 (Leave of Absence) was struck from the Bylaws as the referred to section of the Education Act was repealed. Section 14 of the Bylaws remains as a placeholder with the understanding the Board Governance and Bylaw Review Committee will be reviewing leave of absence provisions for Trustees.

A poll vote was completed.

YEAS: Trustees Antone, Cuddy, McKinnon, Pizzolato, Polhill, Rahman, Skinner, Smith, Yeoman

NAYS: Bennett, Hunt, Morell, Ruddock

Moved by C. Rahman

Seconded by J. Bennett

That the proposed amendments to Sections 5 (Public Input), 9 (Role of the Chair and Vice Chair), and 15 (Rules of Order) of the Bylaws be deferred until such time that they may be further reviewed by the Board Governance and Bylaw Review Committee.

CARRIED

Moved by C. Rahman

Seconded by P. Cuddy

That the amendments to Section 10 (Committees) of the Bylaws be approved.

DEFEATED

A poll vote was conducted.

YEAS: Trustees Antone, Cuddy, Pizzolato, Polhill, Rahman, Skinner, Smith, Yeoman

NAYS: Trustees Bennett, Hunt, McKinnon, Morell, Ruddock

d. Committee of the Whole, In-Camera, 2020 November 24

Trustee Ruddock reported the Committee of the Whole met In-camera from 6:15 p.m. to 6:39 p.m. The committee discussed confidential personal matters.

Moved by M. Ruddock

Seconded by P. Cuddy

That the motions at the in-camera session of 2020 November 24 related to personal matters be approved.

CARRIED

14. TRUSTEE UPDATES FROM EXTERNAL COMMITTEES

a. Ontario Public School Boards' Association (OPSBA)

Trustee Skinner reported he intends to attend the Board of Directors OPSBA meeting on 2020 November 28 requesting Trustees send him any relevant information for discussion.

b. Thames Valley Education Foundation (TVEF)

Trustee McKinnon reported the TVEF has awarded 130 grants this academic year noting fundraising is ongoing.

15. COMMUNICATIONS

None.

16. NOTICE OF MOTION

WHEREAS: The amended Ontario Regulation 440/20 called for the following changes:

(1) A pupil in junior kindergarten, kindergarten or grade 1, 2 or 3 shall not be suspended under section 306 of the Act for engaging in an activity described in subsection 306 (1) of the Act.

(2) A pupil in junior kindergarten, kindergarten or grade 1, 2 or 3 shall not be suspended under section 310 of the Act for engaging in an activity described in subsection 310 (1) of the Act unless the principal has conducted an investigation respecting the allegations.

(3) The condition set out in subparagraph 7.1 i of subsection 310 (1) of the Act does not apply in respect of a suspension under section 310 of the Act of a pupil in junior kindergarten, kindergarten or grade 1, 2 or 3.

WHEREAS: Students from historically racialized and underserved communities have been suspended at a higher rate.

BE IT RESOLVED:

That suspensions on a student record that would now be in violation of Regulation 440/20 be expunged. This would include suspensions that occurred when the student was in junior kindergarten, kindergarten, grade 1, 2 or 3 be expunged from their OSR.

17. MOTION – NOTICE OF WHICH HAS BEEN GIVEN

None.

18. QUESTIONS/COMMENTS BY MEMBERS

In response to a question, regarding inclement weather Director Fisher advised on upcoming consultation with the co-terminus board.

19. DIRECTOR'S NEWS FROM THE SYSTEM

M. Fisher showcased the Strategic Plan in action with a slideshow demonstrating each of the Strategic Priorities in action at a TVDSB school.

20. ADJOURNMENT

On motion of Trustee Pizzolato, seconded by Trustee Rahman the meeting adjourned at 10:57 p.m.

Arlene Morell
Chairperson

THAMES VALLEY DISTRICT SCHOOL BOARD

SPECIAL MEETING

December 1, 2020, 6:00 P.M.
Teams Meeting

TRUSTEES

A. Morell
J. Bennett
L. Pizzolato
M. Ruddock
B. Yeoman (+6:05)
C. Rahman

REGRETS

T. Rahman
N. Keller
M. Dhaliwal

B. McKinnon
S. Polhill
B. Smith
J. Skinner (by Teams)
P. Cuddy
C. Antone
S. Hunt (by Teams)

ADMINISTRATION AND OTHERS

M. Fisher
J. Pratt
S. Builder
A. Canham
R. Culhane
C. Lynd
D. Wright
P. Skinner
S. Powell
B. Williams

M. Moynihan
P. Sydor
K. Wilkinson
L. Griffith-Jones
C. Giannacopoulos
L. Nicholls
A. Chahbar
S. Smith
K. Auckland

1. CALL TO ORDER

Director Fisher called the meeting to order at 6:00 p.m. and acknowledged the traditional territory on which the Board meeting is held.

2. O CANADA

The meeting opened with a virtual performance of O Canada by Lord Dorchester Secondary School.

3. APPROVAL OF AGENDA

The agenda was approved on motion by Trustee Smith, seconded by Trustee Bennett.

4. CONFLICTS OF INTEREST

No conflicts of interest were declared.

5. ELECTION OF OFFICERS FOR 2021

a. Election of Chair of the Board for 2021

Director Fisher presided over the election of the 2021 Chair of the Board and called for nominations.

A motion to close nominations was moved by Trustee Cuddy seconded by Trustee Yeoman and CARRIED.

Trustees McKinnon, Morell, Smith, Rahman and Yeoman were nominated. Trustees McKinnon, Smith and Rahman declared their acceptance of the nominations. The nominees spoke to their nominations in random order.

Following a secret ballot, Trustee McKinnon was elected to the office of the Chair of the Board.

A motion to destroy the record of the election of Chair was moved by Trustee Morell, seconded by Trustee Smith and CARRIED

b. Election of Vice-Chair of the Board for 2021

Chair McKinnon called for nominations for the position of Vice-Chair of the Board for 2021.

A motion to close nominations was moved by Trustee Yeoman, seconded by Trustee Smith and CARRIED.

Trustees Ruddock, Cuddy, Pizzolato and Rahman were nominated. Trustees Ruddock and Pizzolato declared their acceptance of the nominations. The nominees spoke to their nominations in random order.

Following a secret ballot Trustee Ruddock was elected Vice-Chair of the Board for 2021.

A motion to destroy the record for the election of Vice-Chair was moved by Trustee Morell, seconded by Trustee Yeoman and CARRIED.

6. ELECTION OF ADVISORY COMMITTEE CHAIRS

a. Election of Program and School Services Advisory Committee Chair for 2021

Chair McKinnon called for nominations for the position of Program and School Services Advisory Committee Chair for 2021.

A motion to close nominations was moved by Trustee Rahman, seconded by Trustee Smith and CARRIED.

Trustees Smith, Rahman, Pizzolato, Antone, Bennett and Yeoman were nominated. Trustee Rahman accepted the nomination.

Trustee Rahman was declared the Chair of the Program and School Services Advisory Committee.

A motion to destroy the record for the election of Chair of the Program and School Services Advisory Committee was moved by Trustee Cuddy, seconded by Trustee Morell and CARRIED.

b. Election of Planning and Priorities Advisory Committee Chair for 2021

Chair McKinnon called for nominations for the position of Planning and Priorities Advisory Committee Chair for 2021.

A motion to close nominations was moved by Trustee Ruddock, seconded by Trustee Smith and CARRIED.

Trustees Skinner, Cuddy, Hunt, Bennett, Yeoman and Pizzolato were nominated. Trustee Pizzolato accepted the nomination.

Trustee Pizzolato was declared the Chair of Planning and Priorities Advisory Committee Chair.

A motion to destroy the record for the election of the Chair of the Planning and Priorities Advisory Committee was moved by Trustee Morell, seconded by Trustee Yeoman and CARRIED.

7. OFFICERS OF THE BOARD

Associated Director Pratt presented for approval the Officers of the Board who shall be the Director of Education, and the Board Treasurer, both of whom, along with the Chair and Vice-Chair of the Board, shall have signing authority on behalf of the Board for the period 2020 December 01 to 2021 November 30, in accordance with Board Bylaws-Election of Chair and Vice-Chair, section 6.9.

The following recommendations were moved by Trustee Rahman, seconded by Trustee Morell and CARRIED:

That the following persons be appointed signing officers on behalf of the Board for the period 2020 December 01 to 2021 November 30:

**B. McKinnon, Chair of the Board
M. Ruddock, Vice-Chair of the Board**

That the following persons be appointed signing officers on behalf of the Board for the period 2020 December 01 to 2021 November 30:

**Mark Fisher, Director of Education and Secretary
Jeff Pratt, Associate Director and Treasurer**

8. ADJOURNMENT

The meeting adjourned at 6:56 p.m. on motion of Trustee Yeoman seconded by Trustee Bennett and CARRIED.

Bill McKinnon
Chairperson

REPORT OF THE STUDENT ADVISORY COUNCIL (SAC)

2020 November 25
4:00-6:00 p.m.

Student Trustees: M. Dhaliwal, N. Keller, T. Rahman

Students Senators: A.B. Lucas SS: K. Ding, B. Maudsley, H Cator; London Central SS: A. Haq, H. Satheeskumar; Central Elgin CI: Clarke Road SS: K. Doxtator, W. Slade; College Ave SS: J. Cote, J. Jawad; East Elgin SS: S. Shelly; Glencoe SS: C. Metivier, L. McFadden, J. Nicholls; Glendale HS: E. Mitchell; H. B. Beal SS: E. Deagle, J. Classen, L. Huston; Huron Park SS: P. Patel, M. Stuart, M. Panchel; Ingersoll DCI: J. Underwood; London South CI: Lord Dorchester SS: C. Zavitz; Montcalm SS: E. Shadbolt; Oakridge SS: D. Fosterdelmundo, J. Fan; Parkside CI: A. Master, C. Golding, M. Moore; Saunders SS: D. Antone, K. Burke, K. Ellis; B. Saidam; Sir Frederick Banting SS: R. Sharma, R. Hossian, H. Carr; Sir Wilfrid Laurier SS: J. Andre, K. Karout, A. Morales; Strathroy DCI: West Elgin SS: D. Fletcher; Westminster SS: N. Fayadh; Woodstock CI: M. LeConte, R. Gilbert.

Administration and Others: L. Pizzolato (Trustee), S. Builder (Superintendent), S. Hines (Assistant to the Trustees).

1. INTRODUCTIONS, APPROVAL OF AGENDA AND MINUTES

Student Trustee Rahman called the meeting to order at 4:02 p.m. and Student Trustee Dhaliwal acknowledged the traditional territory on which the Student Advisory Council meeting is held. Student Trustee Rahman reviewed the agenda items.

2. INTRODUCTION ICE BREAKER

The Student Trustees and Student Senators introduced themselves by way of letting the group know what flavour of ice cream they liked.

3. EQUITY WORK

Student Trustee Rahman shared that the Student Trustees would like to see the Student Senators keep in mind equity as they move forward this year as equity does govern the work that the Student Advisory Council is involved with. The goal is that all students have equal opportunity and has the resources available to them.

4. STUDENT CENSUS SURVEY

Student Trustee Dhaliwal shared that the Board will be inviting all students from grade 7 through to 12 to complete the Every Student Belongs survey in early December. The purpose of the survey is to learn the background of our students so the Board can provide them with the supports they require. The survey will be linked to student email addresses and the information gathered will be kept confidential. The survey is voluntary and will be offered online, but be offered on paper, over the telephone and in several different languages. Students will be given time during the school day to complete the survey which will take approximately 10 minutes. Student Senators were asked to what for the survey on social media and to share this information with the students in their schools.

5. JAMBOARD ACTIVITY #1

Student Trustee Rahman introduced the next activity regarding assessments. She explained that she understands the work that students put into preparing for test and completing school tasks, but students do not get the results that they desire, because sometimes assessing skills through written tests is not always the best route to take. Many of the Students are auditory, visual or practical learners and boxing a student's strength in to one category can take a toll on a student's performance and mental health. In this activity the students shared what they would like their assessments to look like using a JamBoard. Discussion was held and questions were taken on what was posted to the board. Attachment.

6. JAMBOARD ACTIVITY #2

Student Trustee Dhaliwal introduced the second JamBoard activity which focused on mental health and wellbeing. A couple of guiding questions were: 1) what made you smile today; 2) what do you think about when you hear the words mental health; 3) what initiatives would you like to see happen involving mental health this year. The activity was completed and discussion was held on what was posted to the board. Attachment.

7. WELLBEING SURVEY

Student Trustee Dhaliwal explained that this year is a special year and asked the Student Senators to give themselves a pat on the back for how well they have embraced the changes that have come.

Wellbeing is a person to person issue there are many factors that affect it. It is important that student voice is heard to ensure everyone is kept safe. A student survey will be released as the student trustees wanted a safe and confidential platform for students to voice their comments and thoughts. The Student Trustees would like to have a sense of what students thoughts are on how school is going. The Student Trustees would like to release a position paper on how the student body is affected this year. Student Trustee Rahman explained the survey and explained that they are looking for input from the Student Senators. The survey was reviewed and explained that it was is a check in with the students from grade 9 to fifth year students. Discussion was held on tweaking the questions making them more equitable and suggestions taken.

8. STUDENT THOUGHTS ON SCHOOLS

Student Trustee Keller let the group know that he was a full remote learner. He facilitated a discussion with the group using the following guiding questions: 1) regarding student thoughts as to how they were coping as a full remote learner or an in person learner; 2) how school as been for the Students Senators overall and what challenges the Student Senators faced this year; 3) which quadmester do you prefer sighting reasons why you feel the quadmester is good or not good; 4) how do you find the school environment; 5) have your teachers been supportive.

IMPORTANCE OF INDIGENOUS PERSPECTIVE

Student Trustee Keller spoke on teachings of Introduction to indigenous student voice in society. He spoke on the indigenous people who were the first people of North America; which indigenous people refer to as Turtle Island. Through Trustee Keller's research he found that the reason it was named Turtle Island is that the continent itself is shaped like a turtle and within the Indigenous culture a turtle supports the world and plays an important role within.

Trustee Keller told the group that the Canadian government has an obligation to uphold aboriginal and treaty rights. He explained that aboriginal rights are the aboriginal peoples prior and historical occupants of the land. Treaty rights are individual and asked that everyone keep in mind that we live on treaty land and the land within Canada is separated by different treaties and that each individual treaty if for each individual group of indigenous people. Both treaty and aboriginal rights are constitutional by which the Canadian Government has an obligation to uphold. For the indigenous perspective and voice within our society, we can see that within our own school board of Thames Valley we have an Indigenous Student Trustee represented by Student Trustee Keller and an adult trustee represented by Trustee Antone. It is important to mention that the CMO board motion was brought forward by Trustee Antone. This is the way that Thames Valley has brought indigenous voice into the board. Student Trustee Keller sighted that there still is much work to be done. Indigenous positions across Canada need to be implemented, otherwise you are not fulfilling that position. Student Trustee Keller moving forward, Student Trustee Keller says it's imperative that the board include Indigenous people in iPledge. Student Trustee Keller will continue with the teachings in the following meetings.

9. ADJOURNMENT

The meeting was adjourned at 6:10 p.m. The next meeting will be held on 2020 January 13 at 4:00 p.m.

M. Dhaliwal
Student Trustee
Co-Chair

N. Keller
Indigenous Student Trustee
Co-Chair

T. Rahman
Student Trustee
Co-Chair

Assessments

Better technology training for teachers creating online tests to prevent unnecessary lost marks

Longer assignments that you are able to build up throughout the course, with multiple stages. That way you have more opportunities and time to create your best work.

Tests and quizzes should be reduced because they often cause stress compared to assignments and projects.

I think students should also be able to fight for their marks after tests, if they have realised what's wrong and they now understand the right answer, they should be able to re-attempt their lost marks.

I can often overwhelm myself when studying and before taking tests, which causes me to not do as well as I know I could which can happen with a lot of other students as well. - Brienna

be a better reflection of knowledge, as it covers more material while providing the opportunity to learn while creating. Tests/verbal assessments are less accurate as students nerves or an off day can greatly effect

(cont.) can greatly effect their performance.

