



Meeting of the Board

Tuesday, June 10, 2025, at 6:15 p.m.
Schumacher Board Office and Microsoft Teams Meeting

AGENDA

Item	Topic	Presenter	Page
1.0	Call to Order		
	Motion: THAT the Board reconvene in regular session		
1.1	Territorial Acknowledgement		
1.2	Quorum		
	Motion: THAT the Board approve the absence of the following Trustees from the June 10, 2025, meeting of the Board:		
1.3	Approval of the Agenda		
	Motion: THAT the Board approve the agenda for the Meeting of the Board dated June 10, 2025		
1.4	Declaration of Conflict of Interest		
2.0	Consent Agenda		
2.1	Minutes of the Meeting of the Board held May 20, 2025		3
2.2	Minutes of the Strategic Planning Committee meeting held May 20, 2025		6
2.3	Minutes of the Human Resources Committee meeting held May 20, 2025		8
2.4	Policy & Procedure 1.2.18 – Professional Student Services Personnel Performance Appraisal		10
2.5	Procedure 2.1.1 – Student Travel – Field Trips		61
2.6	Policy & Procedure 2.1.4 – Volunteers in Schools		87
2.7	Policy & Procedure 2.1.16 – Home Instruction		102
2.8	Policy & Procedure 2.1.21 – Crisis Prevention Intervention		113
2.9	Policy & Procedure 2.1.23 Revocation – Supporting Student Behaviour that is Violent and Aggressive		125
2.10	Policy & Procedure 2.1.33 – Fees for Learning Materials and Activities		145
	Motion: THAT the Board approve the consent agenda as follows:		
	Consent Agenda Items for approval:		
	2.1 Minutes of the Meeting of the Board held May 20, 2025		
	2.2 Minutes of the Strategic Planning Committee meeting held May 20, 2025		
	2.3 Minutes of the Human Resources Committee meeting held May 20, 2025		
	Consent Agenda Items for receipt:		
	2.4 Policy & Procedure 1.2.18 – Professional Student Services Personnel Performance Appraisal		
	2.5 Procedure 2.1.1 – Student Travel – Field Trips		
	2.6 Policy & Procedure 2.1.4 – Volunteers in Schools		
	2.7 Policy & Procedure 2.1.16 – Home Instruction		
	2.8 Policy & Procedure 2.1.21 Crisis Prevention Intervention		
	2.9 Policy & Procedure 2.1.23 Revocation – Supporting Student Behaviour that is Violent and Aggressive		
	2.10 Policy & Procedure 2.1.33 – Fees for Learning Materials and Activities		
3.0	Reports		
3.1	Chair Report	Chair Pye-Reasbeck	151
	Motion: THAT the Board receive the Chair Report		
3.2	Director Report	Director Dye	153
	Motion: THAT the Board receive the Director Report		

	3.3	Student Trustee Report	Student Trustees	
		Motion: THAT the Board receive the Student Trustee Report		
4.0		Monitoring		
	4.1	Student Achievement	Superintendent Mowbray	154
		Motion: THAT the Board receive the Student Achievement Presentation		
	4.2	Strategic Plan Vignette: June 2025	Communications Manager Denis	
		Motion: THAT the Board receive the June 2025 Strategic Plan Vignette		
5.0		Other Business		
	5.1	DSB1 Procedures		
6.0		Items for Future Meetings		
	6.1	June: Technology Trailer		
7.0		Adjournment		
		Motion: THAT we do now adjourn		



Meeting of the Board

Tuesday, May 20, 2025, at 6:15 pm
Schumacher Board Office and Microsoft Teams

MINUTES

TRUSTEES PRESENT

Howard Archibald
Bob Brush
Dennis Draves
Crystal Hewey
Steve Meunier
Brian Peever
Rosemary Pochopsky
Cindy Pye-Reasbeck, Chair
Doug Walsh
Larry Wiwchar

EXCUSED TRUSTEE ABSENCES

Jonathan Byer, Vice-Chair

STUDENT TRUSTEES PRESENT

Alexandra Gauthier
Aiesha Hindle

STUDENT TRUSTEES ABSENT

ADMINISTRATION PRESENT

Lesleigh Dye	Director of Education
Lisa Edwards	Superintendent of Business/Finance and Treasurer
Al McLean	Superintendent of Education and Human Resources
Chad Mowbray	Superintendent of Education
Steven Pladzyk	Superintendent of Education

RECORDING SECRETARY

Melanie Demers	Executive Assistant to the Director of Education Lesleigh Dye
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STAFF PRESENT

Melanie Demers	Executive Assistant to the Director of Education, Lesleigh Dye
Andréanne Denis	Communications Officer
Larry Souliere	Information Services Coordinator



IN-CAMERA SESSION

The In-Camera session meeting was called to order at 5:46 p.m. by Trustee Hewey, Alternate Vice-Chair

9222-25 BRUSH / POCHOPSKY

THAT this Board resolve itself into a Committee of the whole.

CARRIED

9223-25 PEEVER / WALSH

THAT this Board resolve itself into a Committee of the Whole, in-camera.

CARRIED

9224-25 PEEVER / ARCHIBALD

THAT we now rise and report to the Board.

CARRIED

CALL TO ORDER

The Regular Session meeting was called to order at 6:15 p.m. by Chair Pye-Reasbeck

9225-25 HEWEY / PEEVER

THAT the Board reconvene in regular session

CARRIED

TERRITORIAL ACKNOWLEDGEMENT

The meeting opened by respectfully acknowledging being situated on the Traditional Territory of the Cree, Ojibway and Oji-Cree people of the Mattagami First Nation, located in Treaty 9 Territory, and the Métis who have chosen to settle in this area.

TRUSTEE ABSENCE

9226-25 POCHOPSKY / MEUNIER

THAT the Board approve the absence of the following Trustees from the May 20, 2025, meeting of the Board:
Vice-Chair Byer

CARRIED

APPROVAL OF THE AGENDA

9227-25 HEWEY / ARCHIBALD

THAT the Board approve the agenda for the Meeting of the Board dated May 20, 2025.

CARRIED

DECLARATION OF CONFLICT OF INTEREST

Trustees were asked to declare conflicts of interest as they arise and must do so in writing in the log kept in the Chair's office.

Trustees declaring a conflict are to disconnect from Microsoft Teams at the time of the discussion and will receive a text from the Director of Education / Secretary of the Board when they are welcome to join.

CONSENT AGENDA

9228-25 BRUSH / MEUNIER

THAT the Board approve the consent agenda as amended:

Consent Agenda Items for approval:



- 2.1 Minutes of the Audit Committee Meeting held December 9, 2024
- 2.2 Minutes of the Joint Transportation and Governance Meeting held February 20, 2025
- 2.3 Minutes of the Finance and Property Committee Meeting held May 6, 2025
- 2.4 Minutes of the Director Performance Appraisal Committee Meeting held May 6, 2025
- 2.5 Cash Disbursements Report: April 2025

CARRIED

REPORTS

Student Trustee Report

Student Trustees Gauthier and Hindle are working with incoming Student Trustees providing insights to their upcoming term and assisting with documentation. Student Trustees will all be attending the OSTA-AECO AGM this coming weekend.

9229-25 POCHOPSKY / WIWCHAR

THAT the Board receive the Student Trustee Report

CARRIED

MONITORING

NIL

OTHER BUSINESS

9230-25 WALSH / PEEVER

THAT the Board approve the reappointment of KPMG LLP, Licensed Professional Accountants for the Fiscal year ending August 31, 2025

CARRIED

9231-26 MEUNIER / PEEVER

THAT the Board approve the minutes of the meeting of the Board held May 6, 2025

CARRIED

ADJOURNMENT

9232-25

THAT we do now adjourn

CARRIED

The meeting was adjourned at 6:39 p.m.

SECRETARY OF THE BOARD

CHAIR OF THE BOARD



Strategic Planning Committee

Tuesday, May 20, 2025, at 4:00 p.m.
Schumacher Board Office & Microsoft Teams

MINUTES

TRUSTEES PRESENT

Bob Brush
Jonathan Byer, Vice-Chair
Dennis Draves
Crystal Hewey
Brian Peever
Rosemary Pochopsky
Cindy Pye-Reasbeck, Chair
Doug Walsh
Larry Wiwchar

TRUSTEE ABSENCES

Howard Archibald
Steve Meunier

ADMINISTRATION PRESENT

Lesleigh Dye	Director of Education
Lisa Edwards	Superintendent of Business
Al McLean	Superintendent of Education
Chad Mowbray	Superintendent of Education

RECORDING SECRETARY

Melanie Demers	Executive Assistant to the Director of Education Lesleigh Dye
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STAFF PRESENT

Melanie Demers	Executive Assistant to the Director of Education, Lesleigh Dye
Andréanne Denis	Communications Officer



CALL TO ORDER

Cindy Pye-Reasbeck, Chair of the Board, called the meeting to order at 4:00 p.m.

BRUSH / WALSH

THAT this Strategic Planning Committee resolve into a Committee of the Whole.

CARRIED

APPROVAL OF THE AGENDA
HEWEY

THAT the agenda for the Strategic Planning Committee Meeting dated May 20, 2025, be approved.

CARRIED

DRAFT 2025-2029 STRATEGIC PLAN

THAT the Strategic Planning Committee receive the Strategic Planning Process Debrief and 2025-2029 Monitoring

CARRIED

OTHER BUSINESS
NIL

RISE AND REPORT
PEEVER

THAT this Strategic Planning Committee now rise and report to the Board.

CARRIED

The meeting was adjourned at 4:50 p.m.



Human Resources Committee

Tuesday, May 20, 2025, at 4:45 p.m.
Microsoft Teams and Schumacher Board Office

MINUTES

TRUSTEES PRESENT

Howard Archibald
Bob Brush
Jonathan Byer
Dennis Draves
Crystal Hewey
Steve Meunier
Brian Peever
Rosemary Pochopsky – Chair
Cindy Pye-Reasbeck
Doug Walsh
Larry Wiwchar

APPROVED TRUSTEE ABSENCES

ADMINISTRATION PRESENT

Lesleigh Dye	Director of Education
Lisa Edwards	Superintendent of Business/Finance and Treasurer
Al McLean	Superintendent of Education and Human Resources
Chad Mowbray	Superintendent of Education
Steven Pladzyk	Superintendent of Education

RECORDING SECRETARY

Melanie Demers	Executive Assistant to the Director of Education
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STAFF PRESENT

Melanie Demers	Executive Assistant to the Director of Education
Andréanne Denis	Communications Manager



CALL TO ORDER

Rosemary Pochopsky, Chair of the Human Resources Committee, called the meeting to order at 4:45 p.m.

WIWCHAR / HEWEY

THAT this Human Resources Committee resolve into a Committee of the Whole.