The weighting of all assessments are known **BEFOREHAND**

Instead of full marks from the tests, I think having students create reviews of their own for each test shows their understanding and allows them to work through the information in their own way.

marking styles. Even between the same school and the same department, some teachers have reputations to be easier or more difficult markers. It would be better if there was a consistent rubric that was always followed during

situations where students may do poorly on one evaluation but still understand most of the content. It would be better to have more opportunities to redo sections of tests or whatnot for mark improvement. - Ariyan

Learn from the Innovative Learning programs already in place! (Beal Innovates, Physimatics, etc.) ~ Jordan

Action-based assessments (applying knowledge to a task at hand)

Questions/instructions in written evaluations can often be misunderstood.

Providing more help to understand what is asked on these assessments. A teacher repeating exactly what's already written doesn't help me personally. - Maya

Variety in how a student is able to present their work, digitally, physically, etc.

timely assessments (quadmester concern) e.g. learning a whole advanced functions unit is one day with a unit test and then having another unit test the day after :(.... [yes this happened]

I think a common misconception is that assessments are 'permanent', so a quiz or test where a student doesn't do so well in their mind brings down their entire average.

A number of teachers in the remote learning environment have identified 'outliers' on a progress report and given students the opportunity to re-take them or complete a similar task.

Giving students who do full remote learning different ways to do assessments instead of google forms. - Maya

communication early with students falling behind on assignments, creating ways for extensions and make up. This provides opportunity for struggling students instead of trapping them in a loop of late assignments and

Consider scrapping final exams. It is a major source of distress for students at the end of the year clinch and it is often silly to cram entire courses into scantron sheets and a few pages.

loop of missed days and missing assignments.

Assessment marks should be able to be improved on later in our current quadmesters, as it is difficult to learn all the required material right away.

have more visual styled assignments like drawings and stuff

make assessments worth less. With the new learning model tests are worth upwards of 30% of our grade. We should impose a limit of how much one assessment can be worth.

There should be frequent, short assessments throughout the quadmester, rather

Always allow for improvement on tests. You should be allowed to learn from your mistakes on the test + submit corrected answers.

Especially now, when semesters and material are shortened, we should have lots of opportunities to prove our knowledge so one bad mark doesn't bring everything down. - Josh

Something I believe should be changed is the actual weightings of tests as if you do poorly on one unit test can end up dragging your down

Audio essays have recently become popular due to online learning and I think it could have a positive affect in school as well, taking pressure of students and teachers

two or three assessments the majority mark.

Another option instead of tests could be having students create a video of themselves teaching a lesson! If you know how to explain something, it means you understand and have learned.

Weighting assessments more equally so if a student does poorly on one test it doesn't affect their mark as drastically.

nk having ions for students ain more marks or tests would help the cation and -esteem of many jents.

increase flexibility of how long you can take on an assessment and more opportunities to bump up mark afterwards to offset

Teachers need to outline exactly they expect for online assignments. when

doing the test either on the computer or written on paper should be an option to all students -
Maija

I think that teachers should demonstrate and give more explanation. Then give some examples of the assessment.
Jeveriya

I think a lot of teachers need to change their minds about 100% "not being real." I've had teachers who say that they never give perfect marks because nothing can be "entirely perfect."

Having teachers record their lessons for those who are online. Just watching videos and reading textbooks doesn't help.

PROCESS MARKS

Honestly I love writing so I'm quite compatible with the system right now BUT I did a quick Google search and will attach what I like below.

Replace tests with summaries of what students learned

Add the option of an explanation to multiple choice answers.

More open book examinations. They do it a lot in university and we don't have any experience with it in high school and it would be amazing to get some skills beforehand!!

+ |

find that this ear has been really fast and it has been hard to really get an understanding and receive the knowledge that my teachers are trying to dish out. Having more time to talk things through with the

Should provide students with the option of written or auditory evaluations.

Assessments

I think an issue with assessments THIS school year has been the lack of time given to in school students to prepare/study (as higher-level classes tend to now have 1-2 tests a week)

sometimes teachers will take marks off if you answer questions in a different way then they would've. I would like if they made their expectations clear. If I could tell my teachers one thing about how they asses us is to

did more labs where our teacher asks us questions about what we are doing. This way we can physically practice what we would be doing in the real world. Also, many test questions are worded strangely and don't exactly relate to

worded strangely and don't exactly relate to things we have practiced in class.

Having open-ended formats for projects help the class be much more interesting (video, presentation, up to the student to decide!)

Also, I think there are too many "essay" questions at least at my school which makes it really hard for people in say a science class who aren't very strong in english.

GIVING students LONGER period of time for in class assessments or tests should be mandatory this year. I have a couple teachers who only give 30mins to an hour to complete tests, which seems completely unfair to me.



Something that made me smile today is my puppy when he yawned after waking up from a nap :)

I smiled today while having lunch with my little brother!

Many services for mental health are only available once it has gotten really bad, and there are

Schools don't have enough people to talk to about mental health, which often leads to people who need help not getting the help they require.

1.) What made me smile today was seeing the last jam board response because it made me feel not alone :) 2.) when I hear the word mental health what comes to mind is the lack of it

One of the main pillars of mental health is proper nutrition, many students who relied on meal plans have been left to fend for themselves in the pandemic

Something that made me smile was seeing that Timothée Chalamet is going to be hosting SNL

Something that made me smile was seeing my friends. We went for a walk together. 😊

Mental health is taking care of your emotional well-being, but also physical and spiritual well-being.

A video of some dogs wearing cute Christmas sweaters made me smile.

When I think of mental health, I think of people reaching out to get help with serious problems and getting them resolved.

Something that made me happy today was learning that I finished accounting with a 100% :)

what made me smile: My favorite Taylor swift song came up on my playlist :)

I smiled today when my dad was making dumb jokes at breakfast.

I GOT A 90 ON MY CALCULUS QUIZ?? SO YEAH THAT MADE ME SMILE :)))

Eyy that's awesome! Congrats!! ngl I'm kind of worried about calculus

ok periodd^^

Not necessarily today, but what made me smile is seeing a close friend of mine finish up a tech project that he's been having problems with.

I think mental well being is affected greatly by physical factors such as sleep. I know a lot of my classmates who stay up till one or two in the morning everyday to study.



And they are tired in class. Their body not keeping up can make them frustrated.

When I hear mental health, I think of the happiness a person feels throughout their waking time and their thought process throughout the day.

I think we need more resources for lesser known but very destructive mental illness, such as OCD, eating disorders (other specified), personality disorders.

+1
Something that made me smile is a meme I saw on Reddit

Something that made me: Facetiming with one of my best friends.

When I hear about mental health I think of self care and remembering to love yourself.

one thing that made me smile today was the wall of tarantulas and scorpions, and various other animals in my biology classroom like snakes, mice, fish, etc. (yes they are all alive and there is ALOT)

mental health to me is how healthy your thoughts are, whether your mind is in a good or bad place, and whether you still feel happiness or not

Something that made me smile is coming home from school and being able to just relax for the day and talk to my mom :)

Playing with my cat, he always makes me smile.

Something that made me smile today was seeing my friend really happy as she has been having problems with her mental health and is trying so hard to improve upon it

called upon for mental health check-ups. From my experience, I have only ever seen students who miss a lot of school, have these done. I think many students who seem to have no

This year our school won't be holding our wellness fair but I think our student council should still organize an event or fundraiser that will make up for it.

illness, I don't really think of positives which I think is due to how society is today. We seem to live in a pretty negative world. I think to start we need to look at more support systems in place. I'm not really sure what there is that we could put in

something that made me smile today was watching my favorite show

This year, I'd love to see recommendations for films or books or anything that inspire people to stay strong through hard times

younger siblings when they came home from school. What comes to mind when I hear "mental health" is school. I would like to see teachers be more aware of student's mental health and realize we have lives

Every year my school always has a mental health week. We do different things like bringing in therapy dogs. I would like to see a Covid friendly version of that this year.

I think, when discussing mental health, the first idea that comes to people's mind is merely dealing with everyday stress, but it's MUCH more than that

Having the official tvdsb instagram put out recommendations for books/movies/poems that have inspired them to stay strong or give great advice mental-health wise

Suicide prevention (calling 911 if you are concerned for someone's safety whether or not you know their location)

We need to teach teachers and staff how to recognize and support students in difficult situations at home. We also should teach students how to cope in destructive environments.

We need to teach teachers and staff how to recognize and support students in difficult situations at home. We also should teach students how to cope in destructive environments.

what factors contribute to people's well-being and how it affects all aspects of their lives. Some people go through a lot in their daily life which deteriorates their mental health and affects all aspects of their lives such as

the first thing that comes to mind when speaking of mental health is a safe space to have an open dialogue with others and developing BLS to adequately support our peers.

Some initiatives I would love to see is advertment around the school (posters etc) reminding students of the oppertunity to talk to their guidance counsillers about stressers.

raising more awareness for the existing TVDSB mental health resources, on top of creation new ones

Providing resources and education on mental health and any disorders for people to read/watch

If someone thinks that their friend is suffering from any mental health-related illness, resources could be provided as to what they should do in that situation

think of things like peer support hotlines^^ maybe reaching out and learning some things that volunteers are trained in and possibly creating learning modules for students and staff to use?? e.g. LGBT Youthline

Therapy dogs available during different times throughout the year!!

I think activities that raise school SPIRIT would then positively affect mental health. A lot of students have lost spirit and are not looking forward to going to school :(

ie, if someone thinks their friend is self-harming, they can read an article on what to do in that situation or how they might know. Same with eating disorders, anxieties, depression

some initiatives i would love to see is promoting more mental health awareness and having mental health help

moving the school start times later; there is no good reason for secondary students to have to thrall to school early even when at our age our circadian rhythm is biologically out of wack and it negatively affects academic performance and

affects our mental health and academic preformance.

When I think of mental health I think of anxiety, depression, and other mental illnesses. Some initiatives I'd like to see are addressing that students may be struggling with depression or anxiety.

A lot of kids would benefit from better ADHD and learning disability supports. Many kids either are lost in the system or don't know they have a learning disability so they don't seek help.

**I smiled when
we got chai
coffee today**

**one thing that made
me happy today was
making other
people happy that
sounds so corny, but
it is so true**

**I smiled when
I went on a
walk with my
friend**

**When I hear
the word
mental health
I think of the
body, mind,
and spirit.**

**when I think about
the word mental
health, it makes me
think of the terrible
night I had four days
ago**

**The well-being of
teachers should also
be looked into, as
well as in class and
fully remote
students.**

**moving the school
start times later; there
is no good reason for
secondary students to
have to thrall to
school early even
when at our age our
circadian rhythm is
biologically out of
wack and it negatively
affects academic
performance and
affects our
mental health
and academic
preformance.**



Date of Meeting: 20 DEC 15

Item #: 14.a

REPORT TO:	<input type="checkbox"/> Administrative Council <input type="checkbox"/> Program and School Services Advisory Committee <input type="checkbox"/> Policy Working Committee <input type="checkbox"/> Planning and Priorities Advisory Committee <input checked="" type="checkbox"/> Board <input type="checkbox"/> Other:
	For Board Meetings: <input checked="" type="checkbox"/> PUBLIC <input type="checkbox"/> IN-CAMERA
TITLE OF REPORT:	London Accommodation Recommendation
PRESENTED BY: (list ONLY those attending the meeting)	Jeff Pratt, Associate Director Cathy Lynd, Superintendent of Business Geoff Vogt, Superintendent of Facility Services and Capital Planning Ben Puzanov, Manager of Planning
PRESENTED FOR:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Input/Advice <input type="checkbox"/> Information
Recommendation(s):	That Administration be directed to prepare an Initial Attendance Area Review Report for both the elementary and secondary panels in the City of London for the purpose of reducing enrolment pressure at overutilized schools and improving the use of empty pupil places at underutilized schools.
Purpose:	To provide an overview of the recommended approach and next steps to address accommodation pressures in the City of London.
Content:	<p>Background</p> <p>At the June 23, 2020 Board Meeting, Trustees approved the following motion: <i>"That the next attendance area review address the significant student distribution problem in the City of London, pending Capital Priorities submission results, as well as the overcapacity accommodation issue at Roch Carrier French Immersion Public School."</i></p> <p>The subject report provides an overview of the recommended approach for addressing accommodation pressures in the City of London. A separate report was previously prepared for resolving the overcapacity issue at Roch Carrier French Immersion Public School in Woodstock.</p> <p>Through the feedback provided regarding the TVDSB's 2019/2020 Capital Priorities Grant Program submission, the Ministry of Education's Capital Program Branch staff recommended that the Board improve school utilization in various parts of the district, including areas in the City of London, prior to seeking capital funding to address accommodation pressure.</p> <p>A review of student distribution across London identified that many of the elementary and secondary schools in the north and west/southwest areas of the City are experiencing enrolment pressure. Much of the pressure can be attributed to the development activity in these neighbourhoods. A significant challenge to addressing the enrolment pressure in London is the fact that there is insufficient consolidated space available in those parts of the City where it is most needed.</p>

	<p>Administration prepared school utilization maps for English-track elementary schools and all secondary schools in London in order to demonstrate available space at each school based on its on-the-ground capacity. In addition to utilization for the 2020/2021 school year, maps were prepared to illustrate the expected space usage in 2025/2026 under a status quo scenario. The maps are attached as Appendices A-D.</p> <p>As shown through the utilization maps, the student distribution imbalance across the City is expected to generally increase over the next five years without a comprehensive intervention.</p> <p>Proposed Accommodation Solution</p> <p>Given the imbalance in enrollment across London, addressing accommodation pressure at a select number of schools will not address the systemic student distribution issue across the City and further attendance area reviews would be required in the short term. As such, addressing the distribution imbalance comprehensively by better utilizing schools with existing empty pupil places is necessary.</p> <p>There is no simple solution to address the elementary enrolment pressure in the north and west/southwest areas of the City, including Eagle Heights PS, given the high utilization rates of schools in this area. There is also an imbalance across the secondary panel that is projected to get worse over time at multiple schools with the large grade cohorts progressing through from the elementary panel.</p> <p>Undertaking a cross-panel review of elementary and secondary schools in London and balancing enrolment will reduce reliance on portables, eliminate a number of holding zones and position the TVDSB more favourably for future capital investment by addressing the feedback provided by the Ministry of Education through the 2019/2020 Capital Priorities Grant Program. As part of this process, a new attendance area would be delineated in northwest London to support the construction of a recently-approved elementary school. An attendance area will also be identified for a proposed elementary school in southwest London, which is a rapidly developing part of the City in need of additional student accommodations. The overall objective of the attendance area review will be to make better use of existing space across both the elementary and secondary panels. The aim will be to minimize student movement as much as possible in order to limit disruption while correcting the distribution imbalance. The intent will be to explore the effects of gradual adjustments first and build on these scenarios as necessary to better utilize existing empty pupil places.</p>
Financial Implications:	<p>Given the significant magnitude of this project, as well as its proposed timelines, Watson & Associates Economists Ltd. have been requested to assist with the London attendance area review and have indicated that they are able to complete the project within the 2021 calendar year. Planning staff will be assisting the consultant with data gathering, public consultation, facility audits and general project support as part of this review.</p>

	Watson & Associates Economists Ltd. are currently developing a proposed project scope of work and financial quote, which we are planning to fund out of the existing approved budget.
Timeline:	<p>If the recommendation to prepare an Initial Attendance Area Review Report is approved, Administration will explore options for amending the Board's Attendance Area Review Procedure (Procedure No. 4015c) to allow for the review to be completed in a timely manner (in calendar year 2021) with proper public consultation and addressing the potential issues related to timing during the summer months. Given the scale of the proposed review, implementation is proposed to occur in September, 2023.</p> <p><u>Calendar 2021:</u></p> <ul style="list-style-type: none"> • Complete an Initial Attendance Area Review Report for delivery to the Board of Trustees. Preparation includes scenario modeling, long-term enrolment projections and a consultation strategy. • Establish Attendance Area Review Committee (AARC) following Trustee decision to proceed with AAR based on the Initial Attendance Area Review Report. • Host Introductory AARC Meeting. • Coordinate School AARC Subcommittee meetings. • Provide Final Attendance Area Review Report to the Board of Trustees. • Public Delegations Meeting • <u>November, 2021:</u> Decision of the Board of Trustees. <p><u>September, 2023:</u> Implementation of the Decision of the Board of Trustees.</p>
Communications:	N / A
Appendices:	<p><u>Appendix A:</u> London Elementary Attendance Areas (English-track): School Utilization (2020/2021)</p> <p><u>Appendix B:</u> London Elementary Attendance Areas (English-track): School Utilization (2025/2026)</p> <p><u>Appendix C:</u> London Secondary Attendance Areas (English-track): School Utilization (2020/2021)</p> <p><u>Appendix D:</u> London Secondary Attendance Areas (English-track): School Utilization (2025/2026)</p>

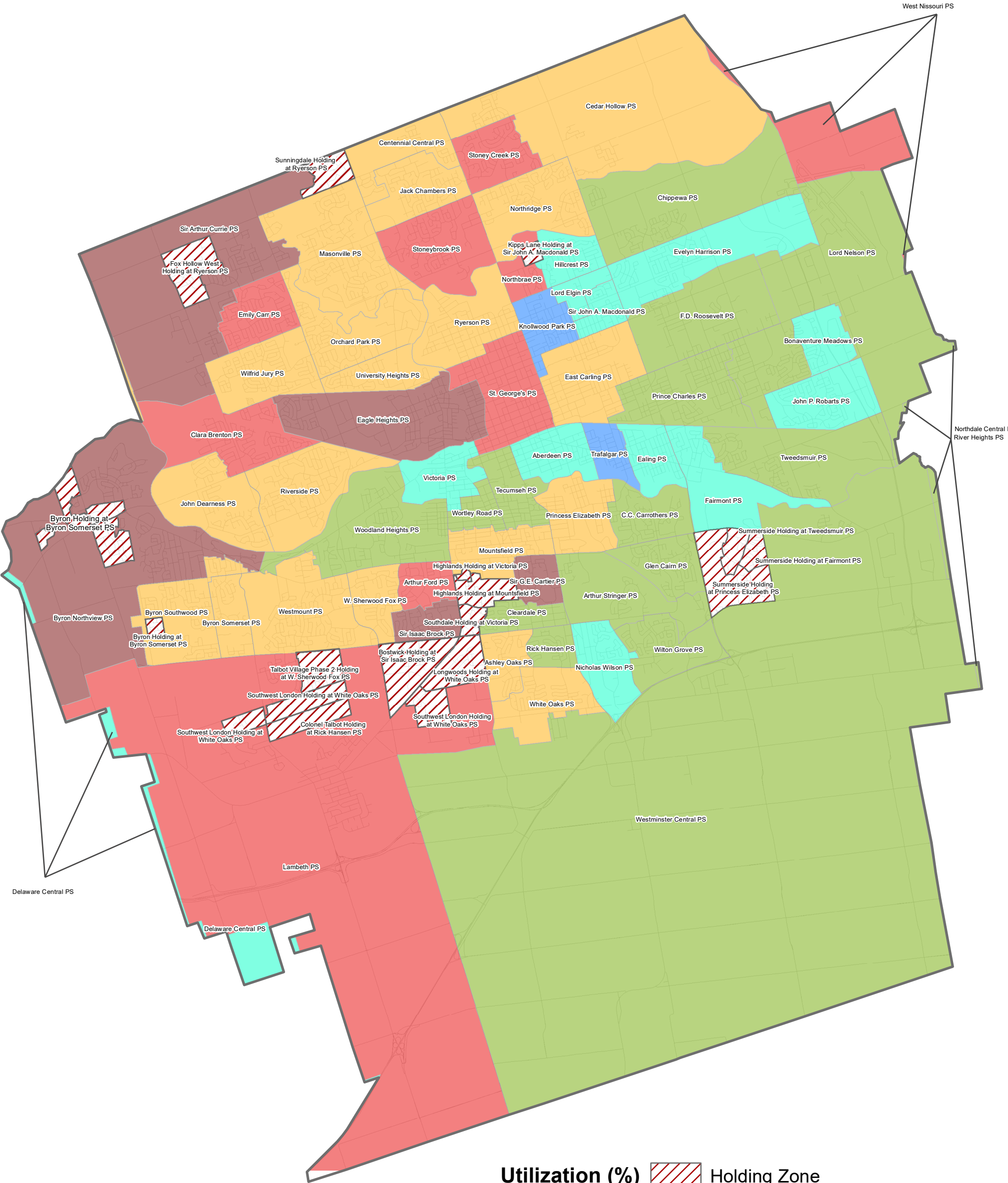
Strategic Priority Area(s):

Relationships:	<input type="checkbox"/> Students, families and staff are welcomed, respected and valued as partners. <input checked="" type="checkbox"/> Promote and build connections to foster mutually respectful communication among students, families, staff and the broader community. <input type="checkbox"/> Create opportunities for collaboration and partnerships.
Equity and Diversity:	<input checked="" type="checkbox"/> Create opportunities for equitable access to programs and services for students. <input checked="" type="checkbox"/> Students and all partners feel heard, valued and supported. <input checked="" type="checkbox"/> Programs and services embrace the culture and diversity of students and all partners.
Achievement and Well-Being:	<input type="checkbox"/> More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy. <input type="checkbox"/> Staff will demonstrate excellence in instructional practices. <input checked="" type="checkbox"/> Enhance the safety and well-being of students and staff.

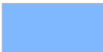
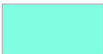




Form Revised January 2020

We build each student's tomorrow, every day

Appendix A - London Elementary Attendance Areas (English-track): School Utilization (2020/2021)



Utilization (%)  Holding Zone

-  0-50
-  > 50-75
-  > 75-90
-  > 90-110
-  > 110-130
-  > 130

Note: This map was scoped to focus on attendance areas within the City of London official boundary. Due to this decision, portions of attendance areas are clipped when their area falls outside of this defined boundary.



Data Source: Thames Valley District School Board, City of London, Statistics Canada, Watson & Associates Economists Ltd

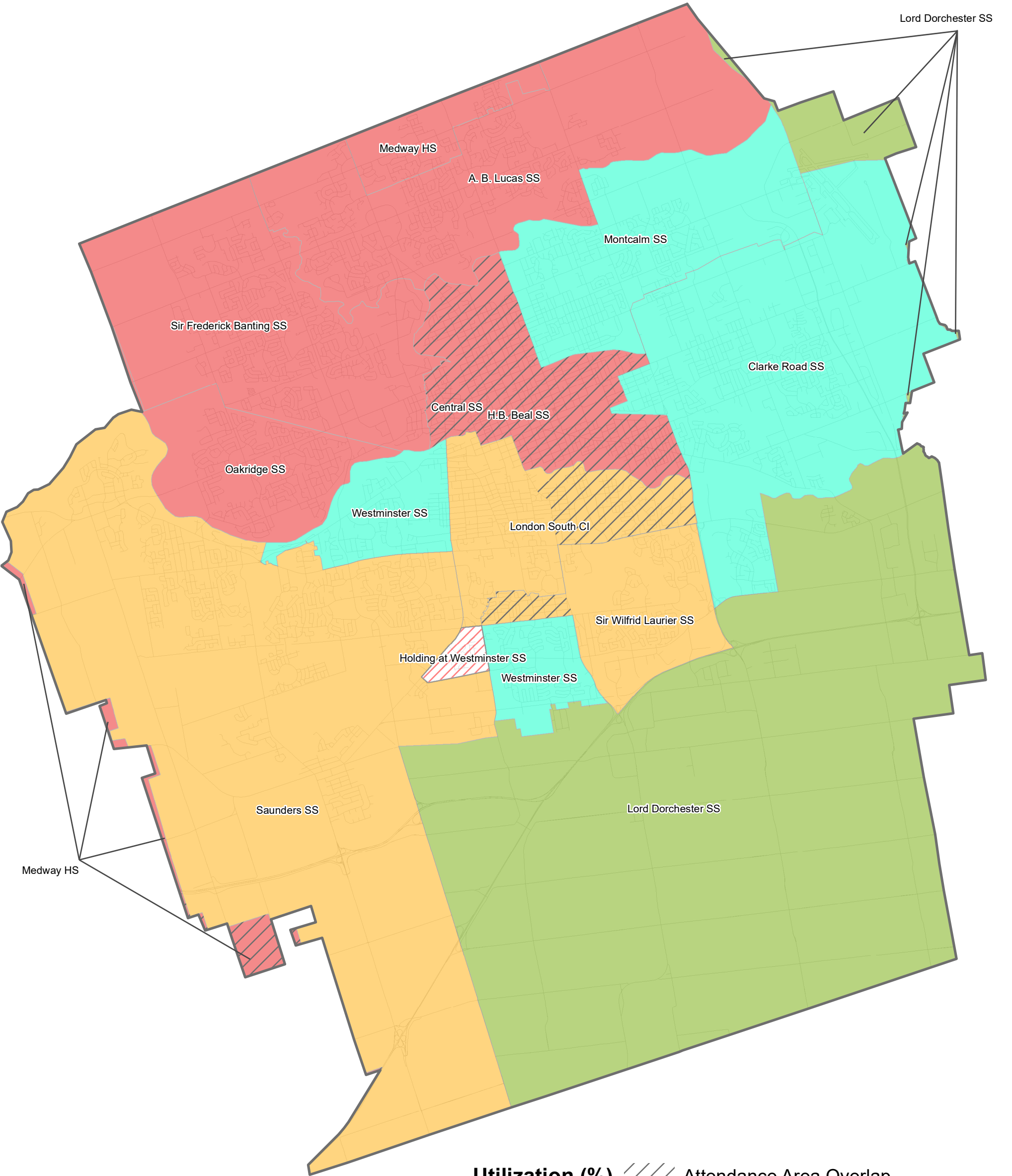


N

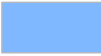


Appendix C - London Secondary Attendance Areas (English-track):
School Utilization (&\$20/&\$21)

N



Utilization (%) Attendance Area Overlap



0-50



> 50-75



> 75-90



> 90-110



> 110-130



Holding Zone

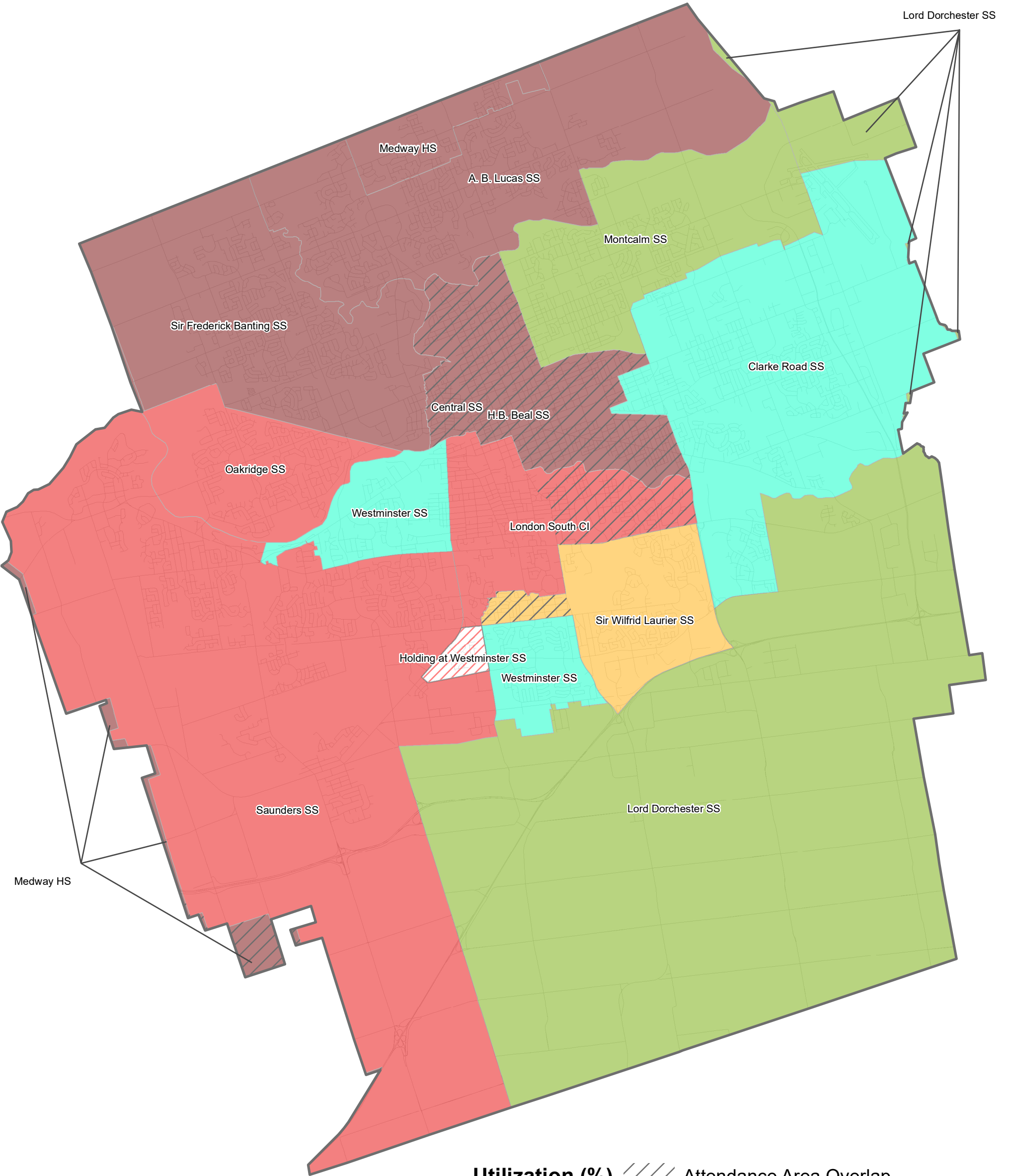
Note: This map was scoped to focus on attendance areas within the City of London official boundary. Due to this decision, portions of attendance areas are clipped when their area falls outside of this defined boundary.



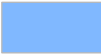
Data Source: Thames Valley District School Board, City of London, Statistics Canada, Watson & Associates Economists Ltd

Appendix D - London Secondary Attendance Areas (English-track):
School Utilization (2025/2026)

N



Utilization (%) Attendance Area Overlap



0-50



> 50-75



> 75-90



> 90-110



> 110-130



Holding Zone

Note: This map was scoped to focus on attendance areas within the City of London official boundary. Due to this decision, portions of attendance areas are clipped when their area falls outside of this defined boundary.



Data Source: Thames Valley District School Board, City of London, Statistics Canada, Watson & Associates Economists Ltd

REPORT OF THE FIRST NATIONS ADVISORY COMMITTEE

November 17, 2020
3:30 p.m. - 4:18 p.m.

MEMBERS

C. Antone, Chair
J. Bennett, Trustee
B. Summers, Oneida Nation of the Thames
E. Young, Chippewas of the Thames
A. Morell, Trustee (ex-officio)

Regrets: J. Skinner, O. Correia

ADMINISTRATION AND OTHERS

K. Auckland, Superintendent of Student Achievement
B. Nielsen, System Principal
C. Camillo, FNMI Learning Coordinator of the Thames (Secondary)
S. McGahey-Albert, FNMI Education Advisor
M. Ferdinand, Manager
R. Shave, Principal, B. Davison S.S.
M. Koop, Principal, Delaware Central P.S.
J. Richmond, Principal, Lambeth P.S.
S. Khan, Principal, Saunders S.S.
J. Patterson, Vice-Principal, Saunders S.S.
S. Hambides, Principal, S.D. C. I
S. Smith, Corporate Services
J. Capaldi, Communications
S. Folino, Research and Assessment (-3:47)

1. Call to Order

C. Antone called the meeting to order at 3:30 p.m. through a virtual Teams meeting.

2. Confirmation of Agenda

The agenda was approved on motion.

3. Conflicts of Interest

None declared.

4. Report of the Previous Meeting

The First Nations Advisory Committee Report of the 2020 October 20 meeting was provided for information.

5. Business Arising from the Minutes

It was noted full remote learning Principals from Elementary and Secondary will be invited to the next FNAC meeting.

6. Every Student Belongs Survey Draft

S. Folino presented the draft Every Student Belongs survey. Details of the survey were outlined. The rationale for completing the survey was identified.

Questions of clarification were addressed regarding the survey content.

7. Program Spotlight (Standing Item)

None.

8. Indigenous Student Trustee Announcements (Standing Item)

None.

9. Learning Support Services Update

a. Board Action Plan (BAP) Update (Standing Item)

C. Camillo provided an update noting the relationship with the N'Amerind Friendship Centre was extended for one year. She advised on the availability of Oneida language classes noting cultural learning kits are being provided to Elementary students in FRL.

C. Camillo reported on the success of recent events including Treaty Recognition Week. Memos were sent to Administrators to ensure communication plans are in place for students regarding the tutoring program with Western University.

B. Neilsen advised a three week credit recovery session will be offered where students will receive support from Graduation Coaches, Learning Coordinators and Secondary Teachers. Plans to build capacity and increase engagement were outlined.