CARRIED

APPROVAL OF THE AGENDA
HEWEY

THAT the agenda for the Human Resources Committee Meeting dated May 20, 2025, be approved as amended:
2.0 In-Camera Session
3.0 Other Business
4.0 Rise

CARRIED

CONFLICT OF INTEREST

Trustees declaring a conflict of interest were asked to do so in writing, with a log kept on file by the Chair. Trustees declaring a conflict are to disconnect from Microsoft Teams at the time of the discussion and will receive a text from the Director of Education / Secretary of the Board when they are welcome to join.

IN-CAMERA SESSION
PEEVER

THAT this Human Resources Committee resolve into a Committee of the Whole, In-Camera.

CARRIED

HEWEY

THAT this Human Resources Committee now rise
CARRIED

PEEVER

THAT this Human Resources Committee now reconvene in Regular Session.

CARRIED

REGULAR SESSION
NIL

OTHER BUSINESS
NIL

ADJOURNMENT
WALSH

THAT this Human Resources Committee now rise
CARRIED

The meeting was adjourned at 5:10 p.m.



PROFESSIONAL STUDENT SERVICES PERSONNEL PERFORMANCE APPRAISAL

1.0 Rationale

Performance Appraisal is an ongoing, constructive, cooperative process which helps the staff of District School Board Ontario North East to foster an attitude leading to lifelong learning and professional growth, instructional excellence, and job satisfaction. This in turn enhances learning for students.

2.0 Definitions

Professional Student Services Personnel (PSSP): at District School Board Ontario North East includes Child and Youth Workers, Attendance Counsellors, Indigenous Student Advisors and, Regional School Social Workers.

Child and Youth Workers: work closely with students, teachers, administration, and parents to support the social, emotional and behavioural needs of individual and/or groups of students.

Attendance Counsellors: work collaboratively with school personnel, students, parents/guardians and an interdisciplinary team of other professionals to ensure that each child's right to an education is protected.

Indigenous Student Advisors: are responsible to liaison and advocate for Aboriginal children in a school setting. This includes building relationships with adults and children to strengthen individual capacity for understanding Aboriginal cultures.

Regional School Social Workers **School Social Worker:** offer consultative support to PSSPs, school personnel, students and families, and act as a liaison with community agencies.

3.0 Policy

District School Board Ontario North East is committed to ensuring that this policy outlines a set of procedures to provide the framework for ongoing professional growth and performance appraisal of the professional practices of Professional Student Services Personnel.



PROFESSIONAL STUDENT SERVICES PERSONNEL PERFORMANCE APPRAISAL

Procedures:

- 1.0** The PSSP will create an annual growth plan to establish professional learning goals.
- 2.0** The employee's immediate supervisor will provide an appraisal of the PSSP.
- 3.0** A performance appraisal will occur as per the probationary period as defined by the collective agreement. Subsequent performance appraisals must occur once every three years. The immediate supervisor may conduct additional appraisals at any time deemed necessary.
- 4.0** Completed performance appraisals will be sent to Human Resources with copies being routed to the employee file.
- 5.0** Nothing in the set of procedures will contravene the collective agreement.

PSSP Annual Growth Plan (Appendix A)

- 1.0** This will be a self-directed process, which will be completed annually between PSSP performance appraisals.
- 2.0** In consultation with the employee's immediate supervisor, the PSSP will determine an appropriate goal for growth based on the PSSP's last appraisal and will draft an Annual Growth Plan. This plan will outline the areas for growth, strategies and resources, target dates for completion and overall review and suggestions.
- 3.0** The PSSP and the employee's immediate supervisor will agree on the time-line for implementing the Annual Growth Plan, methods for monitoring growth, specific indicators of growth and procedure for reporting.
- 4.0** The Annual Growth Plan will be reviewed with the employee's immediate supervisor by the end of the school year.

Performance Appraisals

All PSSPs will be appraised using the performance appraisal tool specific to their job classification:

- ~~Child and Youth Worker (Appendix B)~~
- ~~Attendance Counsellor (Appendix C)~~
- ~~Indigenous Student Advisor (Appendix D)~~
- ~~Regional School Social Worker (Appendix E)~~
- Performance Framework – Child and Youth Worker (Appendix B)
- Performance Appraisal – Child and Youth Worker (Appendix C)

- Performance Framework – Attendance Counsellor (**Appendix D**)
- Performance Appraisal - Attendance Counsellor (**Appendix E**)
- Performance Framework – Indigenous Student Advisor (**Appendix F**)
- Performance Appraisal – Indigenous Student Advisor (**Appendix G**)
- Performance Framework – School Social Worker (**Appendix H**)
- Performance Appraisal – School Social Worker (**Appendix I**)

Appraisal of Probationary PSSPs

- 1.0** The employee's immediate supervisor will appraise each PSSP during the probationary period as defined by the Collective Agreement.
- 2.0** The report will result in a recommendation for action.

Appraisal of PSSP Worker Performance

- 1.0** The employee's immediate supervisor will appraise the performance of the PSSP once every three (3) years or as required.
- 2.0** At the beginning of the appraisal cycle, the employee's immediate supervisor will meet with the PSSP to discuss key performance objectives and related performance criteria for the review period as listed in Part A of the Performance Appraisal.
- 3.0** The employee's immediate supervisor will prepare the final summary review and evaluation using Part C of the Performance Appraisal. The employee's immediate supervisor will then meet with the PSSP to review the results and, if required, agree to an action plan to enhance performance. The employee will then comment on his or her own performance.
- 4.0** A copy of the Performance Appraisal will be placed in the PSSP's personnel file.

Appraisal of PSSP resulting in a Satisfactory Rating (Appendix F**) (**Appendix H**)**

- 1.0** If a PSSP receives a Satisfactory rating, the PSSP and Supervisor must identify learning and growth strategies that reflect the findings of the appraisal. The growth strategies must be taken into account in the PSSP's annual growth plan.

Appraisal of PSSP Resulting in an Unsatisfactory Rating (Appendix F**)**

(Appendix J**)**

First Unsatisfactory Rating

- 1.0** When a PSSP has received an Unsatisfactory performance appraisal, the Supervisor must ensure that they receive the support, guidance, and monitoring necessary to enable them to improve their performance within a given period.
- 2.0** Within 15 school days of the PSSP receiving the rating, the Supervisor must provide the PSSP with an Improvement Plan that provides a written explanation of what is lacking in the PSSP's performance and sets out the recommended steps and actions the PSSP should take to improve it. The plan will also indicate assistance to be provided, indicators of success, a time-line for improvement, and method of assessment.
- 3.0** The PSSP is responsible for undertaking the steps set out in the Improvement Plan. At the request of either party, the PSSP and Supervisor must meet to discuss the outcome of the appraisal process after the PSSP receives a copy of the completed summative report and Improvement Plan signed by the Supervisor

Timing of a Second Appraisal Following the First Unsatisfactory Appraisal Rating

- 1.0** The interval between the first performance appraisal that results in an Unsatisfactory rating and the second performance appraisal is at the Supervisor's discretion, subject to any applicable board policies, as long as the second appraisal takes place within 60 school days after the supervisor has given the PSSP written notice of the initial Unsatisfactory rating. In exercising this discretion, Supervisors must balance the desirability of giving PSSPs a reasonable opportunity to improve their performance against the responsibility of providing students with quality services.
- 2.0** If the second appraisal results in a Satisfactory rating, the PSSP and Supervisor must follow the process outlined above in "Appraisal of PSSP resulting in a Satisfactory Rating". If the second appraisal is Unsatisfactory, they must meet the requirements set out below.

Second Unsatisfactory Appraisal Rating

- 1.0** PSSPs who receive two consecutive Unsatisfactory ratings on their summative reports will be placed on review status. In such a case, within 15 school days, the Supervisor must:
 - provide the PSSP with a written Improvement Plan, setting out steps and actions that the PSSP should take to improve his or her performance. The Improvement Plan should take the PSSP's input into account. Before preparing the plan, the Supervisor must consult with the appropriate supervisory officer;
 - give the appropriate supervisory officer a signed copy of the summative report, the Improvement Plan, and all documents relied on in conducting the performance appraisal, together with a brief written summary of the matters discussed with the PSSP at the appraisal meeting(s).

Review Status

Supervisor's Responsibilities

- 1.0** Whenever a PSSP is placed on review status, the Supervisor will:
 - monitor the PSSP's performance;
 - consult regularly with the supervisory officer regarding the PSSP's performance and steps that could be taken to improve it;
 - give the PSSP feedback and recommendations that the Supervisor considers might help the PSSP improve his or her performance.

Timing of the Next Appraisal

- 1.0** When a PSSP is placed on review status, the Supervisor must conduct a performance appraisal within a period of 120 school days that begins with the day on which the PSSP is advised that he or she is on review status.
- 2.0** If this performance appraisal results in a Satisfactory rating, the PSSP immediately ceases to be on review status. The Supervisor must advise the PSSP in writing of that fact and provide a copy of the signed summative report with its notice of the latest appraisal rating. At the request of either party, and after the PSSP receives a copy of the summative report, both the PSSP and Supervisor must meet to discuss the performance appraisal.
- 3.0** If this appraisal results in an Unsatisfactory rating, the PSSP's employment may be terminated.

Recommendation to Terminate Employment

- 1.0** If the performance appraisal conducted while a PSSP is on review status results in an Unsatisfactory rating, the Supervisor must promptly send a written recommendation to the board that the PSSP's employment be terminated. The recommendation must be accompanied by written reasons for the recommendation and copies of all performance appraisal documents and all documents relied on in conducting the performance appraisals.
- 2.0** The Supervisor must promptly provide the PSSP with the following:
- a copy of the written recommendation;
 - a copy of the written reasons for the recommendation;
 - copies of all performance appraisal documents and all documents relied on in conducting the performance appraisals.

Appendices

Appendix A: PSSP Annual Growth Plan

~~Appendix B: Performance Appraisal – Child and Youth Worker~~

Appendix B: Performance Framework – Child and Youth Worker

Appendix C: Performance Appraisal – Child and Youth Worker

~~Appendix C: Performance Appraisal – Attendance Counsellor~~

~~Appendix D: Performance Appraisal – Indigenous Student Advisor~~

Appendix D: Performance Framework – Attendance Counsellor

~~Appendix E: Performance Appraisal – Regional School Social Worker~~

Appendix E: Performance Appraisal - Attendance Counselor

~~Appendix F: Appraisal Process for Professional Student Service Personnel~~

Appendix F: Performance Framework – Indigenous Student Advisor

Appendix G: Performance Appraisal – Indigenous Student Advisor

Appendix H: Performance Framework – School Social Worker

Appendix I: Performance Appraisal – School Social Worker

Appendix J: Appraisal Process for Professional Student Services Personnel

PSSP ANNUAL GROWTH PLAN

INSTRUCTIONS:

1. COMPLETE "A", "B" AND "C" AND SHARE WITH THE SUPERVISOR BEFORE THE END OF OCTOBER.
2. PART "D" IS COMPLETED BY THE PSSP AND REVIEWED WITH THE SUPERVISOR BEFORE THE END OF THE SCHOOL YEAR.