S. McGahey reported she is working with Pathways for Success Coordinators to create a resource for Administrators relevant to supporting FNMI students. It was noted the project is in the early stages.

Questions of clarification were addressed regarding the credit recovery program.

1. Board Action Plan on Indigenous Education (item #10.0)

K. Auckland advised the template for the 2020-2021 Board Action Plan on Indigenous Education has not been received from the Ministry of Education. The action plan will be presented to the committee when it becomes available.

10. School Counselling and Social Work Services Update (Standing Item)

M. Ferdinand requested input from the Committee regarding the best way to arrange meetings between students and school counsellors.

M. Ferdinand reported counselors are meeting with students virtually, by phone and in person and reviewed current issues identified among students.

11. School Counselling and Social Work Services Update (Standing Item)

Principals/Vice Principals, attending the meeting, referred to the written reports provided to committee members. Initiatives, events and programming were highlighted.

12. Community Updates (Standing Item)

a. Chippewa of the Thames First Nation

None.

b. Munsee-Delaware Nation

None.

c. Oneida Nation of the Thames

B. Summers provided an update on Oneida Nation of the Thames noting the community school will remain in full remote learning until the end of January. Additional tutoring is being offered and she is looking into expanding evening hours for student advocates.

Only remote programs will be offered over the Holiday break. It was noted the language group has an upcoming meeting and a report will be presented in the new year.

13. Other Business

None.

14. 2021 Meeting Dates

The next meeting will be held on Tuesday, January 19, 2021.

15. Adjournment

The meeting adjourned at 4:18 p.m. by motion.

Recommendations: None.

Carol Antone
CHAIRPERSON

THAMES VALLEY DISTRICT SCHOOL BOARD

POLICY WORKING COMMITTEE

November 24, 2020, 3:00 p.m.

Teams Meeting

MEMBERS

J. Bennett B. Smith
L. Pizzolato M. Ruddock (Chair)
C. Rahman A. Morell (ex-officio)(-3:12)

ADMINISTRATION AND OTHERS

A. Marlowe C. Giannacopoulos(+3:25)(-3:27)
A. Canham(+3:20)(-3:24) L. Griffith-Jones(+3:13)(-3:17)
B. Williams(-3:09) A. Chahbar
S. Smith

1. Approval of the Agenda

The agenda was approved on motion.

2. Conflicts of Interest

None declared.

3. Committee Report of the Previous Meeting

The minutes of the 2020 October 27 meeting were provided for information.

4. Tracking Sheet

The tracking sheet was provided for information.

5. Policies/Procedures Following Public Input

a. Electronic Meeting Policy (2004)/Procedure (2004a)

B. Williams presented for approval the Electronic Meetings Policy (#2004). It was noted revisions were made to comply with recent changes to Ontario Regulation 463/97 pertaining to the participation of Trustees in Board and committee meetings by electronic means.

The following motion was moved and CARRIED:

THAT the Electronic Meeting Policy (#2004) be approved. (PWC-1)

THAT the Electronic Meeting Procedure (#2004a) be provided for information. (PWC-2)

b. Conflict of Interest and Nepotism Policy/Procedure

L. Griffith-Jones presented for approval the Conflict of Interest and Nepotism Policy. It was noted no revisions were completed as a result of public input.

The following motion was moved and CARRIED:

THAT the Conflict of Interest and Nepotism Policy be approved. (PWC-3)

THAT the Conflict of Interest and Nepotism Procedure be provided for information. (PWC-4)

c. Student Concussion Policy (4004)/Procedure (4004a)

C. Giannacopoulos presented for approval revisions to the Student Concussion Policy (#4004) noting no public input was received.

The following motion was moved and CARRIED:

THAT the revisions to the Student Concussion Policy (#4004) be approved. (PWC-5)

THAT the Student Concussion Procedure (#4004a) be provided for information. (PWC-6)

d. Exclusion of a Student Policy/Procedure

A. Canham presented for approval the Exclusion of a Student Policy. It was noted no revisions were completed as a result of public input.

Questions of clarification were addressed regarding the public input.

The following motion was moved and CARRIED:

THAT the Exclusion of a Student Policy be approved. (PWC-7)

THAT the Exclusion of a Student Procedure be provided for information. (PWC-8)

6. Other Business

a. Follow Up

Through discussion clarification was provided regarding the request of Trustee Pizzolato.

Discussion occurred regarding the Minority reports included in the Special Education Plan; and the need to create a policy relevant to emergency situations in schools.

With respect to emergency procedures, discussion occurred regarding policy #4001 and procedure #4001a. The committee requested section 1.5 of the procedure be reviewed by Administration.

The committee requested that a report from Administration outlining the status of the Minority report responses be presented at the next meeting.

7. Date and Time of Next Meeting

The next meeting is scheduled for 2020 December 15.

8. Adjournment

The meeting adjourned by motion at 3:43 p.m.

Meagan Ruddock
Committee Chair



POLICY

Title: **ELECTRONIC MEETINGS**

Policy No.: **2004**
Effective Date: **2000 Jan. 25**

Department: **DIRECTOR'S SERVICES**

Reference(s): **Ontario Regulation 463/97**
Electronic Meetings Procedure

It is the policy of the Board to provide, where permitted under the Education Act, the participation of Trustees at meetings of the Board, Committee of the Whole, and Board-constituted committees by electronic means.

1.0 Requirements for Physical Presence of Trustees

Generally, the physical presence of Trustees is required in the room where the meeting of the Board, the meeting of the Committee of the Whole, or meetings of Board-constituted committees are held.

Nothing in this section shall apply to limit the Board's duty to accommodate a Trustee in accordance with the Ontario Human Rights Code.

1.1 Trustees must be physically present in the meeting room of the Board for at least three regular Board meetings in each 12-month term. The following exceptions apply:

1.1.1 The period beginning 2020 November 6, ending 2021 November 30.

1.1.2 During the period whereby all schools of the board are closed for a total of two or more months pursuant to an order made by:

- a) the Minister of Education under Section 5(1) of the Education Act;
- b) a medical officer of health or the Chief Medical Officer of Health under the Health Protection and Promotion Act; or
- c) the Lieutenant Governor in Council under the Emergency Management and Civil Protection Act.

1.1.2.1 The period under 1.1.2 is defined as the day the order is made and ending 60 days after the order ceases to apply.

Administered By:	Director's Services – Corporate Services
Amendment Date(s):	2003 April 22, 2011 December 20, 2017 June 27, 2020 December 15

1.1.3 When a member of the Board is elected or appointed to fill a vacancy.

The individual must be physically present in the meeting room for at least one regular meeting of the Board for each period of four full calendar months from the period beginning on the day the member is elected to the end of the current year's term.

The requirement for physical attendance under this section does not apply for the period described under sections 1.1.1 and 1.1.2.

1.2 At Board meetings and meetings of the Committee of the Whole, the physical presence of the following persons is required in the meeting room:

- a) Chair of the Board or designate;
- b) at least one additional member of the Board; and
- c) Director of Education or designate.

1.3 At Committee meetings, other than meetings of the Committee of the Whole, the physical presence of the following persons is required in the meeting room of the Committee:

- a) Chair of the Committee or designate; and
- b) Director of Education or designate.

1.4 Persons in section 1.2 and 1.3 may participate by electronic means, for the period set out under section 1.1.1 and section 1.1.2.

2.0 Trustees' Electronic Participation at Meetings of the Board

Trustees of the Board, upon request and in accordance with the requirements for being physically present, may use from time-to-time electronic means to participate in meetings of the Board, Committee of the Whole, or Board-constituted committees.

2.1 Trustees who participate through electronic means shall be deemed to be present at the meeting.

2.2 Where requirements for physical presence apply, a request for participation by electronic means may be refused by the Chair of the Board or the Chair of the Committee as the case may be in accordance with Ontario Regulation 463/97.

2.3 The electronic means shall permit the Trustee to hear and be heard by all other participants in the meeting.

2.4 The electronic means shall be provided in such a way to be in compliance with the rules governing conflict of interest of Trustees.

2.5 Student Trustees who participate through electronic means in the Committee of the Whole or Board-constituted committees shall not participate in any proceedings

that are closed to the public related to personal issues in accordance with the *Education Act*, s. 207(2)(b).

3.0 Observation and Participation by the Public

- 3.1 The meeting room of the Board or of a committee of the Board shall be open to permit physical attendance by members of the public.
- 3.2 The requirement under section 3.1 to allow for the physical attendance of members of the public at Board and Board Committee meetings does not apply in the following circumstances:
- a) for the period described under section 1.1.1;
 - b) for the period described under section 1.1.2, where all schools of the board are closed for a period of two or more months;
 - c) where there are proceedings closed to the public in accordance with the *Education Act*, s. 207(2).
- 3.3 Where physical attendance cannot be provided per 3.2(a):
- a) the board must make the necessary arrangements to allow the public to access/observe board meetings through other means; and
 - b) the board must allow for public input opportunities as prescribed in the Board Bylaws.
- 3.4 The public may contact Corporate Services with questions about accessing Board and Board Committee meetings.
- 3.5 The Board may determine from time to time if electronic means will be provided at one or more designated sites within its jurisdiction to permit participation by members of the public in a specified meeting of the Board. Members of the public attending such a meeting may provide input, as per the Board Bylaws, during any Board-approved period of the meeting agenda that is designated for public participation.



PROCEDURE

Title:	ELECTRONIC MEETINGS	Procedure No.:	2004a
Department:	DIRECTOR'S SERVICES	Effective Date:	2003 April 01
Reference(s):	- Policy: Electronic Meetings - Ontario Regulation 463/97		

1.0 Definitions

Electronic meetings are those in which there is participation by teleconferencing or by virtual conferencing.

Trustees include student trustees.

2.0 General

- 2.1 All Board procedural Bylaws apply to meetings conducted electronically.
- 2.2 Materials for distribution to trustees and committee members attending an electronic meeting shall be distributed in accordance with Board Bylaws.
- 2.4 In accordance with Section 208 (11) of the *Education Act*, the presence of a majority of all the Board members shall be necessary to form a quorum and the vote of a majority of such quorum shall be necessary to bind the Board. Minutes of the meeting shall record the presence of trustees who participate through electronic means.
- 2.5 Should technical difficulties arise, where members affected by the disruption are no longer deemed present at the meeting, the Chair of the meeting shall assess whether a quorum is present. The minutes of the meeting shall indicate the time and duration of the disruption and the names of participants unable to connect electronically with the meeting. In the event of technical difficulties occurring, it is the responsibility of the site monitor to notify the Chair.
- 2.6 The Chair may establish a process for requesting or calling upon movers and seconders of motions to ensure the respectful and equitable participation of all Trustees.
- 2.7 Unless there is a request for a recorded vote, the Chair will call the vote of those in favour of the motion and those opposed to the motion by a show of hands; the votes of participants in electronic meetings will be made verbally. The Chair will announce whether the motion was carried or defeated.

Administered By:	DIRECTOR'S SERVICES
------------------	----------------------------

Amendment Date(s):	2011 December 20, 2017 June 27, 2020 November 16
--------------------	--

Where the majority of Trustees are participating by electronic means per Section 6.1(2) of Ontario regulation 463/97, when all schools are the board are closed, the Chair may ask if there is anyone opposed to the motion. If none, the motion is carried. If anyone is opposed a recorded vote will be called.

- 2.8 Rulings of the Chair may be appealed and in the event of such an appeal, the Chair will verify their decision with each member participating by electronic means.

3.0 Trustees' Electronic Participation at Meetings of the Board

- 3.1 Requests for electronic meeting participation by a trustee(s) who is unable to attend in person shall be made to the Chair of the Board and notification provided to Corporate Services at least 4 hours prior to the time of the scheduled meeting. Corporate Services will provide the trustee with the meeting coordinates.
- 3.2 Trustees participating in an electronic meeting shall notify the Chair of their temporary or permanent departures from the meeting before absenting themselves so that the Chair can ensure that a quorum is maintained.
- 3.3 The roll call for trustees present will be taken verbally and recorded.
- 3.4 Trustees participating by electronic means, who wish to participate in discussions must declare their intent and then wait to be recognized by the Chair.

4.0 Public Participation by Electronic Means at Designated Sites

- 4.1 The Board shall determine whether electronic means should be provided at a designated site(s). Such determination shall be made at least 3 working days prior to the meeting to make the necessary arrangements for the electronic meeting.
- 4.2 The Board will determine how the public will participate electronically.
- 4.3 Board meetings with the capability for electronic participation will normally be limited to Board administrative locations within the Thames Valley District School Board.
- 4.4 The public may be notified about electronic meetings at designated sites through postings on the Board's web site.
- 4.5 Designated sites at which an electronic meeting is held will be open to the public except for portions of the meeting that are closed to the public under the *Education Act*, Section 207(2). The site monitor is responsible for ensuring the public is not present at this time.

- 4.6 At public meetings, participation of the public is through observation/ listening with public input being provided during any approved period of the meeting agenda that has been designated for such participation, per Board Bylaws.

5.0 Site Monitors and Technical Assistance at Designated Sites (offsite from the Education Centre)

- 5.1 At any public electronic meeting held at designated sites across the District, the presence of a site monitor is required at each location. This person shall be a Board staff member (usually a supervisory officer or other designated staff) charged with the responsibility of ensuring compliance with meeting regulations and procedures related to electronic meetings, including monitoring electronic access to meetings/discussions that are closed to the public as defined in the *Education Act*.
- 5.2 Site monitors are responsible for ensuring during a meeting of the Board that is closed to the public, only persons eligible to attend are present and those not eligible leave during that portion of the meeting. This includes the site monitor unless the site monitor is a staff member eligible to be present for the session. The Chair is responsible for ensuring that the site monitor returns when the in-camera session has ended.
- 5.3 The site monitor shall be provided with training on meeting regulations and procedures to enable them to carry out their site monitor responsibilities.
- 5.4 In addition to a site monitor, the Board may provide for the presence of on-site technical assistance in the meeting room. The technical assistant will be responsible for technical aspects of setting up the meeting and troubleshooting technical problems. The technical assistant shall be present for the duration of the meeting except during any portion that is closed to the public.
- 5.5 If at a designated site where an electronic meeting has been requested, no participants are present 30 minutes after the start of a meeting, then the site monitor and technical assistant have the authority to close the site and notify the Chair of the meeting of the closing.



POLICY

Title: **CONFLICT OF INTEREST AND NEPOTISM POLICY**

Policy No.: 4021
Effective Date: 2020 December 15

Department: Human Resource Services

Reference(s):

- The Education Act
- Municipal Conflict of Interest Act
- Employee Code of Conduct Policy
- Progressive Discipline of Employees Policy
- Purchasing Policy
- Ontario College of Teachers Standards of Practice

It is the policy and expectation of the Thames Valley District School Board (the “board”) that all employees and volunteers of the board are to demonstrate integrity, ethics, and honesty in fulfilling their roles. Employees and volunteers of the board have a responsibility to uphold public trust and avoid situations where personal interests may or do conflict with the interests of the board. To ensure that the board is free of any conflict of interest, the board has adopted this policy to address potential conflicts of interest and for issues of nepotism.

The purpose of this policy is to:

- Prevent a conflict of interest or the appearance of a conflict of interest that may arise while employed by the board; and
- Prevent the misuse of authority or influence, or the appearance of such misuse.

Conflict of interest arises when the personal or private interests of a board employee or volunteer conflict, or may conflict, with the interests of the board. Employees and volunteers must avoid placing themselves in situations which compromise their ability to perform their duties or exercise good judgement on behalf of the board. A conflict of interest may include nepotism as described below.

Nepotism occurs when individuals are advantaged as a result of a familial or personal relationship with another board employee or volunteer. Hiring practices, promotion, supervision, evaluation, work performance and disciplinary practices within the board must be free from nepotism, actual or perceived.

Board employees and volunteers have a duty to report actual or perceived conflicts of interest, including nepotism, to their immediate supervisor. Administrators and managers are responsible for consulting with their Superintendent, and the Superintendent of Human Resources, in applying the board’s Conflict of Interest and Nepotism Procedure.