NAME: _____

DATE: _____

A SPECIFIC AREAS FOR GROWTH

--

B GROWTH STRATEGIES & RESOURCES

--

C TARGET DATES FOR COMPLETION

--

D OVERALL REVIEW & SUGGESTIONS

--

Signature of PSSP_____
Date_____
Signature of Supervisor_____
Date



District School Board
Ontario North East

Procedure 1.2.18
PSSP Performance Appraisal
Section 1.2: System Policies and Procedures

APPENDIX A

MENTAL HEALTH TEAM ANNUAL GROWTH PLAN

Instructions:

1. Complete "A", "B" and "C" and share with Team Lead.
2. Part "D" is completed and is part of year end discussion with Team Lead.

NAME: _____

DATE: _____

A. Areas for Development	B. Action Plan/ Development Options:	C. Target Completion Dates:	D. Year End Reflection

Signature of Team Member

Date

Signature of Team Lead

Date

APPENDIX B**Performance Appraisal – Child and Youth Worker******CONFIDENTIAL WHEN COMPLETED****

Home School:	
Employee:	
Supervisor:	
Review Period from <i>(Month/Year)</i> to <i>(Month/Year)</i> :	Date of Review <i>(Day/Month/Year)</i> :

Roles & Responsibilities

The Child and Youth Worker is a professional with training and experience in education, behavioural intervention and positive social interactions. Responsibilities include:

- ☐ Assist students, families, educators and the community to attain knowledge and skills to address mental health and well-being;
- ☐ Establish and maintain links with key community partners while maintaining a current list of professional services available in the community;
- ☐ Collaborate with the school and community partners to facilitate evidence-based mental health and well-being promotion/prevention programs;
- ☐ Screen and assess students referred for mental health support services and make recommendations for appropriate supports;
- ☐ Negotiate and collaborate with students, families, educators and community partners to develop goal directed interventions that honor individual, cultural and situational diversity;
- ☐ Monitor student progress and review goal directed interventions as needed;
- ☐ In consultation with school administration, communicate program and progress to parents or guardians of minors;
- ☐ Maintain accurate and timely records of individual and group support and communicate student progress regularly to school administrators, educators, families and community partners;
- ☐ Provide intervention, liaison and monitoring services that triangulate the students with the school and community service agencies; and
- ☐ Promote the development of social emotional learning strategies including:
 - Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior.
 - Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations.
 - Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
 - Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.
 - Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Part A – Focus Areas Identified for Development during Performance Appraisal

To be completed by Supervisor and Employee in a pre-assessment meeting.

Areas for Development:	Action Plan/Development Options:	Target Completion Dates:	Results:
1.			
2.			
3.			
4.			

Part B – Appraisal

To be completed by Supervisor and Employee.

PERFORMANCE CRITERIA	LEVEL OF PERFORMANCE			COMMENTS Comments and/or suggestions for improvements must be made for all unsatisfactory ratings. Exceeds Expectations performance will also be noted in this section.
	UNSATISFACTORY	SATISFACTORY	EXCEEDS EXPECTATIONS	
Professionalism				
1. Uses standard English correctly in oral and written communication.				
2. Treats conversations regarding students, families, staff, community partners and the school confidentially.				
3. Exhibits professional attitudes and behaviors toward colleagues and students.				
4. Keeps systematic and dated records for students served. These records are completed when the event occurs or as soon as possible thereafter.				
5. Complies with Board policies, procedures and administrative requirements.				
6. Adheres to the Code of Ethics and Standard of Practice of the Ontario College of Social Workers and Social Service Workers.				
7. Compiles and turns in requested information on time.				
8. Exhibits self-awareness, self-monitoring, and professional accountability.				
9. Maintains and improves professional competence and resilience through the development of an annual growth plan.				
Services to Schools				
1. Consults with administrative staff and instructional staff to clarify reasons for all referrals.				
2. Utilizes effective strategies to develop trusting relationships with students to engage them in the active participation of programs and services.				
3. Screens all referred students for mental health concerns and makes recommendations for appropriate supports.				

4. Collaborates with administration and school staff to identify student strengths and identify observable and measurable indicators/learning outcomes, strategies to attain these, a monitoring plan and classroom strategies teachers can use to support the student.				
5. Works with students individually or in group settings to develop social and emotional skills and strategies to attain learning while respecting students' autonomy.				
6. Prepares and delivers evidence informed programs that improve academic and behavioral performance as well as foster social and emotional competencies.				
7. Provides programs and services in a culturally sensitive manner.				
8. Serves as a role model to positively influence social and emotional competencies within the school environment.				
9. Serves as a liaison between student, home, school, and community resources.				
10. Communicates regularly with administration and teaching staff all pertinent information regarding student's progress.				
11. Provides crisis counseling to students and school staff in emergency situations.				
12. Encourages and refers students and families to seek the various resources available in the community.				
13. Advocates for programs and services that respect diversity, addresses individual needs, and supports the inherent dignity and worth of all students and families.				

Part C – Evaluation Results

To be completed by Supervisor and signed by Employee.

Performance Rating:

- 3 - Exceeds Expectations:** Exceeded requirements on most of all important elements of the objectives.
- 2 - Satisfactory:** Fulfilled requirements and met performance objectives within the standards for the position assessed.
- 1 - Unsatisfactory:** Fulfillment of objectives was less than adequate in all or most respects. Performance is below satisfactory level and must improve.

Overall Evaluation: ☐ **Unsatisfactory** ☐ **Satisfactory** ☐ **Exceeds Expectations**

Supervisor Comments/ Summary	
Growth Strategies for Ongoing Development	
Employee Comments	

Employee's Signature

Supervisor's Signature

Date (dd/mm/yyyy)

Note: The signature of the employee indicates that he/she has received and reviewed a copy of this request.



District School Board
Ontario North East

PSSP Child & Youth Worker Performance Appraisal

Section 1.2: System Policies and Procedures

APPENDIX B

CHILD & YOUTH WORKER PERFORMANCE FRAMEWORK

1. Domain 1. PROFESSIONALISM		
Expectations	Level of Performance	
	Unsatisfactory	Satisfactory
Maintains confidentiality regarding conversations about students, families, staff, community partners, and the school.	Sharing sensitive information about students, families, staff, or community partners with unauthorized individuals, either intentionally or unintentionally. For instance, discussing a student's personal issues in a public setting where others can overhear.	Maintaining confidentiality is crucial. This involves ensuring that any conversations or information about students, families, staff, community partners, and the school are kept private and only shared with authorized individuals. This helps build trust and protects the privacy of all parties involved.
Exhibits professional attitudes and behaviors toward colleagues and students.	Displaying unprofessional behavior such as being rude or dismissive towards colleagues and students. For example, openly criticizing a colleague in front of others or showing favoritism towards certain students.	Exhibiting professional attitudes and behaviors means treating colleagues and students with respect, kindness, and fairness. It involves being a role model, maintaining a positive demeanor, and fostering a supportive and collaborative environment.
Keeps systematic and dated records for students served, completed promptly.	Failing to keep systematic and dated records for students served, resulting in incomplete or inaccurate documentation. For instance, not updating student records promptly, leading to gaps in information that could affect decision-making.	Keeping systematic and dated records for students served is essential. These records should be completed promptly and accurately to ensure that all necessary information is documented and can be referenced when needed. This helps in tracking progress and making informed decisions.
Adheres to the Code of Ethics and Standard of Practice of the Ontario College of Social Workers and Social Service Workers.	Violating the Code of Ethics and Standard of Practice of the Ontario College of Social Workers and Social Service Workers. For example, engaging in a conflict of interest by accepting gifts from clients or not maintaining professional boundaries.	Adhering to the Code of Ethics and Standard of Practice of the Ontario College of Social Workers and Social Service Workers is fundamental. This includes following ethical guidelines, maintaining professional integrity, and ensuring that all actions are in the best interest of those served.
Submits requested information on time.	Consistently submitting requested information late, causing delays in processes and decision-making. For instance, failing to provide necessary reports or data by the specified deadlines.	Submitting requested information on time is important for maintaining efficiency and ensuring that all necessary data is available for decision-making processes. This demonstrates reliability and organizational skills.
Demonstrates self-awareness, self-monitoring, and professional accountability.	Lacking self-awareness and failing to take responsibility for one's actions. For example, not acknowledging mistakes or blaming others for their own shortcomings and not seeking feedback to improve performance.	Demonstrating self-awareness, self-monitoring, and professional accountability involves being mindful of one's actions, continuously reflecting on and improving one's practice, and taking responsibility for one's professional conduct.

Develops and follows an annual growth plan to maintain and improve professional competence and resilience.	Not developing or following an annual growth plan, leading to stagnation in professional competence and resilience. For instance, not participating in any professional development activities or failing to set and pursue goals for improvement.	Developing and following an annual growth plan is key to maintaining and improving professional competence and resilience. This involves setting goals for professional development, seeking out learning opportunities, and staying updated with the latest practices and knowledge in the field.
Domain 2. SERVICES TO SCHOOLS		
Builds trusting relationships with students to engage them in programs and services.	Fails to establish rapport with students, leading to a lack of trust and engagement. For instance, being dismissive or indifferent to students' concerns.	Consistently engages students in a warm, empathetic manner, making them feel valued and understood. For example, regularly checking in with students and showing genuine interest in their well-being.
Collaborates with staff to identify student strengths, outcomes, and strategies.	Rarely engages with staff or contributes to discussions, resulting in missed opportunities to identify and support student strengths. For instance, not attending meetings or providing input when required.	Actively participates in team meetings, sharing insights and working collaboratively to develop effective strategies for student success. For example, contributing valuable observations and suggestions during staff discussions.
Develops social and emotional skills with students individually or in groups	Provides minimal or ineffective support for students' social and emotional development. For instance, not following through with planned activities or failing to address students' needs.	Effectively facilitates individual and group sessions that help students develop essential social and emotional skills. For example, using evidence-based techniques to teach conflict resolution and emotional regulation.
Delivers evidence-informed programs to improve academic and behavioral performance.	Relies on outdated or unproven methods, resulting in little to no improvement in students' performance. For instance, not adapting programs to meet the specific needs of students.	Implements programs based on current research and best practices, leading to measurable improvements in students' academic and behavioral outcomes. For example, using data to tailor interventions and track progress.
Provides culturally sensitive programs and services	Fails to consider or respect students' cultural backgrounds, leading to feelings of exclusion or misunderstanding. For instance, using a one-size-fits-all approach that ignores cultural differences.	Demonstrates cultural competence by respecting and incorporating students' diverse backgrounds into programs and services. For example, creating inclusive activities that reflect students' cultural identities.
Acts as a role model to enhance social and emotional competencies.	Displays negative behaviors or attitudes that undermine students' social and emotional development. For instance, showing frustration or impatience in challenging situations.	Consistently exhibits positive behaviors and attitudes that students can emulate. For example, demonstrating empathy, patience, and effective communication skills.
Liaises between students, home, school, and community resources.	Poor communication and coordination, leading to gaps in support for students. For instance, failing to inform parents or teachers about important developments or not following up on referrals.	Effectively communicates and coordinates with all parties to support students' needs. For example, regularly updating parents and teachers on students' progress and connecting families with community resources.
Communicates student progress with administration and teaching staff.	Infrequent or incomplete communication about student progress, causing delays or misunderstandings. For instance, not providing necessary information or missing deadlines for reports.	Provides timely and accurate updates on student progress, ensuring that all relevant parties are informed and involved. For example, submitting detailed reports and participating in regular meetings.