Administered By: **Human Resource Services**

Amendment Date(s):

Page 40 of 86



PROCEDURE

Title: **CONFLICT OF INTEREST AND NEPOTISM PROCEDURE**

Procedure No.: 4021a
Effective Date: 2020 November 23

Department: Human Resources Services

Reference(s):

- The Education Act
- Municipal Conflict of Interest Act
- Employee Code of Conduct Policy
- Progressive Discipline of Employees Policy
- Purchasing Policy
- Ontario College of Teachers Standards of Practice

1.0 Fundamental Guiding Principles

- 1.1 The Thames Valley District School Board is committed to respecting public trust by promoting a culture of ethics, integrity, and honesty.
- 1.2 All employees and volunteers have a responsibility to avoid situations which would put them in an actual or perceived conflict of interest.
- 1.3 Employees and volunteers are required to file a disclosure statement if any potential or actual conflicts of interest exist that would compromise their ability to perform their duties or impact their judgment.
- 1.4 Disclosure statements shall contain the exact nature of the conflict of interest and forwarded to the employee's or volunteer's immediate supervisor.
- 1.5 Supervisors and administrators are responsible for ensuring that any incident of conflict of interest is reported immediately to their supervisor, and to the Superintendent of Human Resources.
- 1.6 Where the Thames Valley District School Board finds that an employee or volunteer has violated the requirements as described in this procedure, disciplinary action may be taken.

2.0 Definitions

- 2.1 "Conflict of interest" is any situation in which an individual has personal or financial interest that may:
 - a) impact their judgment and/or performance of their duties or responsibilities to the board;

Administered By: **Human Resource Services**

Amendment Date(s): Page 41 of 86

- b) cause them to act, or appear to act, in a way that is not in the best interest of the board; or
 - c) negatively affect the reputation of the board.
- 2.2 “Nepotism” is any situation where individuals are advantaged by a relationship with a Relative who is a board employee or volunteer, or a personal relationship with a board employee.
- 2.3 “Relative”, for the purpose of this policy and procedure, includes but is not limited to:
- i) current or former spouses or domestic partners (including at common law),
 - ii) fiancés,
 - iii) children or step-children,
 - iv) siblings or step-siblings,
 - v) parent or step-parents,
 - vi) grandparents or step-grandparents,
 - vii) uncles/aunts, and nephews/nieces
- 2.4 Conflict of Interest or Nepotism includes:
- a) employing direct relatives where the superior has influence, input or decision-making power over an employee’s performance evaluation, compensation, special permissions, potential for promotion, conditions of work and similar matters;
 - b) making personnel decisions when their objectivity would be compromised for staffing actions involving relatives;
 - c) employees seeking positions where a relative may have a supervisory role over another relative;
 - d) employees or volunteers offering or providing assistance or services (such as tutoring or psychological) for extra remuneration (regardless of where that is provided) to students who already receive assistance or a service from that employee, in the course of that employee’s duties of employment;
 - e) private services during the instructional day or on school property unless appropriate permits have been secured through Community Use of Schools;
 - f) advertising for private services using school or board connections and resources, including electronic communications;
 - g) participating in the selling, buying or leasing goods or services without declaring their interest and removing themselves from the decision-making process;
 - h) promoting the sale of products or providing services to students, parents,

employees or others, without advance Administration approval;

- i) accepting a fee, gift, personal or economic benefit, directly or indirectly, from any person who is doing business with the board for the purpose of influencing board decisions;
- j) entering into business contracts with suppliers who are also board employees;
- k) using board property for anything other than board activities;
- l) employees being directly involved with any election campaign by an individual seeking to be elected as a Board Trustee using school or board resources during the instructional day or on school property.

3.0 Roles and Responsibilities

- 3.1 Employees will take necessary steps to avoid actual or perceived conflicts of interest or nepotism, such as not supervising a relative, wherever possible.
- 3.2 Employees shall file a disclosure statement, in writing, to their immediate supervisor when an actual or perceived conflict of interest or nepotism has occurred. The disclosure statement must fully describe the nature of the conflict of interest or nepotism.
- 3.3 Employees shall establish, along with their supervisor and the Superintendent of Human Resources, solutions to eliminate or manage any conflict of interest or nepotism.
- 3.4 The Superintendent of Human Resources is ultimately responsible for investigating and evaluating any disclosure statements, making final decisions on recommended solutions, notifying the Director and/or obtain legal advice when deemed necessary.
- 3.5 School Council agendas must include Conflict of Interest should an issue or agenda item arise where a Council member is in a conflict of interest situation, they shall declare a conflict of interest immediately and not participate in the discussion and resolution.

4.0 Consequences for Non-compliance

Anyone who engages in activities that contravene this policy and procedure, including failing to disclose a conflict of interest or nepotism, may be subject to disciplinary actions in accordance with the board's Progressive Disciplinary of Employees Procedure, Employee Code of Conduct Policy and Procedure and any applicable collective agreement terms and conditions.



POLICY

Title: **STUDENT CONCUSSION
PROTOCOL**

Procedure No.: **4004**
Effective Date: 2015 February 10

Department: Learning Support Services

Reference(s): - Ministry of Education PPM No. 158 September 2019
 - OPHEA – Ontario Physical and Health Education Association Safety Guidelines, 2019
 - OPHEA concussion protocol <http://safety.ophea.net>
 - Ontario Government web portal ontario.ca/page/rowans-law-concussion-awareness-resources#section-4

It is the policy of the Board to promote awareness of safety in schools and recognize that the health and safety of students are essential preconditions of effective learning. All partners in education, including school boards, administrators, educators, school staff, students, parents, school volunteers and community organizations have important roles to play in promoting student health and safety and in fostering and maintaining healthy and safe environments in which all students can learn.

It is very important to students' long-term health and academic success that individuals in schools have information on appropriate strategies to minimize risk of concussion, steps to follow if they suspect that a student may have a concussion, and effective management procedures to guide students' return to learning and physical activity after a diagnosed concussion.

This policy adheres to the standards established by the **Ontario Physical and Health Education Association (OPHEA) concussion protocol**.

1.0 The Board's system strategy shall include:

- concussion awareness strategies;
- concussion awareness training;
- concussion prevention strategies;
- identification of suspected concussion;
- return to school plans;
- concussion tracking.

Administered By:	Learning Support Services
Amendment Date(s):	2020 December 15

2.0 The Board commits to ensuring that:

- 2.1 Information on concussion awareness, prevention, identification, and management is accessible to all board employees, school administrators and staff, students, parents, school volunteers and community-based organizations.
- 2.2 Every school follows a concussion management plan that is consistent with the Board policy.
- 2.3 Regular and ongoing training for all school administration, staff and volunteers is provided and monitored.



PROCEDURE

Title: **STUDENT CONCUSSION
PROTOCOL**

Procedure No.: **4004a**
Effective Date: 2015 February 10

Department: Learning Support Services

Reference(s):

- Ministry of Education PPM No. 158 September 2019
- OPHEA – Ontario Physical and Health Education Association Safety Guidelines, 2019
- OPHEA concussion protocol <http://safety.ophea.net>
- Ontario Government web portal ontario.ca/page/rowans-law-concussion-awareness-resources#section-4

Overview

The Thames Valley District School Board is committed to helping all students succeed and lead safe, healthy, and active lives. As part of its commitment to student safety, injury prevention, and well-being, the Thames Valley District School Board supports concussion awareness, prevention, identification, management and tracking in schools through legislation, policy, and resources consistent with provincially approved concussion protocol.

Research demonstrates that a concussion can have a significant impact on an individual – cognitively, physically, emotionally, and/or socially. Most individuals with a concussion get better in one to four weeks, but, for some, the healing process may take longer.

The implementation of this procedure is an important step in creating safe and healthy learning environments. It also reinforces the knowledge, skills, and attitudes regarding injury prevention that are developed through expectations in various subjects and disciplines within the Ontario curriculum.

1.0 Definition

Concussion is the term for a clinical diagnosis that is made by a medical doctor or a nurse practitioner. The definition of concussion used in this procedure is the one provided by the *Ministry of Education, PPM No. 158*.

A concussion:

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

2.0 Concussion Awareness Strategies

Schools will make approved government of Ontario and locally developed concussion resources available to staff, students, parent(s)/guardian(s) and appropriate community members. Annual concussion awareness events will be held on Rowan's Law Day on the last Wednesday in September. Ongoing support will be provided to integrate student learning about concussion within relevant curriculum.

3.0 Concussion Awareness Training

Schools will provide annual concussion training for relevant school staff about this procedure and the content of the approved concussion resources. On or before the last Wednesday in September, Rowan's Law day, staff will access, complete and confirm a review of the online materials provided by Learning Support Services. These online materials remain active and are to be accessed as new staff are on-boarded throughout the year.

Administered By: Learning Support Services Amendment Date(s): 2020 November 09
--

4.0 Concussion Prevention Strategies

As with all aspects of student safety, schools shall take a preventative approach, using education as an important tool to prevent and minimize risk of injury. Schools will utilize a range of strategies for minimizing the risk of sustaining concussions (and other head injuries) in schools and at off-site school events, promoting a culture of “safety-mindedness” for all.

4.1 Concussion Codes of Conduct

Concussion Codes of Conduct have been established for several groups participating in board-sponsored interschool sports. Concussion codes of conduct will be made available through school and board websites and by request at school offices.

Principals will ensure confirmation at the beginning of each school year or prior to the start of each sport season, that the relevant concussion code of conduct was reviewed by the following individuals prior to participation in board-sponsored interschool sports:

- students participating in board-sponsored interschool sports;
- parent(s)/guardian(s) of students under 18 years of age who are participating in board-sponsored interschool sports;
- coaches participating in board-sponsored interschool sports;
- team trainers participating in board-sponsored interschool sports.

Schools are required to retain a record confirming review of concussion codes of conduct.

5.0 Identification of a Suspected Concussion

Thames Valley District School Board adheres to the OPHEA concussion protocols when identifying suspected concussions.

5.1 Identification

Only a doctor or a nurse practitioner can diagnose a concussion.

The role of school personnel is to identify a suspected concussion. If a student receives a blow to the head, face or neck, or a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull, and as a result may have suffered a concussion, the student must be removed from participation. The individual (e.g., teacher/coach) responsible for that student must take immediate action. The individual may not defer to another adult or designate for follow up action, but must follow the process outlined in the [“Tool to Identify a Suspected Concussion”](#).

A copy of the completed [“Tool to Identify a Suspected Concussion”](#) and a copy of the [“Medical Concussion Assessment Form”](#) are to be provided to the

Student Concussion Protocol

parent(s)/guardian(s) in the event of a suspected concussion check, even if no immediate signs or symptoms are present.

A student who is suspected of having sustained a concussion, or the student's parent(s)/guardian(s), if the student is under 18 years of age, should be encouraged to provide confirmation that the student has undergone a medical assessment by a physician or nurse practitioner to support the student's return to learning.

A student who is suspected of having sustained a concussion, or the student's parent(s)/guardian(s), if the student is under 18 years of age, must provide confirmation that the student has undergone a medical assessment by a physician or nurse practitioner and has not been diagnosed with a concussion, along with confirmation that the student has been medically cleared, before the student can return to full participation in physical activity.

Once the parent(s)/guardian(s) has informed the school principal of the results of the medical concussion assessment, the school principal must

- Inform all school staff (e.g., classroom teachers, physical education teachers, intramural supervisors, coaches) and volunteers who work with the student of the diagnosis; and,
- File written documentation ("[Tool to Identify a Suspected Concussion](#)" and a copy of the "[Medical Concussion Assessment Form](#)") of the results of the medical assessment in the student's OSR.

In the event that a medical assessment results in a diagnosis of concussion, the student will follow the return to school plan.

6.0 Return to School Plan

Thames Valley District School Board adheres to the OPHEA concussion protocols when developing return to school plan.

The ultimate responsibility to ensure that the Return to School Plan is followed lies with the school principal. The principal or designated staff lead will coordinate and communicate with parent(s)/guardian(s) and relevant school staff the details of the Return to School Plan.

Schools need to provide support to any student who has been diagnosed with a concussion, whether on board or school site, or at home or in the community. For a student with a diagnosed concussion, schools must develop an individualized and gradual "return to school and/or return to physical activity" plan. There is no pre-set formula or timeline for individual student plans; as with any school response to a student medical/physical need, the Return to School Plan needs to be differentiated to reflect the individual nature of student injury/recovery process.

Student Concussion Protocol

The Return to School Plan is an individualized, five stage recovery process; the details of which are outline in the “[School Concussion Management Form](#)” and in the OPHEA Concussion Protocol.

Throughout the development and implementation of the Return the School Plan, the Principal or designated lead shall inform parent(s)/guardian(s) of the importance of sharing with the school any medical advice or recommendations received in relation to the student’s concussion diagnosis and their return to learning and physical activity. Parent(s)/guardian(s) are reminded of the importance of disclosing the concussion diagnosis to any relevant organizations with which the student is involved or registered (e.g., sport organizations).

7.0 Concussion Tracking

Tracking a student’s progress, from removal from an activity due to a suspected concussion, to the return, through graduated steps, to school and to physical activity will be accomplished utilizing the tracking forms outlined in the OPHEA Concussion Protocol listed below:

- [Tool to Identify a Suspected Concussion](#);
- [Medical Concussion Assessment Form](#);
- [Home Concussion Management Form](#) (Return to School Plan);
- [School Concussion Management Form](#) (Return to School Plan);
- [Medical Concussion Clearance Form](#).

Completed copies of the above forms are to be retained in the student’s OSR.

Tool to Identify a Suspected Concussion

This tool, completed by school staff, is used to identify the signs and/or symptoms of a suspected concussion, to respond appropriately and to communicate this information and follow-up requirements to parents/guardians. This tool may also be used for continued monitoring of the student. Complete the appropriate steps.

Student name: _____

Date: _____

Time of incident: _____ A.M. P.M.

Teacher/Coach: _____

Identification of 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.

Step A: Red Flags Signs and Symptoms

Check for Red Flag sign(s) and/or symptom(s). If any one or more red flag sign(s) and/or symptom(s) are present, call 911, followed by a call to parents/guardians/emergency contact.

___ Neck pain or tenderness

___ Severe or increasing headache

___ Double vision

___ Vomiting

___ Increasingly restless, agitated, or combative

___ Deteriorating conscious state

___ Seizure or convulsion

___ Weakness or tingling/burning in arms or legs

___ Loss of consciousness

Step B: Other Signs and Symptoms

If Red Flag(s) are not identified, continue and complete the steps (as applicable) and Step E: Communication to Parent/Guardians.

Step B1: Other Concussion Signs

Check visual cues (what you see).

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

Step B2: Other Concussion Symptoms Reported (What the Student is Saying)

Check what students report feeling.

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

If any sign(s) and/or symptom(s) worsen, call 911.

Step B3: Conduct Quick Memory Function Check

Questions may need to be modified for very young students, the situation/activity/sport and/or students receiving special education programs and services. Failure to answer any one of the questions correctly may indicate a concussion. Record student responses.

- | | |
|--|---------------|
| • Is it before or after lunch? | Answer: _____ |
| • What activity/sport/game are we playing now? | Answer: _____ |
| • What field are we playing on today? | Answer: _____ |
| • What is the name of your teacher/coach? | Answer: _____ |
| • What room are we in right now? | Answer: _____ |
| • What school do you go to? | Answer: _____ |

Step C: Where sign(s) observed and/or symptom(s) are reported, and/or if the student fails to answer any of the Quick Memory Function Check questions correctly

Actions Required:

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

The teacher/coach informs parent/guardian that the student needs urgent medical assessment (as soon as possible that day) by a medical doctor or nurse practitioner. Medical doctors and nurse practitioners are the only healthcare professionals in Canada with licensed training and expertise to diagnose a concussion; therefore, all students with a suspected concussion should undergo evaluation by one of these professionals. In rural or northern regions, a medical assessment may be completed by a nurse with pre-arranged access to a medical doctor or nurse practitioner.

The parents/guardians must be provided with a completed copy of this form and a copy of a **Medical Assessment Form**.

The teacher/coach informs the principal of incident.

Step D: If there are no signs observed, no symptoms reported, and the student answers all questions in the Quick Memory Function Check correctly but a possible concussion event was recognized by teacher/coach

Actions Required:

- The student must stop participation immediately and must not be allowed to return to play that day even if the student states that they are feeling better. Principals must be informed of the incident.
- The teacher/coach informs the parent/guardian of the incident and that the student attends school and requires continued monitoring for 24 hours as signs and/or symptoms can appear hours or days after the incident:
 - o if any red flags emerge call 911 immediately
 - o if any other sign(s) and/or symptoms emerge, the student needs an urgent medical assessment (as soon as possible that day) by a medical doctor or nurse practitioner.
 - o the parent/guardian communicate the results of the medical assessment to the appropriate school personnel using a **Medical Assessment Form**.
 - o if after 24 hours of monitoring no sign(s) and or symptom(s) have emerged, the parent/guardian communicate the results to the appropriate school official using the school's process and/or form. The student is permitted to resume physical activities. Medical clearance is not required.