Provides crisis supports & completes risk assessments	Inadequate response to crises, failing to conduct proper risk assessments or provide necessary support. For instance, not recognizing warning signs or not following established protocols.	Responds promptly and effectively to crises, conducting thorough risk assessments and implementing appropriate interventions. For example, using de-escalation techniques and developing safety plans.
Refers students and families to community resources.	Lacks awareness of community resources or fails to make necessary referrals, leaving students and families without needed support. For instance, not following up on identified needs or not providing information about available services.	Knowledgeable about available community resources and makes appropriate referrals to support students and families. For example, connecting families with mental health services or after-school programs.
Advocates for diverse, respectful, and supportive programs and services.	Does not advocate for or support diverse and inclusive programs, leading to a lack of representation and support for all students. For instance, ignoring issues of diversity or not challenging discriminatory practices.	Actively promotes and supports programs that respect and celebrate diversity, ensuring an inclusive environment for all students. For example, advocating for policies that address the needs of marginalized groups.



District School Board
Ontario North East

Procedure 1.2.18
PSSP Performance Appraisal
Section 1.2: System Policies and Procedures

APPENDIX C

CHILD & YOUTH WORKER PERFORMANCE APPRAISAL

CYW Name:

School:

Principal: Date:

Domain 1. PROFESSIONALISM		
Expectations	Level of Performance	
	Unsatisfactory	Satisfactory
Maintains confidentiality regarding conversations about students, families, staff, community partners, and the school.	☐	☐
Exhibits professional attitudes and behaviors toward colleagues and students.	☐	☐
Keeps professional quality, systematic and dated records for students served, completed promptly.	☐	☐
Complies with Board policies, procedures, and administrative requirements.	☐	☐
Adheres to the Code of Ethics and Standard of Practice of the Ontario College of Social Workers and Social Service Workers.	☐	☐
Submits requested information on time.	☐	☐
Demonstrates self-awareness, self-monitoring, and professional accountability.	☐	☐
Develops and follows an annual growth plan to maintain and improve professional competence and resilience.	☐	☐

Domain 2. SERVICES TO SCHOOLS		
Expectations	Level of Performance	
	Unsatisfactory	Satisfactory
Clarifies referral reasons with administrative and instructional staff.	☐	☐
Builds trusting relationships with students to engage them in programs and services.	☐	☐
Screens students for mental health concerns and recommends supports.	☐	☐
Collaborates with staff to identify student strengths, outcomes, and strategies.	☐	☐

Develops social and emotional skills with students individually or in groups.	☐	☐
Delivers evidence-informed programs to improve academic and behavioral performance.	☐	☐
Provides culturally sensitive programs and services.	☐	☐
Acts as a role model to enhance social and emotional competencies.	☐	☐
Liaises between students, home, school, and community resources.	☐	☐
Communicates student progress with administration and teaching staff.	☐	☐
Provides crisis supports & completes risk assessments	☐	☐
Refers students and families to community resources.	☐	☐
Advocates for diverse, respectful, and supportive programs and services.	☐	☐

Strengths	
Growth Strategies for Ongoing Development	
Supervisor Comments/ Summary	

Employee Comments	
PERFORMANCE RATING	
☐ UNSATISFACTORY PERFORMANCE	
☐ SATISFACTORY PERFORMANCE	

Signature of Child & Youth Worker

Date

Signature of Mental Health Lead

Date

APPENDIX C**Performance Appraisal – Attendance Counsellor**

CONFIDENTIAL WHEN COMPLETED

District:	
Employee:	
Supervisor:	
Review Period from <i>(Month/Year)</i> to <i>(Month/Year)</i> :	Date of Review <i>(Day/Month/Year)</i> :

Roles & Responsibilities

The Attendance Counsellor works collaboratively with school personnel, students, families / guardians and an interdisciplinary team of other professionals to ensure that each child's right to an education is protected. Responsibilities include:

- ☐ Assist schools, families, and students in the development and implementation of a school attendance plan within a school setting or other appropriate Alternative Education settings;
- ☐ Meet with students and families to provide support on a one to one basis;
- ☐ Assist educators and families to utilize the services of appropriate community agencies;
- ☐ Participate in designated Identification, Placement & Review Committee meetings, school and community based case conferences, and Court/Probation liaison as needed;
- ☐ Consult with members of a Collaborative Team and community agencies in the provision of family support;
- ☐ Enforce the Education Act Legislation and Regulations associated with compulsory school attendance;
- ☐ Network with the Ministry of Education, school boards and social agencies in the performance of duties;
- ☐ Acts as a resource for the Board Supervised Alternative Learning (S.A.L.) program and attend all meetings as needed.

Part A – Focus Areas Identified for Development during Performance Appraisal

To be completed by Supervisor and Employee in a pre-assessment meeting.

Areas for Development:	Action Plan/Development Options:	Target Completion Dates:	Results:
1.			
2.			
3.			
4.			

Part B - Appraisal

To be completed by Supervisor and Employee.

PERFORMANCE CRITERIA	LEVEL OF PERFORMANCE			COMMENTS Comments and/or suggestions for improvements must be made for all unsatisfactory ratings. Exceeds Expectations performance will also be noted in this section.
	UNSATISFACTORY	SATISFACTORY	EXCEEDS EXPECTATIONS	
Professionalism				
1. Uses standard English correctly in oral and written communication.				
2. Treats conversations regarding students, families, staff, community partners and the school confidentially.				
3. Exhibits professional attitudes and behaviors toward colleagues and students.				
4. Keeps systematic and dated records for students served. These records are completed when the event occurs or as soon as possible thereafter.				
5. Complies with Board policies, procedures and administrative requirements.				
6. Demonstrates an awareness, an understanding and adheres to relevant Ministry of Education documents/ regulations/standards.				
7. Compiles and turns in requested information on time.				
8. Exhibits self-awareness, self-monitoring, and professional accountability.				
Services to Schools				
1. Consults with administrative staff and instructional staff to clarify reasons for all referrals.				
2. Contacts families and community stakeholders to introduce her/his role and put in place necessary consents.				
3. Utilizes effective strategies to develop trusting relationships with students and families to determine why students are not attending school.				
4. Collaborates with administration, school staff, and families to implement strategies that will support student attendance.				
5. Ensures that memos for Prolonged Absence forms are in place for the October and March "Count Days".				
6. Keeps an active list of non-attending students and contributing factors.				

7. Provides services in a culturally sensitive manner.				
8. Communicates regularly with administration and teaching staff all pertinent information regarding student's progress.				
9. Encourages and refers students and families to seek the various resources available in the community.				
10. Ensures equitable access of Attendance Counsellor services to all schools.				
11. Integrates a mental health focus to their work that aligns with mentally healthy school initiatives.				
12. Advocates for programs and services that respect diversity, addresses individual needs, and supports the inherent dignity and worth of all students and families.				
13. Complies with the Board SAL policy in accordance to the Attendance Counsellor's responsibilities.				
14. Prepares and puts forward all necessary information to the Justice of the Peace for the purpose of court proceedings, meets with the Crown Attorney to discuss the case and attends court as needed.				

Part C – Evaluation Results

To be completed by Supervisor and signed by Employee.

Performance Rating:

- 3 - Exceeds Expectations:** Exceeded requirements on most of all important elements of the objectives.
- 2 - Satisfactory:** Fulfilled requirements and met performance objectives within the standards for the position assessed.
- 1 - Unsatisfactory:** Fulfillment of objectives was less than adequate in all or most respects. Performance is below satisfactory level and must improve.

Overall Evaluation: ☐ **Unsatisfactory** ☐ **Satisfactory** ☐ **Exceeds Expectations**

Supervisor Comments/ Summary	
Growth Strategies for Ongoing Development	
Employee Comments	

Employee's Signature

Supervisor's Signature

Date (dd/mm/yyyy)

Note: The signature of the employee indicates that he/she has received and reviewed a copy of this request.



District School Board
Ontario North East

Procedure 1.2.18 PSSP Attendance Counselor Performance Appraisal Section 1.2: System Policies and Procedures