Step E: Communication to Parent/Guardian

Summary of Suspected Concussion Check - Indicate appropriate results and follow-up requirements.

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:

- ☐ Red Flag sign(s) were observed and/or symptoms reported and emergency medical services (EMS) called.
- ☐ Other concussion sign(s) were observed and/or symptom(s) reported and/or the student failed to correctly answer all the Quick Memory Function questions.
- ☐ No sign(s) or symptom(s) were reported and student correctly answered all of the questions in the Quick Memory Function Check but a possible concussion event was recognized. Student attends school, no physical activity, with continued monitoring at school and home for 24 hours. Continued monitoring is required (consult Step D).

Teacher/Coach/Intramural Supervisor signature (optional): _____

Forms for parents/guardians to accompany this tool:

- ☐ Medical Assessment Form

Parent/Guardian must communicate to principal/designate the results of 24 hour monitoring (using school process/form) period:

- ☐ Results of Medical Assessment
- ☐ No concussion sign(s) and/or symptom(s) were observed or reported after 24 hour monitoring period.

Notice of Collection: The personal information provided on this form and any other correspondence relating to involvement in Board programs is collected by the Thames Valley District School Board under the authority of the Education Act and Regulations (R.S.O. 1990 c.E.2) as amended. The information will be used to register the student in a school, for the collection of applicable student/activity fees, as well as for any consistent purpose information is shared with employees such that they may carry out their job duties. In addition, the information may be used or disclosed to comply with legislation, for compelling circumstances affecting health and safety or discipline, as required in circumstances related to law enforcement matters, or in accordance with any other Act. For questions about this collection, contact the Board's Freedom of Information Co-ordinator, Thames Valley District School Board, 1250 Dundas St., London, Ontario, N5W 5P2. Telephone 519-452-2000 ext 20218.

For questions about this form, please contact your child's school.



Medical Concussion Assessment Form

The Medical Concussion Assessment Form is provided to a student that demonstrates or reports concussion signs and/or symptoms. For more information, consult the Tool to Identify a Suspected Concussion.

Student Name: _____ Date: _____

The student must be assessed as soon as possible by a medical doctor or nurse practitioner. In Canada, only medical doctors and nurse practitioners are qualified to provide a concussion diagnosis. In rural or northern regions, a nurse with a pre-arranged access to a medical doctor or nurse practitioner may be used to assess the suspected concussion. Prior to returning to school, the parents/guardians must inform the school principal of the results of the medical assessment.

Results of 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 without any restrictions.
- ☐ 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 (RTPA) Plan. *For more information, consult the Home Concussion Management Form (RTS and RTPA).*
- ☐ My child/ward has been assessed and a concussion has not been diagnosed but the assessment led to the following diagnosis and recommendations:

Medical doctor/nurse practitioner

Name: _____ Phone Number: _____

Parent/Guardian

Signature: _____ Date: _____

Notice of Collection: The personal information provided on this form and any other correspondence relating to involvement in Board programs is collected by the Thames Valley District School Board under the authority of the Education Act and Regulations (R.S.O. 1990 c.E.2) as amended. The information will be used to register the student in a school, for the collection of applicable student/activity fees, as well as for any consistent purpose information is shared with employees such that they may carry out their job duties. In addition, the information may be used or disclosed to comply with legislations, for compelling circumstances affecting health and safety or discipline, as required in circumstances related to law enforcement matters, or in accordance with any other Act. For questions about this collection, contact the Board's Freedom of Information Co-ordinator, Thames Valley District School Board, 1250 Dundas St., London, Ontario, N5W 5P2. Telephone 519-452-2000 ext. 20218.

For questions about this form, please contact your child's school.



School Concussion Management Form (Return to School Plan)

The Return to Learning (RTL) and Return to Physical Activity (RTPA) Plans have been developed in partnership with Parachute and are based on the most recent research and recommendations of the expert scientific community on concussion, that is the Canadian Guidelines on Concussion in Sport, July 2017 and the Berlin Consensus Statement on Concussion in Sport, October 2016. The School Concussion Management Form (Return to School Plan) is for parents/guardians and the school Collaborative Team to communicate and track a student's progress through the stages of the Return to Learning and Return to Physical Activity plans following completion of the Home Concussion Return to School Plan for Return to Learning and Return to Physical Activity. The RTL and RTPA plans are used with the Concussion Protocol.

This section includes:

- Background Information on the Concussion Recovery Process
- General Procedures for a School Concussion Management Form (Return to School Plan)
- Instructions for a School Concussion Management Form (Return to School Plan)
- School Concussion Management Form (Return to School Plan)

Background Information on the Concussion Recovery Process

A student with a diagnosed concussion needs to follow a Return to School Plan which includes an individualized and gradual Return to Learning (RTL) plan and Return to Physical Activity (RTPA) plan. In developing the Return to School Plan, the RTL process is designed to meet the particular needs of the student, as there is not a pre-set plan of strategies and/or approaches to assist a student returning to their learning activities. In contrast the RTPA plan follows an internationally recognized graduated approach. The management of a student concussion is a shared responsibility, requiring regular communication, between the home, school (Collaborative Team) and sport organizations with which the student is involved and registered 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 RTL and RTPA plan. This first part occurs at home and prepares the student for the second part which occurs at school. The school part of the plan begins with:

- A meeting with the principal/designate to provide the parent(s)/guardian(s) information on:
 - the school part of the RTL and RTPA plan
 - the Collaborative Team participants and parent(s)/guardian(s) role on the team
 - A student assessment to determine possible strategies and/or approaches for student learning
- The home stages of the Return to School Plan for RTL and RTPA (Initial Rest to Stage 2 for RTL and Initial Rest to Stage 2b of RTPA) focuses on a student's progression through the home stages of the RTL and RTPA plan. It has been designed to provide direction for, and documentation of the stages of the RTL and RTPA plan.

General Procedures for a School Concussion Management Form (Return to School Plan)

Stages 3a to 4b of the Concussion Return to School Plan for Return to Learning (RTL) and stages 3 to 6 of the Concussion Return to School Plan for Return to Physical Activity (RTPA) focuses on a student's progression through the school stages of the Return to Learning (RTL) plan and Return to Physical Activity (RTPA) plan. It has been designed to provide direction for, and documentation of the stages of the RTL and RTPA Plan.

The school part of the plan begins with:

- A parent/guardian and principal/designate meeting (for example, in-person, phone conference, video conference, email) to provide information on:
 - The school part of the RTL and RTPA plan;
 - The Collaborative Team members and their role (for example, parent/guardian, student, principal/designate, team lead, teacher(s), medical doctor or nurse practitioner and/or appropriate licensed healthcare provider).
- A student conference to determine the individualized RTL plan and to identify:
 - the RTL learning strategies and/or approaches required by the student based on the post- concussion symptoms;
 - the best way to provide opportunities for the permissible activities

The general procedures for return to school are:

- Stages 3a to 4b of the Concussion Return to School Plan for Return to Learning (RTL) and Stages 3 to 6 of the Concussion Return to School Plan for Return to Physical Activity (RTPA) occur at school and where appropriate the RTPA part of the plan may occur at sport practices (for example, student is not enrolled in physical education)
- Inform parent/guardian/student of the importance to disclose a concussion diagnosis with any outside coach/sport organization(s) with which the student is involved or registered.
- Stages are not days – each stage must take a minimum of 24 hours and the length of time needed to complete each stage will vary based on the severity of the concussion and the student.
- Completion of the RTL and RTPA plans may take 1-4 weeks.
- 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.
- A student is tolerating an activity if their symptoms are not exacerbated (aggravated, intensified, made worse).
- While the RTL and RTPA stages are inter-related they are not interdependent. A student's progress through the stages of RTL is independent from their progression through the RTPA stages. However, students must have completed Stage 4a and 4b of RTL and Stage 4 of RTPA and have obtained Medical Clearance prior to beginning Stage 5 of RTPA.
- Until a student has successfully completed all stages in the RTL 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 on-contact interschool activities; or
 - participation in practice for a contact sport.
- A student that has no symptoms when they return to school, must progress through all the RTL stages and RTPA stages and remain symptom free for a minimum of 24 hours in each stage prior to moving to the next stage.
- The plan does not replace medical advice.
- During all stages of RTP and 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.
- 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 the Medical Clearance re-assessed.

- During all stages of RTL and RTPA if symptoms worsen over time, follow school (collaborative team procedures) for contacting parents/guardians to inform them that the student needs a follow-up medical assessment.
- Progression through the plan is individual, timelines and activities may vary.
- Upon completion of the RTL and RTPA plans, this form is returned to the principal/designate for filing as per school board's procedures.

Instructions for the School Concussion Management Form (Return to School Plan)

At each stage, the School Concussion Management Form (Return to School Plan) for Return to Learning (RTL) and Return to Physical Activity (RTPA) (hard copy/electronic) will go back and forth between the school and home.

- Review the activities (permitted and not permitted) at each stage prior to beginning the plan.
- The school (for example, teacher, collaborative team lead) provides appropriate activities and records student's progress by checking, dating, initialling completion of each stage and communicating information (form) to parent/guardian.
- Within each stage, the parent/guardian completes, checks, dates and signs the student's tolerance to those activities (that is, no returning, new or worsening symptoms) giving permission for the student to progress to the next stage and returns completed form to school.

School Concussion Management Form (Return to School Plan)

The Return to Learning (RTL) and Return to Physical Activity (RTPA) Plans have been developed in partnership with Parachute and are based on the most recent research and recommendations of the expert scientific community on concussion, that is the Canadian Guidelines on Concussion in Sport, July 2017 and the Berlin Consensus Statement on Concussion in Sport, October 2016. The RTL and RTPA plans are inter-related however, they are not interdependent. A student's progress through the stages of RTL is independent from their progression through the RTPA stages. Different students will progress at different rates. Before using the School Concussion Management Form (Return to School Plan), consult the General Procedures and the Instructions for the School Concussion Management Form (Return to School Plan). The School Concussion Management Form (Return to School Plan) derives from stages 3a to 4b of the Concussion Return to School Plan for Return to Learning and the stages of 3 to 6 of the Concussion Return to School Plan for Return to Physical Activity.

Student Name: _____ Date: _____

Return to Learning (RTL)

Stage 3a

- The student begins with an initial time at school of 2 hours.
- The individual RTL plan is developed by Collaborative Team following the student conference and assessment of the student's individual needs determining possible strategies and/or approaches for student learning.
 - Activities permitted if tolerated by student:
- Activities from previous stage (consult the Concussion Return to School Plan for Return to Learning and the Concussion Return to School Plan for Return to Physical Activity.)
- School work for up to 2 hours per day in smaller chunks (completed at school) working up to a 1/2 day of cognitive activity
- Adaptation of learning strategies and/or approaches
 - Activities that are not permitted at this stage:
 - Tests/exams/homework
 - Music class
 - Assemblies
 - Field trips

School Responsibility

- ☐ The student has demonstrated they can tolerate up to a half day of cognitive activity.
- ☐ The School Concussion Management Form (Return to School Plan) is sent home to parents/guardians.

School Initial (for example, collaborative team lead/designate): _____ Date: _____

Home Responsibility

- ☐ The student has not exhibited or reported a return of symptoms, new symptoms, or worsening symptoms.
- ☐ The 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.
- ☐ The student has exhibited or reported a worsening of symptoms and must return to medical doctor or nurse practitioner.
- ☐ The School Concussion Management Form (Return to School Plan) is sent back to school.

Parent/Guardian Signature: _____ Date: _____

Comments: _____



Stage 3b

- The student continues attending school half time with gradual increase in school attendance time, increased school work and a decrease in the adaptation of learning strategies and/or approaches.
 - Activities permitted if tolerated by student:
 - Activities from previous stage
 - School work for 4-5 hours per day, in smaller chunks (for example, 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
 - Activities that are not permitted at this stage:
 - Standardized tests/exams

School Responsibility

- ☐ The student has demonstrated they can tolerate up to 4-5 hours of the cognitive activities listed.
- ☐ The School Concussion Management Form (Return to School Plan) is sent home to parent/guardian.

School Initial (for example, collaborative team lead/designate): _____ **Date:** _____

Home Responsibility

- ☐ The student has not exhibited or reported a return of symptoms, new symptoms, or worsening symptoms.
- ☐ The 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.
- ☐ The student has exhibited or reported a worsening of symptoms and must return to medical doctor or nurse practitioner.
- ☐ The School Concussion Management Form (Return to School Plan) is sent back to school.

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

Comments: _____

Stage 4a

- Full day school, minimal adaptation or learning strategies and/or approaches
- Nearly normal workload.
 - Activities permitted if tolerated by student:
 - Activities from previous stage
 - Nearly normal cognitive activities
 - Routine school work as tolerated
 - Minimal adaptation of learning strategies and/or approaches (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 (for example, supports, such as more time)
 - Activities that are permitted at this stage:
 - Standardized tests/exams

School Responsibility

- ☐ The 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.
- ☐ The School Concussion Management Form (Return to School Plan) is sent home to parent/guardian.

School Initial (for example, collaborative team lead/designate): _____ **Date:** _____

Home Responsibility

- ☐ The student has not exhibited or reported a return of symptoms, new symptoms, or worsening symptoms.
- ☐ The 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.
- ☐ The student has exhibited or reported a worsening of symptoms and must return to medical doctor or nurse practitioner.
- ☐ The School Concussion Management Form (Return to School Plan) is sent back to school.

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

Comments: _____

Stage 4b

- At school: full day, without adaptation of learning strategies and/or approaches
 - Activities permitted if tolerated by student:
 - Normal cognitive activities
 - Routine school work
 - Full curriculum load (attend all classes, all homework, tests)
 - Standardized tests/exams
 - Full extracurricular involvement (non-sport/non-physical activity, for example, debating club, drama club, chess club)

School Responsibility

- ☐ The student has demonstrated they can tolerate a full day of school without adaptation of learning strategies and/or approaches.
- ☐ The School Concussion Management Form (Return to School Plan) is sent home to parent/guardian.

School Initial (for example, collaborative team lead/designate): _____ **Date:** _____

Home Responsibility

- ☐ The student has not exhibited or reported a return of symptoms, new symptoms, or worsening symptoms.
- ☐ The 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.
- ☐ The student has exhibited or reported a worsening of symptoms and must return to medical doctor or nurse practitioner.

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

Comments: _____



Return to Physical Activity (RTPA)

Stage 3

- Simple locomotor activities/sport-specific exercise to add movement
 - Activities permitted if tolerated by student:
 - Activities from previous stage (20-30 minutes walking/stationary cycling/elliptical/recreational dancing at a moderate pace)
 - Simple individual drills (for example, 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 (for example, walking)
 - Activities that are not permitted at this stage:
 - Full participation in physical education or Daily Physical Activity, participation in intramurals
 - Full participation in interschool practices
 - Interschool competitions
 - Resistance or weight training
 - Body contact or head impact activities (for example, heading a soccer ball)
 - Jarring motions (for example, high speed stops, hitting a baseball with a bat)

School Responsibility

- ☐ The student has demonstrated they can tolerate simple individual drills/sport specific drills as listed in permitted activities.
- ☐ The School Concussion Management Form (Return to School Plan) is sent home to parent/guardian.

School Initial (for example, collaborative team lead/designate): _____ Date: _____

Home Responsibility

- ☐ The student has not exhibited or reported a return of symptoms, new symptoms, or worsening symptoms.
- ☐ The 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.
- ☐ The student has exhibited or reported a worsening of symptoms and must return to medical doctor or nurse practitioner.
- ☐ The School Concussion Management Form (Return to School Plan) is sent back to school.

Parent/Guardian Signature: _____ Date: _____

Comments: _____

Stage 4

- Progressively increase physical activity. Non-contact training drills to add coordination and increased thinking.
 - Activities permitted if tolerated by student:
 - Activities from previous stage
 - More complex training drills (for example, passing drills in soccer and hockey)
 - Physical activity with no body contact (for example, dance, 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, Daily Physical Activity



- Activities that are not permitted at this stage:
 - Full participation in physical education
 - Participation in intramurals
 - Body contact or head impact activities (for example, heading a soccer ball)
 - Participation in interschool contact sport practices, or interschool games/competitions (non-contact and contact)

School Responsibility

- ☐ The student has completed the activities in Stage 4 as applicable.
- ☐ The School Concussion Management Form (Return to School Plan) is sent home to parent/guardian.
- ☐ A Concussion Medical Clearance Form is sent home to parent/guardian.