APPENDIX D

ATTENDANCE COUNSELOR PERFORMANCE FRAMEWORK

1. Domain 1. PROFESSIONALISM		
Expectations	Level of Performance	
	Unsatisfactory	Satisfactory
Maintains confidentiality in conversations regarding students, families, staff, community partners, and the school.	Frequently discusses sensitive information about students, families, or staff in public areas or with unauthorized individuals, leading to breaches of confidentiality.	Consistently maintains confidentiality, ensuring that sensitive information is only shared with authorized individuals in appropriate settings.
Exhibits professional attitudes and behaviors toward colleagues and students.	Displays unprofessional behavior, such as being disrespectful or dismissive towards colleagues and students, creating a negative work environment.	Demonstrates respect, courtesy, and professionalism towards colleagues and students, contributing to a positive and collaborative work environment.
Keeps systematic and dated records for students served, ensuring records are completed promptly when events occur or as soon as possible thereafter.	Records are often incomplete, inaccurate, or not updated in a timely manner, leading to potential issues in tracking student progress and compliance.	Maintains accurate, complete, and timely records for all students served, ensuring effective tracking of student progress and compliance.
Complies with Board policies, procedures, and administrative requirements.	Regularly fails to adhere to Board policies, procedures, and administrative requirements, resulting in non-compliance and potential disciplinary actions.	Adheres to all Board policies, procedures, and administrative requirements, ensuring compliance and effective practice.
Demonstrates awareness, understanding, and adherence to relevant Ministry of Education documents, regulations, and standards.	Shows a lack of understanding or disregard for Ministry of Education documents, regulations, and standards, leading to non-compliance and ineffective practice.	Shows a thorough understanding and adherence to Ministry of Education documents, regulations, and standards, ensuring compliance and effective practice.
Compiles and submits requested information on time.	Frequently misses deadlines for submitting requested information, causing delays and potential issues for the school administration.	Consistently meets deadlines for submitting requested information, ensuring timely and efficient communication with school administration.
Exhibits self-awareness, self-monitoring, and professional accountability.	Lacks self-awareness and self-monitoring, often failing to take responsibility for mistakes or seeking improvement in their practice.	Demonstrates self-awareness and self-monitoring, regularly reflecting on their practice and seeking opportunities for professional growth and improvement.
Demonstrates self-awareness, self-monitoring, and professional accountability.	Lacking self-awareness and failing to take responsibility for one's actions. For example, not acknowledging mistakes or blaming others for their own shortcomings and not seeking feedback to improve performance.	Demonstrating self-awareness, self-monitoring, and professional accountability involves being mindful of one's actions, continuously reflecting on and improving one's practice, and taking responsibility for

		one's professional conduct.
Domain 2. SERVICES TO SCHOOLS		
Consults with administrative to clarify reasons for all referrals.	Fails to consult with administrative leading to unclear or misunderstood reasons for student referrals.	Regularly consults with administrative ensuring clear and well-understood reasons for student referrals.
Utilizes effective strategies to develop trusting relationships with students and families to determine reasons for non-attendance.	Struggles to build trusting relationships with students and families, making it difficult to identify and address reasons for non-attendance.	Successfully builds trusting relationships with students and families, effectively identifying and addressing reasons for non-attendance.
Collaborates with administration, school staff, and families to implement strategies that support student attendance.	Rarely collaborates with administration, school staff, and families, leading to ineffective or uncoordinated strategies for improving student attendance.	Actively collaborates with administration, school staff, and families, implementing effective and coordinated strategies to improve student attendance.
Ensures that memos for Prolonged Absence forms are in place for the October and March "Count Days."	Fails to ensure that memos for Prolonged Absence forms are prepared and submitted on time, causing issues during "Count Days."	Ensures that memos for Prolonged Absence forms are prepared and submitted on time, facilitating smooth "Count Days."
Maintains an active list of non-attending students and contributing factors.	Does not maintain an updated list of non-attending students and contributing factors, resulting in a lack of accurate data for interventions.	Keeps an updated and accurate list of non-attending students and contributing factors, providing valuable data for interventions.
Provides programs and services that are culturally sensitive.	Shows insensitivity to cultural differences, leading to ineffective or inappropriate services for diverse student populations.	Delivers services in a culturally sensitive manner, effectively supporting diverse student populations
Communicates regularly with administration and teaching staff regarding pertinent information about student progress.	Fails to communicate regularly with administration and teaching staff, resulting in a lack of shared information about student progress.	Maintains regular communication with administration and teaching staff, ensuring shared information about student progress.
Encourages and refers students and families to various community resources.	Does not actively encourage or refer students and families to community resources, limiting their access to additional support.	Actively encourages and refers students and families to community resources, enhancing their access to additional support.
Ensures equitable access to Attendance Counsellor services for all schools	Provides inconsistent access to services, with some schools receiving less support than others.	Provides consistent and equitable access to services for all schools, ensuring fair support across the board.
Integrates a mental health focus into their work that aligns with mentally healthy school initiatives.	Fails to incorporate a mental health focus into their work, missing opportunities to support students' mental well-being.	Incorporates a mental health focus into their work, aligning with mentally healthy school initiatives and supporting students' mental well-being.
Advocates for programs and services that respect diversity, address individual needs, and support the inherent dignity and worth of all students and families.	Does not advocate for diverse and inclusive programs, resulting in a lack of support for marginalized students and families.	Actively advocates for diverse and inclusive programs, ensuring support for marginalized students and families.

Complies with the Board SAL policy in accordance with the Attendance Counsellor's responsibilities.	Regularly fails to comply with the Board SAL policy, leading to non-compliance and potential disciplinary actions.	Consistently complies with the Board SAL policy, ensuring adherence to responsibilities and effective practice.
Prepares and submits all necessary information to the Justice of the Peace for court proceedings, meets with the Crown Attorney to discuss cases, and attends court as needed.	Does not prepare or submit necessary information for court proceedings on time, causing delays and complications in legal processes.	Prepares and submits necessary information for court proceedings on time, facilitating smooth legal processes and effective case management.



District School Board
Ontario North East

Procedure 1.2.18

PSSP Performance Appraisal

Section 1.2: System Policies and Procedures

APPENDIX E

ATTENDANCE COUNSELOR PERFORMANCE APPRAISAL

AC Name:

School:

Principal: Date:

Domain 1. PROFESSIONALISM		
Expectations	Level of Performance	
	Unsatisfactory	Satisfactory
Maintains confidentiality in conversations regarding students, families, staff, community partners, and the school.	☐	☐
Exhibits professional attitudes and behaviors toward colleagues and students.	☐	☐
Keeps systematic and dated records for students served, ensuring records are completed promptly when events occur or as soon as possible thereafter.	☐	☐
Complies with Board policies, procedures, and administrative requirements.	☐	☐
Demonstrates awareness, understanding, and adherence to relevant Ministry of Education documents, regulations, and standards.	☐	☐
Compiles and submits requested information on time.	☐	☐
Exhibits self-awareness, self-monitoring, and professional accountability.	☐	☐
Demonstrates self-awareness, self-monitoring, and professional accountability.	☐	☐

Domain 2. SERVICES TO SCHOOLS		
Expectations	Level of Performance	
	Unsatisfactory	Satisfactory
Consults with administrative to clarify reasons for all referrals.	☐	☐
Utilizes effective strategies to develop trusting relationships with students and families to determine reasons for non-attendance.	☐	☐
Collaborates with administration, school staff, and families to implement strategies that support student attendance.	☐	☐
Ensures that memos for Prolonged Absence forms are in place for the October and March "Count Days."	☐	☐
Maintains an active list of non-attending students and contributing factors.	☐	☐

Provides programs and services that are culturally sensitive.	☐	☐
Communicates regularly with administration and teaching staff regarding pertinent information about student progress.	☐	☐
Encourages and refers students and families to various community resources.	☐	☐
Ensures equitable access to Attendance Counsellor services for all schools.	☐	☐
Integrates a mental health focus into their work that aligns with mentally healthy school initiatives.	☐	☐
Advocates for programs and services that respect diversity, address individual needs, and support the inherent dignity and worth of all students and families.	☐	☐
Complies with the Board SAL policy in accordance with the Attendance Counsellor's responsibilities.	☐	☐
Prepares and submits all necessary information to the Justice of the Peace for court proceedings, meets with the Crown Attorney to discuss cases, and attends court as needed.	☐	☐

Strengths	
Growth Strategies for Ongoing Development	
Supervisor Comments/ Summary	

Employee Comments	
PERFORMANCE RATING	
☐	UNSATISFACTORY PERFORMANCE
☐	SATISFACTORY PERFORMANCE

Signature of Attendance Counselor

Date

Signature of Mental Health Lead

Date

APPENDIX F**Performance Appraisal - Indigenous Student Advisor**

CONFIDENTIAL WHEN COMPLETED

Work Location:	
Employee:	
Supervisor:	
Review Period from <i>(Month/Year)</i> to <i>(Month/Year)</i> :	Date of Review <i>(Day/Month/Year)</i> :

Roles & Responsibilities

Indigenous Student Advisors (ISAs) support the delivery of First Nations, Metis and Inuit programming in elementary and secondary schools. Responsibilities include serving students, schools, parents and community partners, and board level programming. ISAs must have demonstrated experience in traditional First Nations, Metis and Inuit cultural teachings and practices.

- ☐ Act as an advisor between staff, parents and students to ensure parents and visitors feel welcome;
- ☐ Facilitate positive communication between the school and First Nation communities;
- ☐ Speak with students and parents about self-identification, issues related to school involvement, attendance and readiness;
- ☐ Work collaboratively to develop and deliver programs to build knowledge and capacity of cultural diversity within schools and with staff;
- ☐ As a role model, demonstrate respectful and professional attitudes and behavior; and
- ☐ Maintain a list of community services and resources to assist students and parents.

Part A - Focus Areas Identified for Development during Performance Appraisal

To be completed by Supervisor and Employee in a pre-assessment meeting.

Areas for Development:	Action Plan/Development Options:	Target Completion Dates:	Results:
1.			
2.			
3.			
4.			

Part B - Appraisal

To be completed by Supervisor and Employee.

PERFORMANCE CRITERIA	LEVEL OF PERFORMANCE			COMMENTS Comments and/or suggestions for improvements must be made for all unsatisfactory ratings. Exceeds Expectations performance will also be noted in this section.
	UNSATISFACTORY	SATISFACTORY	EXCEEDS EXPECTATIONS	
1. Treats conversations regarding students, staff, community partners, and the school confidentially.				
2. Exhibits professional attitudes and behaviors, including respect and courtesy for all, with colleagues, students and community partners.				
3. Maintains and improves professional competence through development of an annual growth plan utilizing workshops, interaction with professional associations, and other professional development activity.				
4. Communicates professionally in both oral and written correspondence.				
5. Produces documents that respect the norms of District School Board Ontario North East.				
6. Complies with Board policies, procedures and administrative requirements.				
7. Effectively communicates and collaborates with school administration, classroom teachers, and other resource persons as required.				
8. Interprets and synthesizes data to support program and board planning.				
9. Creates and maintains records as directed.				
10. Compiles and turns in requested information within requested timeframe.				
11. Attends to, follows through, and communicates with appropriate staff for all referrals.				
12. Advocates for programs and services that respect diversity, address individual needs, and support the inherent dignity and worth of all students and families.				
13. Contacts parents and community partners to advocate role of AYLO in supporting self-identification, culturally relevant programming, and inclusive school environments.				

14. Utilizes effective strategies to develop trusting relationships with students, families, and community partners and schools.				
15. Consults with administrative and instructional staff to support well-being of students through program delivery.				
16. Collaborates with administration, school staff, and parents to implement strategies that will support student achievement.				
17. Provides programs and services to develop positive culturally relevant inclusive environments.				
18. As liaison, facilitate communication between school personnel and students, parents, and the community.				
19. Utilizes effective strategies to develop trusting relationships with students that motivate them to actively participate in learning.				
20. Provides opportunity through program delivery for students to develop greater understanding and knowledge of diverse backgrounds and cultures.				
21. When appropriate, provides direction for students to seek out resources and individual supports through board and community resources.				
22. Assists parents in becoming partners in their child's education.				
23. Provides parental consultation regarding their children's academic performance, behavior, and other needs.				
24. Encourages parents to supervise their child's attendance, achievement, and to maintain regular communication with the school.				
25. Supports families by informing them of school board policy and procedures.				
26. Assists parents in identifying and utilizing community resources.				