School Initial (for example, collaborative team lead/designate): _____ **Date:** _____

Home Responsibility

- ☐ The student has not exhibited or reported a return of symptoms, new symptoms, or worsening symptoms.
- ☐ The 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.
- ☐ The student has exhibited or reported a worsening of symptoms and must return to medical doctor or nurse practitioner.
- ☐ The School Concussion Management Form (Return to School Plan) is sent back to school.

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

Comments: _____

- Before progressing to Stage 5, the student must:
 - have completed Stage 4a and 4b of RTL (full day at school without adaptation of learning strategies and/or approaches)
 - have completed Stage 4 of RTPA and be symptom-free; and
 - obtain a signed medical clearance from a medical doctor or nurse practitioner.
- Please Note: Premature return to contact sports (full practice and game play) may cause a significant setback in recovery

Stage 5

- Following medical clearance, full participation in all non-contact physical activities (that is, non-intentional body contact) and full contact training/practice in contact sports.
 - Activities permitted if tolerated by student:
 - Physical Education
 - Intramural programs
 - Full contact training/practice in contact interschool sports
 - Activities that are not permitted at this stage
 - Competition (for example, games, meets, events) that involves body contact

School Responsibility

- ☐ The student has completed the applicable physical activities in Stage 5.
- ☐ The School Concussion Management Form (Return to School Plan) is sent home to parent/guardian.

School Initial (for example, collaborative team lead/designate): _____ **Date:** _____

Home Responsibility

- ☐ The student has not exhibited or reported a return of symptoms, new symptoms.
- ☐ The student has exhibited or reported a return of symptoms or new symptoms and must return to medical doctor or nurse practitioner for a Medical Clearance reassessment.
- ☐ The School Concussion Management Form (Return to School Plan) is sent back to school.

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

Comments: _____

Stage 6

- Unrestricted return to contact sports. Full participation in contact sport games/competitions.

School Responsibility

- ☐ The student has successfully completed full participation in contact sports.
- ☐ The School Concussion Management Form (Return to School Plan) is sent home to parent/guardian.

School Initial (for example, collaborative team lead/designate): _____ **Date:** _____

Home Responsibility

- ☐ The student has not exhibited or reported a return of symptoms or new symptoms.
- ☐ The student has exhibited or reported a return of symptoms or new symptoms and must return to medical doctor or nurse practitioner for a Medical Clearance reassessment.
- ☐ The School Concussion Management Form (Return to School Plan) is sent back to school for documentation purposes.

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

Comments: _____

Notice of Collection: The personal information provided on this form and any other correspondence relating to involvement in Board programs is collected by the Thames Valley District School Board under the authority of the Education Act and Regulations (R.S.O. 1990 c.E.2) as amended. The information will be used to register the student in a school, for the collection of applicable student/activity fees, as well as for any consistent purpose information is shared with employees such that they may carry out their job duties. In Addition, the information may be used or disclosed to comply with legislation, for compelling circumstances affecting health and safety or discipline, as required in circumstances related to law enforcement matters, or in accordance with any other Act. For questions about this collection, contact the Board's Freedom of Information Co-ordinator, Thames Valley District School Board, 1250 Dundas St., London, Ontario, N5W 5P2. Telephone 519-452-2000 ext. 20218.

For questions about this form, please contact your child's school.



Medical Concussion Clearance Form

The Medical Concussion Clearance Form is for students who have completed Stage 4b of the Concussion Management Plan for Return to School (RTS) and Stage 4 of the Concussion Management Plan for 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 (RTPA Stage 5).

Student Name: _____ Date: _____

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

Other Comments:

Medical Doctor/Nurse Practitioner

In rural or northern regions, the Medical Clearance Form may be completed by a nurse with pre-arranged access to a medical doctor or nurse practitioner. Forms completed by other licensed healthcare professionals should not be otherwise accepted.

Name: _____

Signature: _____

Date: _____

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

Notice of Collection: The personal information provided on this form and any other correspondence relating to involvement in Board programs is collected by the Thames Valley District School Board under the authority of the Education Act and Regulations (R.S.O. 1990 c.E.2) as amended. The information will be used to register the student in a school, for the collection of applicable student/activity fees, as well as for any consistent purpose information is shared with employees such that they may carry out their job duties. In addition, the information may be used or disclosed to comply with legislation, for compelling circumstances affecting health and safety or discipline, as required in circumstances related to law enforcement matters, or in accordance with any other Act. For questions about this collection, contact the Board's Freedom of Information Co-ordinator, Thames Valley District School Board, 1250 Dundas St., London, Ontario, N5W 5P2. Telephone 519-452-2000 ext. 20218.

For questions about this form, please contact your child's school.



Concussion Code of Conduct for Interschool Sports (Coach/Team Trainer)

As a coach/team trainer at _____ for the 20__ - 20__ school year, I am committed to:
(school)

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 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 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 of which they are unsure.

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.
(<https://www.tvdsb.ca/en/our-board/concussion-resources.aspx>)
- 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.

I, _____, have read and understand this code of conduct.

Signature: _____

Date: _____

Notice of Collection: The personal information provided on this form and any other correspondence relating to involvement in Board programs is collected by the Thames Valley District School Board under the authority of the Education Act and Regulations (R.S.O. 1990 c.E.2) as amended. The information will be used to register the student in a school, for the collection of applicable student/activity fees, as well as for any consistent purpose. Information is shared with employees such that they may carry out their job duties. In addition the information may be used or disclosed to comply with legislation, for compelling circumstances affecting health and safety or discipline, as required in circumstances related to law enforcement matters, or in accordance with any other Act. For questions about this collection, contact the Board's Freedom of Information Co-ordinator, Thames Valley District School Board, 1250 Dundas Street, London, Ontario, N5W 5P2, Telephone 519-452-2000 ext. 20218.

For questions about this form, please contact the school.



(This document will be retained for one (1) year.)

Concussion Code of Conduct for Interschool Sports (Officials)

As an official with _____ for the 20__ - 20__ school year, I am committed to:
(school board)

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 an official.

Fair play and respect for all

- I will demonstrate a commitment to fair play and will respect athletes, coaches/trainers, and spectators.

Concussion recognition and reporting

- I have read and am familiar with the approved Concussion Awareness Resource identified by the school board. (<https://www.tvdsb.ca/en/our-board/concussion-resources.aspx>)
- I understand the Concussion Awareness Resource identified by the school board must be reviewed once a year.

I, _____, have read and understand this code of conduct.

Signature: _____

Date: _____

Notice of Collection: The personal information provided on this form and any other correspondence relating to involvement in Board programs is collected by the Thames Valley District School Board under the authority of the Education Act and Regulations (R.S.O. 1990 c.E.2) as amended. The information will be used to register the student in a school, for the collection of applicable student/activity fees, as well as for any consistent purpose. Information is shared with employees such that they may carry out their job duties. In addition the information may be used or disclosed to comply with legislation, for compelling circumstances affecting health and safety or discipline, as required in circumstances related to law enforcement matters, or in accordance with any other Act. For questions about this collection, contact the Board's Freedom of Information Co-ordinator, Thames Valley District School Board, 1250 Dundas Street, London, Ontario, N5W 5P2, Telephone 519-452-2000 ext. 20218.

For questions about this form, please contact the school.



(This document will be retained for one (1) year.)

Concussion Code of Conduct for Interschool Sports (Parent/Guardian)

As a parent/guardian of _____ at _____ for the 20__ - 20__ school year, I am committed to:
(student name) (school)

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 board's fair play policy 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 (<https://www.tvdsb.ca/en/our-board/concussion-resources.aspx>)
- 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.

I, _____, have read and understand this code of conduct.

Signature: _____

Date: _____

Notice of Collection: The personal information provided on this form and any other correspondence relating to involvement in Board programs is collected by the Thames Valley District School Board under the authority of the Education Act and Regulations (R.S.O. 1990 c.E.2) as amended. The information will be used to register the student in a school, for the collection of applicable student/activity fees, as well as for any consistent purpose. Information is shared with employees such that they may carry out their job duties. In addition the information may be used or disclosed to comply with legislation, for compelling circumstances affecting health and safety or discipline, as required in circumstances related to law enforcement matters, or in accordance with any other Act. For questions about this collection, contact the Board's Freedom of Information Co-ordinator, Thames Valley District School Board, 1250 Dundas Street, London, Ontario, N5W 5P2, Telephone 519-452-2000 ext. 20218.

For questions about this form, please contact your child's school.



Concussion Code of Conduct for Interschool Sports (Students)

As a student at _____ for the 20__ - 20__ school year, I am committed to:
(school)

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 (<https://www.tvdsb.ca/en/our-board/concussion-resources.aspx>)
- 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.

I, _____, have read and understand this code of conduct.

Signature: _____

Date: _____

Notice of Collection: The personal information provided on this form and any other correspondence relating to involvement in Board programs is collected by the Thames Valley District School Board under the authority of the Education Act and Regulations (R.S.O. 1990 c.E.2) as amended. The information will be used to register the student in a school, for the collection of applicable student/activity fees, as well as for any consistent purpose. Information is shared with employees such that they may carry out their job duties. In addition the information may be used or disclosed to comply with legislation, for compelling circumstances affecting health and safety or discipline, as required in circumstances related to law enforcement matters, or in accordance with any other Act. For questions about this collection, contact the Board's Freedom of Information Co-ordinator, Thames Valley District School Board, 1250 Dundas Street, London, Ontario, N5W 5P2, Telephone 519-452-2000 ext. 20218.

For questions about this form, please contact your child's school.





POLICY

Title: **EXCLUSION OF A STUDENT**

Policy No.: 4022

Effective Date: 2020 December 15

Department: Learning Support Services: Special Education

Reference(s):

- *Ministry of Education Violence Free Schools Policy 1994 Education Act*, RSO 1990 c E.2, s. 265(1)(m) and s. 305, as amended. *O. Reg. 474/00: Access to School Premises.*;
- *Occupational Health and Safety Act*, RSO 1990 c O.1, as amended;
- *Trespass to Property Act*, RSO 1990 c T.21, as amended;
- *Ministry of Education Policy/Program Memorandum No. 145: Progressive Discipline and Promoting Positive Student Behaviour* (December 5, 2012).

It is the policy of the Thames Valley District School Board (TVDSB) that we foster and maintain learning environments that are safe for students, staff, parents, and guardians. Our schools welcome all students to their home school and have the expressed goal of meeting each student's educational and developmental needs through the use of a wide variety of available resources in the TVDSB.

Section 265(1)(m) of the *Education Act*, confirms that it is the duty of the Principal to, "*refuse to admit to a school or classroom a person whose presence would, in the Principal's judgment, be detrimental to the physical or mental well-being of the pupils*". Principals may, as a last resort, temporarily exclude a student from attending a classroom, school, or a school related event where, in their judgment, the safety and well-being of pupils is in jeopardy. An exclusion is subject to appeal to the school board.

An exclusion by a Principal shall not be used to discipline students, but rather is a measure to ensure the safety of students in the school during a defined period.

The decision to exclude a student cannot be used in lieu of a consequence such as a suspension or an expulsion.

Administered By: Learning Support Services

Date:



PROCEDURE

Title: **Exclusion of a Student**

Procedure No: 4022a

Effective Date: 2020 November 16

Department: **Learning Support Services- Special Education**

Reference(s):

- *Ministry of Education Violence Free Schools Policy 1994*
- *Education Act, RSO 1990 c E.2, s. 265(1)(m) and s. 305, as amended*
- *O. Reg. 474/00: Access to School Premises*
- *Occupational Health and Safety Act, RSO 1990 c O.1, as amended*
- *Trespass to Property Act, RSO 1990 c T.21, as amended*
- *Ministry of Education Policy/Program Memorandum No. 145: Progressive Discipline and Promoting Positive Student Behaviour (December 5, 2012)*
- TVDSB Policy Exclusion of a Student

1.0 Overview

The Thames Valley District School Board (TVDSB) is committed to fostering and maintaining learning environments that are safe for students, staff, and parents / guardians. Our schools welcome all students to their home school and have the expressed goal of meeting each student's educational and developmental needs through the use of a wide variety of available resources in the TVDSB.

2.0 Duty of the Principal

Section 265(1)(m) of the Education Act confirms that it is the duty of a Principal to, "*refuse to admit to a school or classroom a person whose presence would, in the Principal's judgment, be detrimental to the physical or mental well-being of the pupils*". That duty can result in the decision to exclude a student from a classroom or the school and school-related activities. This decision is subject to appeal to the school board.

The temporary exclusion of a student from the school or a classroom is considered to be a serious matter and is intended to be a short-term measure taken only when all other reasonable efforts to manage the behaviour(s) have been exhausted.

The decision to exclude a student cannot be disciplinary in nature and cannot be used in lieu of a consequence such as a suspension or an expulsion.

3.0 Before Rendering a Decision to Exclude

It is the responsibility of the Principal to, in advance of making a decision to exclude a student from a classroom or the school and school-related activities, seek approval from the Superintendent of Student Achievement responsible for the student's school and the Superintendent of Student Achievement (Special Education). The approval process shall include a full discussion of the incident(s) that precipitated the principal

contemplating the exclusion and any relevant history regarding the student (progressive discipline, safety plans, a review of Program Development Team (PDT) minutes, et cetera).

4.0 Once a Decision to Exclude Has Been Reached

After a decision to temporarily exclude a student for a short period of time has been agreed upon by the abovementioned parties, the Principal may impose an exclusion pursuant to TVDSB Policy 4022a.

It is the responsibility of the Principal to inform the excluded person and / or parent(s)/guardian(s) verbally and in writing of the exclusion. The Principal shall send, by registered mail, a copy of the original letter of exclusion. (See Appendix A). The original copy of the letter shall be placed in the student's Ontario Student Record (OSR). This letter shall include measures that will need to be in place in order for a safe re-entry to school or the classroom (See Appendix B).

5.0 Enrolment Registers

Pupils excluded under clause 265(1)(m) of the Education Act are not to be demitted from the enrolment register as the school board is actively working to reintegrate the pupil back to the education system.

During the exclusion period, the pupil's absence is recorded with a "G" on the Daily Attendance Record. An excluded student can remain on the enrolment register until the end of the current school year, as it is expected that the school board is actively working to reintegrate the pupil back to the education system.

6.0 Provision of Schoolwork

In conjunction with the teacher(s), the Principal must arrange to have schoolwork prepared and provided to the student for the duration of the exclusion. Principals need to recognize that an excluded student may not be available for learning and/or the completion of schoolwork during the period of exclusion. This needs to be discussed with the parent(s) / guardians(s) at the onset of the exclusion, as well as throughout the duration of the time that the student is absent from the school or the classroom.

7.0 Re-Entry Meeting

Once the terms for re-entry, as stipulated in the Principal's letter of exclusion, have been met, the Principal shall, verbally and in writing, invite the parent(s)/guardian(s) of the student to a re-entry meeting (See Appendix C). The original copy of the letter shall be placed in the student's Ontario Student Record (OSR). This meeting must occur in advance of the student returning to class/school. If the parent(s)/guardian(s) cannot attend the meeting, reasonable efforts must be made to reschedule the meeting at a mutually convenient time. If a timely rescheduling of the meeting is not possible, alternative arrangements to discuss the student's re-

entry must be made so that the student may return to class/school in a timely manner.

8.0 **Appeal of an Exclusion**

- 8.1 The student's parent(s)/guardian(s), the student who is eighteen (18) years old or older, or the student who is sixteen (16) or seventeen (17) years old and has withdrawn from parental control (hereafter referred to as the "*Appellant*"), may appeal an exclusion. All exclusion appeals will be received by the Director of Education.
- 8.2 The Director of Education may choose to delegate their oversight of the appeal process to a designate.
- 8.3 The Appellant must give written notice to the Director of Education of their intention to appeal within ten (10) school days of the commencement of the exclusion (hereafter referred to as the "*Notice of Appeal*"). The Notice of Appeal shall include the grounds and facts upon which the Appellant relies in support of the appeal.
- 8.4 A Notice of Appeal of an exclusion does not create a stay of the exclusion.
- 8.5 Upon receipt of a Notice of Appeal, the Director of Education or Designate will:
 - 8.5.1 Advise the Principal, the Superintendent of Student Achievement (Special Education), and the Superintendent of Student Achievement responsible for the school, of the receipt of a Notice of Appeal;
 - 8.5.2 Provide a copy of the Notice of Appeal to the Principal, the Superintendent of Student Achievement (Special Education), and the Superintendent of Student Achievement responsible for the school;
 - 8.5.3 Acknowledge receipt of the Appellant's Notice of Appeal; and
 - 8.5.4 Direct the Superintendent of Student Achievement responsible for the school to convene a facilitation meeting between the Appellant and the Principal with a view of resolving the appeal.
- 8.6 In the absence of a resolution, the Director of Education or designate shall commence the Exclusion Appeal process to review the exclusion as soon as reasonably possible, but no longer than fifteen (15) school days from the date of receiving the Notice of Appeal. The Director of Education or designate and the Appellant may extend the above timeline by mutual agreement.
- 8.7 To initiate the Exclusion Appeal process, the Director of Education or designate shall:
 - 8.7.1 Establish an Exclusion Appeal Committee (hereafter referred to as "*the Committee*"). The Director of Education or designate shall be the Chair of the Committee and will ensure the additional

- participation of one (1) System Principal, and one (1) Superintendent of Student Achievement (not responsible for the student's school);
- 8.7.2 Coordinate the preparation of a written report for the Committee; This report shall set out the following:
- i. A rationale for the exclusion, as prepared by the Principal (See Appendix D;
 - ii. A copy of the original Exclusion Letter issued by the Principal;
 - iii. A copy of the Notice of Appeal of the exclusion;
 - iv. A copy of the Superintendent of School's report regarding the facilitation meeting (as stipulated in Section 8.5.4 of this Procedure); and
 - v. Any other relevant document.
- 8.7.3 Establish a hearing date and time within the timeline stipulated in Section 8.6 of this Procedure;
- 8.7.4 Coordinate the Committee's agenda for the Exclusion Appeal hearing; and
- 8.7.5 Inform the Appellant of the date and time of the Exclusion Appeal hearing, and provide the Appellant with guidance to the procedure for the Appeal, as well as a copy of all the documentation submitted to the Committee.
- 8.8 The following individuals (hereafter referred to as the "the Party" or "the Parties") shall be invited by the Director of Education, or designate to attend and/or present evidence at the Exclusion Appeal hearing:
- 8.8.1 The Principal;
 - 8.8.2 The Superintendent of Student Achievement with responsibilities for the student's school;
 - 8.8.3 The Superintendent of Student Achievement (Special Education);
 - 8.8.4 The Appellant; and
 - 8.8.5 In the event that the Appellant determines that they will be represented by legal counsel, an advocate, or support person, the Director of Education may also invite the TVDSB's General Counsel.
- 8.9 The Appellant shall provide written submissions and any additional supporting documents to the Director of Education at least forty-eight (48) hours prior to the Exclusion Appeal hearing date. Documents not received within the mandatory timeline shall not be considered by the Committee.
- 8.10 Exclusion Appeal Committee hearing:
- 8.10.1 Appeals will be heard orally, in camera, by the Committee;
 - 8.10.2 The Appellant may be represented by legal counsel, an advocate, or support person during the meeting. The cost of retaining a

representative will be at the Appellant's own expense;

Should the Appellant be represented by legal counsel, the TVDSB's General Counsel will attend the hearing representing the School Board.

- 8.10.3 The Committee, at its own discretion, may be assisted by staff from the District's Corporate Services Department to act as a resource to the Committee;
- 8.10.4 The Parties shall not be entitled to present witnesses before the Committee and there shall be no cross-examination;
- 8.10.5 The Principal and/or the Superintendent of Student Achievement responsible for the school will proceed first by making oral representations in support of the decision to issue the exclusion;
- 8.10.6 The Superintendent of Student Achievement (Special Education) shall make oral representations of the facts surrounding the Special Education Department's involvement with the student. This may include, but is not limited to, the involvement of staff from Thames Valley DSB's Professional Services Team, details of any Individual Education Plan, and/or Management of Aggressive Behaviour Plan, and/or Safety Plan that has been developed by District staff;
- 8.10.7 The Appellant or representative will then make representations either orally and/or in writing regarding the reason for the Appeal and the desired outcome. Written representations shall be read aloud by the Appellant, or their representative. School Board staff shall, at the request of the Appellant, read aloud the Applicant's written representation;
- 8.10.8 The Principal, the Superintendent of Student Achievement responsible for the school, and/or the Superintendent of Student Achievement (Special Education) may respond to new issues presented by the Appellant;
- 8.10.9 The Committee may, at its discretion, ask questions of clarification of either Party;
- 8.10.10 The Committee may, during the meeting, make such orders or give such directions as is considered necessary for the maintenance of order during the meeting;
- 8.10.11 Should any person fail to comply with any such order or direction, the Committee may call for the assistance of a police officer to enforce any such order or direction, as it deems necessary;
- 8.10.12 Where any Party having received proper notice of the hearing, including the location, the date, and the time of the Appeal hearing, fails to attend or to comply with the necessary timelines set out in this Procedure, the Appeal may proceed in the Party's absence. The Party is not entitled to any further notice of the proceedings;
- 8.10.13 The Committee will consider, based on the representations of both Parties, whether the exclusion is reasonable in the circumstances, and

shall either:

- i. Confirm the exclusion; or
- ii. Overturn the exclusion.

8.10.14 The Committee shall render a decision in writing within three (3) school days after the close of the Exclusion Appeal hearing. The Committee's decision is final. A copy of the written decision shall be sent to the Appellant by registered mail; and

8.10.15 Should the Committee overturn the exclusion, the Director of Education or Designate shall determine the date that a student may return to the school or classroom. The Director of Education or designate shall determine if a re-entry meeting (as stipulated in Section 7.0 of this Procedure) is required.

[School Letterhead]

[Date]

[Adult Student/Parent/Guardian]

[Address]

Dear **[Adult Student/Parent/Guardian]**

Re: Exclusion for **[Student's Name]**, **[DOB (Month, Day, Year)]** from **[Name of School]**

I am writing this letter to inform you that **[Student's Name]**, in accordance with section 265(1)(m) of the *Education Act*, has been excluded from school.

As you are aware, we have discussed with you our concerns about the health and safety of **[Student's Name]**, the staff, and the students in the school as a result of the injurious behaviours recently exhibited by **[Student's Name]**.

Every effort has been made to continue to provide services to **[Student's Name]**; however, their behaviours have put the health, safety and well-being of staff and the other students in the school at risk, as well as presenting serious risks to **[Student's Name]**'s own health and safety. Providing educational services to **[Student's Name]** has become increasingly difficult as a result of their **[unpredictable behaviour and/or physical aggression and/or inability to control their behaviour]**. These actions have impeded the safety measures that can be put in place by school staff.

For these reasons, **[Student's Name]** is being excluded from **[Name of School]** as of **[date - Month, Day, Year]**. The following measures will need to be in place in order for a safe re-entry to school:

- **[list]**

The Board will provide school work until the above conditions have been met. If you wish to appeal the exclusion (TVDSB Procedure 4002a), you must provide written notice within ten (10) school days of the start of the exclusion, **[insert date - Month, Day, Year]**, to the Director of Education. Please note an appeal does not stay the exclusion.

Sincerely,

[Principal name]

Cc: Student
Ontario Student Record
Superintendent of Student Achievement with responsibilities for the student's school

EXAMPLE STEPS FOR RE-ENTRY

Please review the following examples of steps below with your Superintendent of Student Achievement prior to the completing the requisite documentation. These are examples and are not to be construed as the only steps that you can place in your letter. Please remember that the steps must be realistic, attainable, and that there can be more than one step.

- Prior to returning to school, a threat risk assessment is to be completed by TVDSB personnel;
- Sharing components of assessment that pertain to school instruction;
- The investigation is completed;
- Confirmation that student is engaging in counseling;
- Plan appropriate programming and services for the educational well-being;
- More professional / clinical treatment information is necessary to make the accommodation plan or educational services;
- Behaviour plan revised;
- Safety plan revised;
- Pending conclusion of a community investigation;
- A community case conference is held to determine community supports for the student.

[School Letterhead]

Letter of Exclusion – Re-entry to School

[Date]

[Name and address of parent]

Name of Student:

Grade:

Date of Birth:

Return Date from Exclusion:

Dear *[Parent / Guardian]*:

This letter is to confirm our conversation on *[insert date]*. Please be advised that the steps set out in the exclusion letter dated *[insert date]* have been completed and you are invited to a re-entry meeting which has been arranged for *[insert date]*. In attendance at the meeting will be *[insert names]*.

Please be advised that *[insert student name]*'s success depends on *[him/her]* meeting the goals set out in *[his/her]* *[behaviour/safety/transition/other]* plan. Your partnership is valued as we work together towards a positive and successful re-entry to school.

If you have further questions, please contact me at *[insert phone number]*.

Sincerely,

[insert Principal's name]

Principal, *[insert school name]*

Copy: Superintendent of Student Achievement *[for school COS]*
Superintendent of Student Achievement, Special Education
O.S.R.



Exclusion Appeal - Principal's Report

Name: _____

School: _____

Date of Birth: _____

Exceptionality (see below): _____

Principal: _____

Exceptionalities:

- Learning Disability
- Deaf and Hard of Hearing
- Language Impairment
- Speech Impairment
- Autism
- Giftedness
- Mild Intellectual Disability
- Developmental Disability
- Physical Disability
- Blind and Low Vision
- Behaviour
- Multiple
- Not Applicable

SECTION 1 – Summary of student needs and challenges

SECTION 2 – Outline of accommodations in place at the school

SECTION 3 – Outline of communications with parent(s) / guardian(s)

SECTION 4 – Reasons for exclusion

SECTION 5 – Steps to be taken to ensure physical and mental well-being of students in the school and to facilitate re-entry

[box expands]

Signature

Date

REPORT OF THE CHAIR'S COMMITTEE

2020 December 8
3:02 p.m. – 3:56 p.m.

MEMBERS

B. McKinnon (Chair) A. Morell
L. Pizzolato C. Rahman
M. Ruddock

ADMINISTRATION AND OTHERS

M. Fisher B. Williams

The Chair's Committee met virtually using the TEAMS platform.

1. APPROVAL OF AGENDA

The agenda was approved by motion.

2. CONFLICTS OF INTEREST – none declared**3. REVIEW UPCOMING BOARD MEETING AGENDAS**

The in-camera and public Board meetings agendas for 2020 December 15 were reviewed.

4. AWARD OF DISTINCTION AD HOC COMMITTEE MEMBERSHIP

Trustees McKinnon and Ruddock put their name forward to sit on the Ad Hoc Committee to review the Award of Distinction. It was agreed to send out one additional email to Trustees in January to recruit additional members.

5. BOARD COMMITTEE MEMBERSHIP

The committee reviewed the list of Trustees selected to the committees of the Board (Chairs-1).

The following recommendation was moved and carried:

That the appointment of Trustees to committees of the Board for 2020-2021, as outlined on the Committees of the Board and Community Representation 2020-2021, be approved.

In consideration of meetings scheduled in early December, it was agreed to issue an electronic vote for membership to the Policy Working Committee and to the Thames Valley Parent Involvement Committee.

The following recommendation was moved and carried for the purpose of conducting an electronic vote:

That the appointment of Trustees Ruddock, Hunt, McKinnon, Morell, and Smith to the Policy Working Committee and the appointment of Trustee Pizzolato to the Thames Valley Parent Involvement Committee be approved.

6. MPP DATES

Discussion considered potential dates to meet with MPPs. January 6, 20, and February 3 were identified as potential dates; an email will be forwarded to MPPs for their consideration.

7. UPCOMING EVENTS/INITIATIVES

Upcoming events were reviewed. Student Trustee elections currently are scheduled for February 17 and 18.

8. COMMITTEE MEETING SCHEDULE

Discussion considered the scheduling of the upcoming Chair's meetings. Confirmed dates and times are noted in item 12.

9. SCHEDULING OF BOARD GOVERNANCE AND BYLAW REVIEW COMMITTEE

It was agreed to poll committee members to establish the best date and time for a meeting.

10. TRUSTEES' PROFESSIONAL DEVELOPMENT REQUESTS

A potential professional development opportunity for Trustees was shared. The Human Rights Program for School Board Leaders is offered through York University and is designed to provide school board leaders with a foundational understanding of human rights standards and equity relevant to Ontario's publicly funded school boards. A. Morell shared her experience in the pilot training program.

The following motion was moved and carried,

That Trustee professional development requests to attend the Human Rights Program for School Board Leaders be approved.

Through discussion it was agreed the Human Rights Program for School Board Leaders training may serve as foundational training in advance of the anti-racism and anti-oppression training that Trustees committed to at their 2020 June 23 Board meeting.

11. OTHER BUSINESS

Director Fisher responded to a question regarding the impact on schools should the district move into the red zone. The Director offered to reach out to the Chief Medical Officers of Health with an invitation to attend a future board meeting.

Discussion considered current and possible COVID safety precautions for Board meetings. An email will go out to Trustees to remind them of the masking protocols. It was recognized that should the district move into a red zone, Board meetings would return to virtual attendance.

Through discussion, Trustee Pizzolato offered to replace Chair McKinnon as one of the Student Mentors.

The following recommendation was moved and carried:

That Trustee L. Pizzolato be appointed as a Student Trustee mentor.

12. DATE AND TIME OF NEXT MEETING

The next meetings are scheduled for 2021 January 5, 3:00 p.m. and 2021 January 19, 12 p.m.

13. ADJOURNMENT

The meeting adjourned at 3:56 p.m. by motion.

RECOMMENDATION:

That the appointment of Trustees to committees of the Board for 2020-2021, as outlined on the *Committees of the Board and Community Representation 2020-2021*, be approved.

That Trustee L. Pizzolato be appointed as a Student Trustee mentor.

BILL MCKINNON
CHAIR



COMMITTEES OF THE BOARD AND COMMUNITY REPRESENTATION

2020-2021

COMMITTEES	TRUSTEE REPRESENTATION	MEMBERSHIP
STANDING BOARD COMMITTEES		
Program and School Services Advisory (Program)	All Trustees	All Trustees
Planning and Priorities Advisory (Planning)	All Trustees	All Trustees
Chair's	Chair Past Chair Vice-Chair Advisory Chairs	McKinnon Morell Ruddock Rahman (Program), Pizzolato (Planning)
First Nations Advisory	First Nations Trustee + 2	Antone, Bennett, Morell
Negotiations Advisory	3	Bennett, Cuddy, Smith
Policy Working	Vice Chair + 4	Ruddock, Hunt, McKinnon, Morell, Smith
Board Governance and Bylaw Review (2-year term)	Chair + 4	McKinnon, Morell, Polhill Skinner
STATUTORY COMMITTEES		
Audit (term of the Board)	3	Hunt, Morell, Smith
Discipline	3 + 3 Alternates	McKinnon, Pizzolato, Polhill Alternates: Antone, Bennett, Skinner
Special Education Advisory (SEAC) (term of the Board)	3	Bennett, Pizzolato, Yeoman
Supervised Alternative Learning (SAL)	3 + 3 Alternates	Bennett, Pizzolato, Yeoman Alternates: McKinnon, Skinner, Morell
Thames Valley Parent Involvement (TVPIC)	1	Pizzolato
ADMINISTRATIVE COMMITTEES		
Accessibility Working Group	1	McKinnon
Award of Distinction	1	McKinnon
Equity and Inclusion Advisory Committee	1	Antone, Rahman
Communications & Public Relations	1	McKinnon
Environmental Education and Management	1	Hunt
COMMUNITY/PROFESSIONAL REPRESENTATION		
Ontario Public School Boards' Association	2 + 2 Alternates	Morell, Rahman Alternates: Ruddock, Pizzolato
Children's Safety Village	1	Bennett
Thames Valley Education Foundation (TVEF) • 1 trustee for the term ending Nov. 30, 2021 • 1 trustee for the term ending Nov. 30, 2022	2 (or as per TVEF Bylaws)	McKinnon (to 2021) Skinner (to 2022)
Thames Valley Council of Home and School	1	Polhill
Student Advisory Council	Student Trustees	T. Rahman, Keller, Dhaliwal
AD HOC COMMITTEES		
Award of Distinction Review		Appointments to be approved at the December 15 Board meeting
Rural Ed. Task Force	Page 86 of 86	Hunt, Morell, Ruddock, Smith, Yeoman