Part C – Evaluation Results

To be completed by Supervisor and signed by Employee.

Performance Rating:

- 3 - Exceeds Expectations:** Exceeded requirements on most of all important elements of the objectives.
- 2 - Satisfactory:** Fulfilled requirements and met performance objectives within the standards for the position assessed.
- 1 - Unsatisfactory:** Fulfillment of objectives was less than adequate in all or most respects. Performance is below satisfactory level and must improve.

Overall Evaluation: ☐ **Unsatisfactory** ☐ **Satisfactory** ☐ **Exceeds Expectations**

Supervisor Comments/ Summary	
Growth Strategies for Ongoing Development	
Employee Comments	

Employee's Signature

Supervisor's Signature

Date (dd/mm/yyyy)

Note: The signature of the employee indicates that he/she has received and reviewed a copy of this request.



District School Board
Ontario North East

Procedure 1.2.18 PSSP Indigenous Student Advisor Performance Appraisal Section 1.2: System Policies and Procedures

APPENDIX F

INDIGENOUS STUDENT ADVISOR PERFORMANCE FRAMEWORK

Domain 1. PROFESSIONALISM		
Expectations	Level of Performance	
	Unsatisfactory	Satisfactory
Maintains confidentiality in all matters involving students, staff, community partners, and the school.	Fails to maintain confidentiality in sensitive matters.	Consistently maintains confidentiality in all matters.
Demonstrates professionalism through respectful and courteous interactions with colleagues, students, and community partners.	Shows disrespect or discourtesy in interactions.	Always demonstrates respect and courtesy in interactions.
Pursues continuous professional growth by developing an annual learning plan that includes workshops, professional associations, and other development opportunities.	Neglects professional development opportunities.	Actively engages in professional development activities.
Communicates effectively and professionally in both oral and written formats.	Communicates unclearly or unprofessionally.	Communicates clearly and professionally in all formats.
Prepares documents that align with the standards and expectations of the District School Board Ontario North East.	Prepares documents that do not meet board standards.	Prepares documents that meet board standards.
Adheres to all Board policies, procedures, and administrative guidelines.	Disregards policies and guidelines.	Strictly adheres to all policies and guidelines.
Submits required information accurately and within established timelines.	Submits information inaccurately or late.	Submits information accurately and on time.
Maintains accurate records and documentation as directed.	Maintains disorganized or incomplete records.	Maintains precise and organized records.
Responds to referrals by following up and communicating with the appropriate staff members.	Fails to follow up on referrals or communicate effectively.	Promptly follows up on referrals and communicates effectively.
Advocates for inclusive programs and services that honor diversity and uphold the dignity of all students and families.	Does not advocate for diversity or dignity in programs.	Advocates for programs that honor diversity and dignity.

Domain 2. SERVICES TO SCHOOLS		
Expectations	Level of Performance	
	Unsatisfactory	Satisfactory
Collaborates effectively with school administrators, classroom teachers, and other resource personnel to support student well-being.	Fails to collaborate effectively to support student well-being.	Collaborates effectively to support student well-being.
Analyzes and interprets data to inform school and board-level planning.	Does not use data to inform planning.	Uses data to inform and improve planning.
Builds strong, trusting relationships with students, families, school staff, and community partners.	Fails to build trusting relationships with stakeholders.	Builds strong, trusting relationships with all stakeholders.
Acts as a liaison to facilitate communication between students, families, schools, and community organizations.	Does not facilitate effective communication between parties.	Facilitates effective communication between all parties.
Supports culturally relevant and inclusive programming that fosters positive school environments.	Does not support programming that fosters positive environments.	Supports programming that fosters positive environments.
Engages students in learning by using strategies that build trust and motivation.	Fails to engage students using trust-building strategies.	Engages students using trust-building strategies.
Provides opportunities for students to explore and appreciate diverse cultural backgrounds.	Does not provide opportunities for cultural exploration.	Provides opportunities for cultural exploration.
Guides students and their families in accessing appropriate board and community resources when needed.	Does not guide students and families to appropriate resources.	Guides students to appropriate resources.
Encourages and supports families in becoming active partners in their child's education.	Fails to encourage families to be active partners in education.	Encourages families to be active partners in education.
Offers consultation to families regarding academic performance, behavior, and other student needs.	Does not offer helpful consultation to families.	Offers helpful consultation to families.
Promotes regular communication between families and schools, emphasizing the importance of attendance and achievement.	Fails to promote regular, effective communication with families.	Promotes regular, effective communication with families.
Informs families about school board policies and procedures.	Does not inform families accurately about policies and procedures.	Informs families accurately about policies and procedures.
Promotes the AYLO role by engaging families and community partners in self-identification efforts and inclusive school initiatives.	Fails to engage families and partners in inclusive initiatives.	Engages families and partners in inclusive initiatives.



**District School Board
Ontario North East**

Procedure 1.2.18
PSSP Performance Appraisal
Section 1.2: System Policies and Procedures

APPENDIX G

INDIGENOUS STUDENT ADVISOR PERFORMANCE APPRAISAL

ISA Name:

School:

Principal:

Date:

Domain 1. PROFESSIONALISM		
Expectations	Level of Performance	
	Unsatisfactory	Satisfactory
Maintains confidentiality in all matters involving students, staff, community partners, and the school.	☐	☐
Demonstrates professionalism through respectful and courteous interactions with colleagues, students, and community partners.	☐	☐
Keeps professional quality, systematic and dated records for students served, completed promptly.	☐	☐
Complies with Board policies, procedures, and administrative requirements.	☐	☐
Prepares documents that align with the standards and expectations of the District School Board Ontario North East.	☐	☐
Adheres to all Board policies, procedures, and administrative guidelines.	☐	☐
Submits required information accurately and within established timelines.	☐	☐
Maintains accurate records and documentation as directed.	☐	☐
Responds to referrals by following up and communicating with the appropriate staff members.	☐	☐
Advocates for inclusive programs and services that honor diversity and uphold the dignity of all students and families.	☐	☐

Domain 2. SERVICES TO SCHOOLS		
Expectations	Level of Performance	
	Unsatisfactory	Satisfactory
Collaborates effectively with school administrators, classroom teachers, and other resource personnel to support student well-being.	☐	☐
Analyzes and interprets data to inform school and board-level planning.	☐	☐

Builds strong, trusting relationships with students, families, school staff, and community partners.	☐	☐
Engages students in learning by using strategies that build trust and motivation.	☐	☐
Provides opportunities for students to explore and appreciate diverse cultural backgrounds.	☐	☐
Guides students and their families in accessing appropriate board and community resources when needed.	☐	☐
Encourages and supports families in becoming active partners in their child's education.	☐	☐
Offers consultation to families regarding academic performance, behavior, and other student needs.	☐	☐
Promotes regular communication between families and schools, emphasizing the importance of attendance and achievement.	☐	☐
Promotes the AYLO role by engaging families and community partners in self-identification efforts and inclusive school initiatives.	☐	☐

Strengths	
Growth Strategies for Ongoing Development	
Supervisor Comments/ Summary	

Employee Comments	
PERFORMANCE RATING	
☐	UNSATISFACTORY PERFORMANCE
☐	SATISFACTORY PERFORMANCE

Signature of Indigenous Student Advisor

Signature of Supervisor

Date

Date

Performance Appraisal - Regional School Social Worker

****CONFIDENTIAL WHEN COMPLETED****

Work Location:	
Employee:	
Supervisor:	
Review Period from <i>(Month/Year)</i> to <i>(Month/Year)</i> :	Date of Review <i>(Day/Month/Year)</i> :

Roles & Responsibilities

The Regional School Social Worker is part of the Mental Health team. They are a trained mental health professional with a degree in social work and registered with the Ontario College of Social Workers and Social Services Workers (OCSWSSW). They provide mental health promotion, prevention, and early intervention services that enhance the overall functioning and academic performance of students.

Responsibilities include:

- ☐ Participate as a member of the multi-disciplinary educational support teams to assist students and their families in academic, behavioral, social and emotional growth;
- ☐ Conduct individualized assessments of students in consultation with families and the school to determine the level of service required in each case;
- ☐ Develop long-term and short-term intervention plans consistent with curriculum; students' needs, strengths, diversity and life experiences; and social and emotional factors;
- ☐ Provide one on one counselling and small group work for students with needs;
- ☐ Use a variety of appropriate formal and informal tools and techniques including observations and interviews to evaluate the progress and performance of students and families;
- ☐ Liaise with schools and families to facilitate increased positive contact through communication and understanding of individual student needs and circumstances;
- ☐ Liaise with district specialists, special education staff and community supports to align and collaborate on multidisciplinary approaches to support;
- ☐ Monitor and re-assess student progress on an on-going basis, and adjust intervention strategies accordingly, to ensure that assessment needs are realized;
- ☐ Assist students and their families in navigating the health care and/or social services system within our catchment area and advocate for them as needed;
- ☐ Consult on such issues as attendance, confidentiality, ethnicity and diversity, mental health, behavior management, discipline, crisis intervention and child abuse and neglect;
- ☐ Maintain clear, concise and accurate documentation as per board policies and procedures and as per guidelines established by OCSWSSW;
- ☐ Protect privacy and confidentiality in accordance with legislation, board policies and standards established by OCSWSSW;
- ☐ Use sound professional judgment and act in accordance with all board policies and procedures and standards of practice set forth by OCSWSSW;
- ☐ Maintain professional registration through training development activities including conferences, in-services, workshops, peer support, literature searches and research.

Part A – Focus Areas Identified for Development during Performance Appraisal

To be completed by Supervisor and Employee in a pre-assessment meeting.

Areas for Development:	Action Plan/Development Options:	Target Completion Dates:	Results:
1.			
2.			
3.			
4.			

Part B – Appraisal

To be completed by Supervisor and Employee.

PERFORMANCE CRITERIA	LEVEL OF PERFORMANCE			COMMENTS Comments and/or suggestions for improvements must be made for all unsatisfactory ratings. Exceeds Expectations performance will also be noted in this section.
	UNSATISFACTORY	SATISFACTORY	EXCEEDS EXPECTATIONS	
1. Uses standard English correctly in oral and written communication.				
2. Treats conversations regarding students, families, staff, community partners and the school district confidentially.				
3. Maintains and improves professional competence through reading, course work and/or professional activities.				
4. Produces documents that respect the norms of District School Board Ontario North East as well as the Ontario College of Social Workers and Social Service Workers.				
5. Exhibits professional attitudes and behaviors toward colleagues and students including respect and courtesy for all in the school environment.				
6. Complies with Board policies, procedures and administrative requirements.				
7. Abides by and is guided by the Code of Ethics and Standard of Practice of the Ontario College of Social Workers and Social Service Workers.				
8. Attends to, follows through, and reports back on all referrals.				
9. Creates and maintains records, in compliance with the Ontario College of Social Workers and Social Service Workers Standards of Practice.				
10. Compiles and turns in requested information on time.				
11. Effectively communicates with, supports and provides consultations to Child and Youth Workers.				
12. Interprets and synthesizes data as well as effectively conveys results to team.				
13. Consults with administrative staff and instructional staff to clarify reasons for the referral.				
14. Contacts parents and community stakeholders to introduce her/his role and put in place necessary consents.				

15. Identifies and explores factors contributing to students' level of function as it relates to their development, home, school and community environments.				
16. Implements and monitors multi-tiered evidence informed interventions that improve academic and behavioral performance as well as fosters social and emotional competencies.				
17. Provides programs and services in a culturally sensitive manner.				
18. Facilitates communication between school personnel and students, families, and the community.				
19. Takes the initiative to review student progress on a regular basis with administration and teaching staff.				
20. Provides crisis counseling to students and school staff in emergency situations.				
21. Serves as a liaison between student, home, school, and community resources.				
22. Encourages and refers, students and families to seek the various resources available in the community.				
Service to Students and Families				
1. Utilizes effective strategies to develop trusting relationships with students that motivate them to actively participate in support services.				
2. Engages students in the development of the interventions while respecting their autonomy.				
3. Informs students of their rights and responsibilities.				
4. Assists students and families in identifying and accessing community resources.				

Part C - Evaluation Results

To be completed by Supervisor and signed by Employee.

Performance Rating:

- 3 - Exceeds Expectations:** Exceeded requirements on most of all important elements of the objectives.
- 2 - Satisfactory:** Fulfilled requirements and met performance objectives within the standards for the position assessed.
- 1 - Unsatisfactory:** Fulfillment of objectives was less than adequate in all or most respects. Performance is below satisfactory level and must improve.

Overall Evaluation: ☐ **Unsatisfactory** ☐ **Satisfactory** ☐ **Exceeds Expectations**

Evaluation Report:

Summative Evaluation Comments	
Strengths	
Areas for Professional Growth	

Employee's Signature

Supervisor's Signature

Date (dd/mm/yyyy)

Note: The signature of the employee indicates that he/she has received and reviewed a copy of this request.



District School Board
Ontario North East

Procedure 1.2.18

PSSP School Social Worker Performance Appraisal

Section 1.2: System Policies and Procedures

APPENDIX H

SCHOOL SOCIAL WORKER PERFORMANCE FRAMEWORK

1. Domain 1. PROFESSIONALISM		
Expectations	Level of Performance	
	Unsatisfactory	Satisfactory
Registered and in good standing with the OCSWSSW.	Worker is not registered or is not in good standing with the Ontario College of Social Workers and Social Service Workers (OCSWSSW).	The social worker is registered and in good standing with the Ontario College of Social Workers and Social Service Workers (OCSWSSW).
Maintains accurate and timely records of their interventions in compliance with the Ontario College of Social Workers and Social Service Workers Standards of Practice.	Records are often incomplete, inaccurate, or not updated in a timely manner, leading to potential issues in compliance with the standards of practice.	Records are consistently accurate, complete, and updated in a timely manner, ensuring compliance with the standards of practice.
Adheres to the principles of confidentiality, consent, and privacy when working with students and their families and obtains informed consent before providing any service.	Fails to consistently adhere to confidentiality, consent, and privacy principles, resulting in breaches of student and family privacy.	Consistently adheres to confidentiality, consent, and privacy principles, ensuring the protection of student and family privacy.
Uses sound professional judgment and acts in accordance with all board policies and procedures and standards of practice set forth by OCSWSSW	Frequently makes decisions that do not align with board policies, procedures, or the standards of practice set forth by OCSWSSW.	Makes decisions that align with board policies, procedures, and the standards of practice set forth by OCSWSSW.
Produces documents & case notes that respect the professional expectations of District School Board Ontario North East as well as the OCSWSSWs.	Documents and case notes are poorly written, lack detail, and do not meet the professional expectations of the District School Board Ontario North East or the OCSWSSWs.	Documents and case notes are well-written, detailed, and meet the professional expectations of the District School Board Ontario North East and the OCSWSSWs.
Exhibits professional attitudes and behaviors toward colleagues and students including respect and courtesy for all in the school environment.	Displays unprofessional attitudes and behaviors, such as disrespect or discourtesy towards colleagues and students.	Consistently displays professional attitudes and behaviors, such as respect and courtesy towards colleagues and students.
Demonstrates accountability, integrity, respect, and competence in their practice	Shows a lack of accountability, integrity, respect, and competence in their practice, leading to a negative impact on their professional reputation and effectiveness.	Shows a high level of accountability, integrity, respect, and competence in their practice, positively impacting their professional reputation and effectiveness.
Domain 2. SERVICES TO SCHOOLS		
Collaborates effectively with school administration, school staff, parents, and community partners to support student well-being and achievement using a multi-tiered system of support.	Fails to collaborate effectively, leading to poor communication and lack of coordinated support for student well-being and achievement.	Works collaboratively with all stakeholders to ensure coordinated support for student well-being and achievement.

Has a strong presence in the school, contributing to a welcoming and inclusive school community.	Rarely seen in the school environment, does not contribute to creating a welcoming and inclusive atmosphere.	Regularly seen in the school environment, actively contributing to a welcoming and inclusive atmosphere.
Provides mental health promotion and prevention services including school-wide, class-wide, small group programs, activities, and services.	Does not provide or poorly implements mental health promotion and prevention services, resulting in limited support for students.	Effectively implements mental health promotion and prevention services, providing comprehensive support for students.
Uses evidence-based and research-informed programs and services that are relevant, effective, and responsive to the needs and strengths of students and their families.	Relies on outdated or ineffective programs and services that do not meet the needs of students and their families.	Utilizes up-to-date, evidence-based programs and services that meet the needs of students and their families.
Consults on such issues as attendance, confidentiality, crisis intervention and child abuse and neglect and provides guidance and support to school staff and parents.	Fails to provide adequate consultation and support on critical issues, leaving school staff and parents without necessary guidance.	Provides thorough consultation and support on critical issues, ensuring school staff and parents have the guidance they need.
Offers a stepped model of care for students that includes peer programs, small groups, single sessions and brief interventions for early identification and early intervention of mental health issues.	Does not implement a stepped model of care, resulting in missed opportunities for early identification and intervention of mental health issues.	Implements a stepped model of care, ensuring early identification and intervention of mental health issues.
Uses data-based measurement care to guide their practice and intervention with students.	Does not use data-based measurements, leading to ineffective practice and interventions.	Consistently uses data-based measurements to guide effective practice and interventions.
Provides risk assessments for students who experience suicidal ideation and provides appropriate interventions and referrals.	Fails to conduct risk assessments or provide appropriate interventions and referrals for students experiencing suicidal ideation.	Conducts thorough risk assessments and provides appropriate interventions and referrals for students experiencing suicidal ideation and adheres to DSB1 policies.
Responds to students who are experiencing severe, complex, or acute mental health problems and supports their access and navigation to community mental health services or urgent mental health services.	Does not respond adequately to students with severe mental health problems, failing to support their access to necessary services.	Responds promptly and effectively to students with severe mental health problems, supporting their access to necessary services.
Utilizes effective strategies to develop trusting relationships with students that motivate them to actively participate in support services.	Struggles to build trusting relationships with students, resulting in low participation in support services.	Builds strong, trusting relationships with students, motivating them to actively participate in support services.
Informs students of their rights and responsibilities such as duty to report and limits of confidentiality.	Does not adequately inform students of their rights and responsibilities, leading to confusion and mistrust.	Clearly informs students of their rights and responsibilities, fostering trust and understanding.
Assists students and families with pathways to, through, and from care.	Provides little to no assistance to students and families in navigating care pathways.	Provides comprehensive assistance to students and families in navigating care pathways.
Takes the initiative to review student progress on a regular basis with administration and teaching staff.	Does not take the initiative to review student progress, resulting in lack of coordinated support.	Proactively reviews student progress with administration and teaching staff, ensuring coordinated support.

Effectively communicates with supervisor, supports and provides consultations to school professionals and peers.	Poor communication with supervisors and peers, leading to ineffective collaboration and support.	Communicates effectively with supervisors and peers, fostering collaboration and support.
Promotes social justice and advocates for the rights and interests of students and their families, especially those who are marginalized, oppressed, or vulnerable.	Fails to promote social justice or advocate for the rights and interests of marginalized students and families.	Actively promotes social justice and advocates for the rights and interests of marginalized students and families.
Provides programs and services that are culturally sensitive.	Shows insensitivity to cultural differences, leading to ineffective or inappropriate services for diverse student populations.	Delivers services in a culturally sensitive manner, effectively supporting diverse student populations



District School Board
Ontario North East

Procedure 1.2.18

PSSP Performance Appraisal

Section 1.2: System Policies and Procedures

APPENDIX I

SCHOOL SOCIAL WORKER PERFORMANCE APPRAISAL

SSW Name:

School:

Principal: Date:

Domain 1. PROFESSIONALISM		
Expectations	Level of Performance	
	Unsatisfactory	Satisfactory
Registered and in good standing with the OCSWSSW.	☐	☐
Maintains accurate and timely records of their interventions in compliance with the Ontario College of Social Workers and Social Service Workers Standards of Practice.	☐	☐
Keeps systematic and dated records for students served, completed promptly.	☐	☐
Adheres to the principles of confidentiality, consent, and privacy when working with students and their families and obtains informed consent before providing any service.	☐	☐
Uses sound professional judgment and acts in accordance with all board policies and procedures and standards of practice set forth by OCSWSSW	☐	☐
Produces documents & case notes that respect the professional expectations of District School Board Ontario North East as well as the OCSWSSWs.	☐	☐
Exhibits professional attitudes and behaviors toward colleagues and students including respect and courtesy for all in the school environment.	☐	☐
Demonstrates accountability, integrity, respect, and competence in their practice	☐	☐

Domain 2. SERVICES TO SCHOOLS		
Expectations	Level of Performance	
	Unsatisfactory	Satisfactory
Collaborates effectively with school administration, school staff, parents, and community partners to support student well-being and achievement using a multi-tiered system of support.	☐	☐
Has a strong presence in the school, contributing to a welcoming and inclusive school community.	☐	☐
Provides mental health promotion and prevention services including school-wide, class-wide, small group programs, activities, and services.	☐	☐
Uses evidence-based and research-informed programs and services that are relevant, effective, and responsive to the needs and strengths of students and their families.	☐	☐

Consults on such issues as attendance, confidentiality, crisis intervention and child abuse and neglect and provides guidance and support to school staff and parents.	☐	☐
Offers a stepped model of care for students that includes peer programs, small groups, single sessions and brief interventions for early identification and early intervention of mental health issues.	☐	☐
Uses data-based measurement care to guide their practice and intervention with students.	☐	☐
Provides risk assessments for students who experience suicidal ideation and provides appropriate interventions and referrals.	☐	☐
Responds to students who are experiencing severe, complex, or acute mental health problems and supports their access and navigation to community mental health services or urgent mental health services.	☐	☐
Utilizes effective strategies to develop trusting relationships with students that motivate them to actively participate in support services.	☐	☐
Informs students of their rights and responsibilities such as duty to report and limits of confidentiality.	☐	☐
Assists students and families with pathways to, through, and from care.	☐	☐
Takes the initiative to review student progress on a regular basis with administration and teaching staff.	☐	☐
Effectively communicates with supervisor, supports and provides consultations to school professionals and peers.	☐	☐
Promotes social justice and advocates for the rights and interests of students and their families, especially those who are marginalized, oppressed, or vulnerable.	☐	☐
Provides programs and services that are culturally sensitive.	☐	☐

Strengths	
Growth Strategies for Ongoing Development	

Supervisor Comments/ Summary	
Employee Comments	
PERFORMANCE RATING	
☐ UNSATISFACTORY PERFORMANCE	
☐ SATISFACTORY PERFORMANCE	

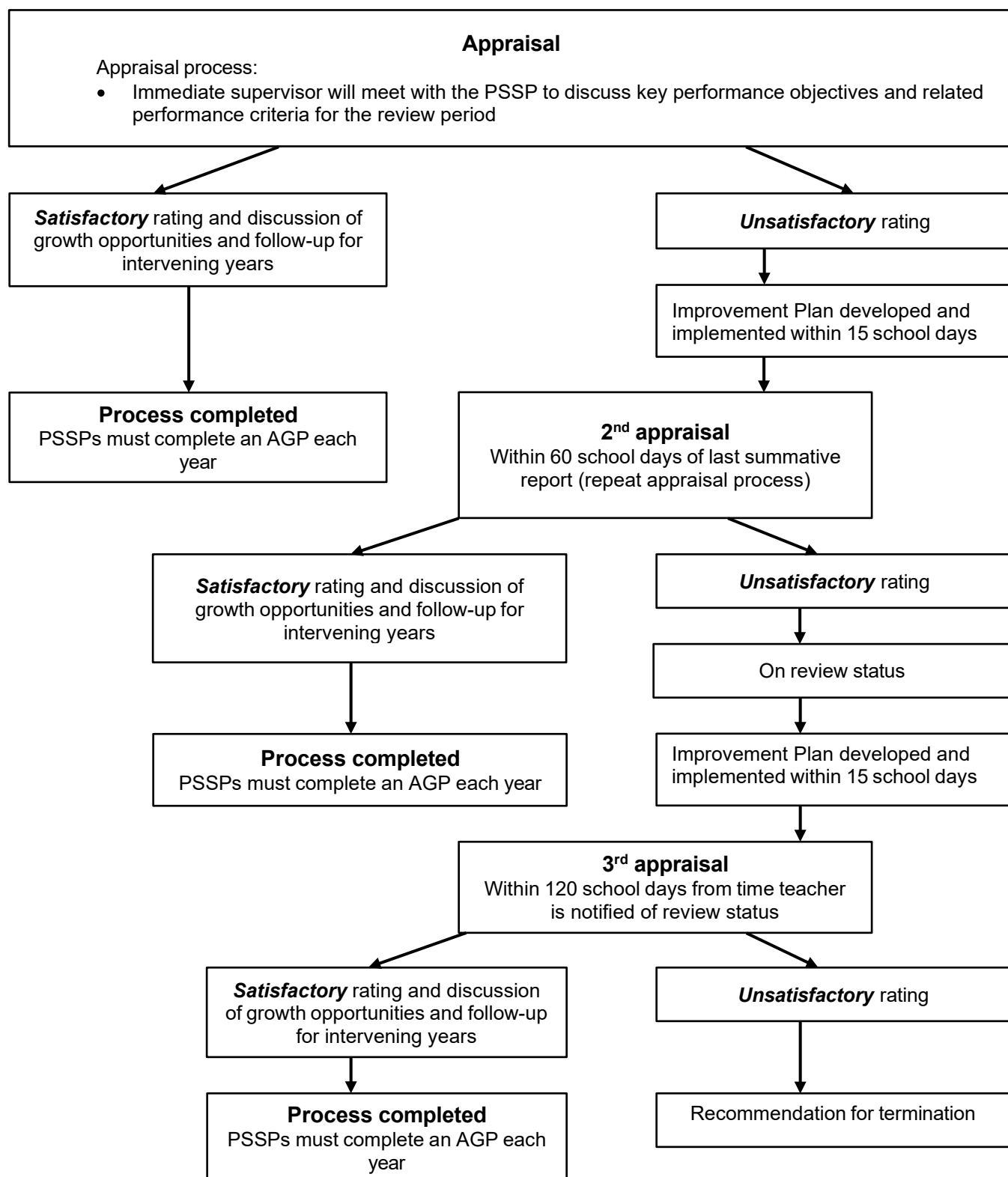
Signature of School Social Worker

Date

Signature of Mental Health Lead

Date

APPRAISAL PROCESS FOR PROFESSIONAL STUDENT SERVICES PERSONNEL





STUDENT TRAVEL – FIELD TRIPS

Procedures

1.0 Approval / Field Trip Information

- 1.1 Application is to be made through the principal to his/her superintendent for any student travel activities outside the community or overnight using the Field Trip Information Form (Appendix A). All field trip forms will include the following criteria for approval:
 - 1.1.1 alignment with an existing approved school program or club;
 - 1.1.2 ability to demonstrate an enhanced opportunity for educational growth;
 - 1.1.3 an assessment of involved or potential risks. See the Risk Management Assessment Form (Appendix B), which is provided to help teachers assess and mitigate risks in planned field trips/excursions;
 - 1.1.4 inclusion of teacher supervisor(s).
- 1.2 For frequently visited venues that have an element of risk, the Risk Management Assessment form may be completed annually.
- 1.3 The league schedule for seasonal league play at the secondary level is to be submitted as one field trip form with the schedule attached, in compliance with the timelines.
- 1.4 Students or staff will not be engaged in field trips that require travel time that would be too lengthy for the age of the students involved; require inordinate expense or excessive absence from school; where safety measures have been deliberately removed; or involve prohibited activities.
- 1.5 Staff is required to coordinate and plan all aspects of swim tests as outlined in section 5.
- 1.6 Approval of the regional Superintendent for extracurricular travel falling on designated Professional Activity days must be received before any arrangements or commitments are made.
- 1.7 The following timelines for application shall be observed:
 - 1.7.1 Within Ontario – 2 weeks prior to the trip;
 - 1.7.2 Within Canada – 3 months prior to the trip;
 - 1.7.3 Outside Canada – 10 months prior to the trip;
- 1.8 Exceptions to this timeline will be reviewed on an individual basis and may not be approved if exceptional conditions do not exist. (e.g., Ontario Federation of School Athletic Association (OFSAA) Competitions).

STUDENT TRAVEL – FIELD TRIPS - 2

-
- 1.9 School programs requesting travel outside of the Board jurisdiction are subject to approval by the Director or designate. If travelling out of province or country, medical and travel insurance must be purchased.
 - 1.10 Excursions or travel not approved by the Director or designate are not endorsed, funded, or affiliated with District School Board Ontario North East. District School Board Ontario North East absolves all responsibilities of such trips.
 - 1.11 In all cases of travel, District School Board Ontario North East is absolved from all liability or additional costs incurred as a result of cancellations, delays, or postponements unless as specified in section 8 of the Student Travel/Field Trips Procedures.
 - 1.12 Field trips that involve high costs are to have travel cancellation insurance.
 - 1.13 Field trips involving a Third Party Venue:
 - 1.13.1 vendor must provide evidence of liability insurance.
 - 1.13.2 applicants must read all waivers and/or service contracts carefully before signing.
 - 1.13.3 when the venue contains an element of risk, the operator must provide a Risk Management Information Package. The Third Party Information Letter (Appendix C) may be provided by the school when requesting a package from a provider.
 - 1.14 Once an itinerary has been approved it cannot be modified without going through the approval process again.
 - 1.15 The approval process includes:
 - 1.15.1 the Principal approves all field trips during the school day within the community; no field trip form is required; parents are to receive notification and information regarding these trips;
 - 1.15.2 schools are responsible for maintaining an internal system for tracking all trips off school grounds;
 - 1.15.3 where parents have shared custody, both parents are to receive the notifications and field trip forms, however only one form needs to be returned with one signature;
 - 1.15.4 ensuring that no student is prevented from participating in any activity because of inability to pay;
 - 1.15.5 scrutinizing all submitted field trip forms to ensure all criteria are met and all sections are completed before submitting them to their Regional Superintendent for approval. Use the Principal's Checklist (Appendix D) to ensure submitted field trip forms are completed fully;
 - 1.15.6 ensure that pre-trip meetings with parents and students are arranged for all trips with any of the following criteria:
 - Includes high risk activities

- Is out of province or country
- All Grade 8 trips
- Any other trip in consultation with your regional Superintendent

These meetings will be to share information regarding the trip agenda; detail any requirements such as funding, passports, medical forms or insurance; outline expectations regarding behaviour, swimming, supervision; and to answer any questions the parents or students may have.

1.15.7 all requests for special arrangements (e.g., parent transporting their child; a parent transporting another child; student driving themselves) are to be made in writing to the Principal. Such requests must be pre-approved and are at the discretion of the Principal

2.0 Water Related Activities

2.1 All participants will adhere to the Ontario Physical Activity Safety Standards for swimming at a supervised pool:

Elementary OPHEA Guidelines: <https://safety.ophea.net/elementary/curricular/swimming>

Secondary OPHEA Guidelines: <https://safety.ophea.net/secondary/curricular/swimming>

2.2 All participants will adhere to the Ontario Physical Activity Safety Standards for swimming outdoors:

Elementary OPHEA Guidelines:
<https://safety.ophea.net/elementary/curricular/outdoor-education-swimming>

Secondary OPHEA Guideines:
<https://safety.ophea.net/secondary/curricular/outdoor-education-swimming>

2.3 Boating/Watercraft activities:

2.3.1 Pupils may only participate in trips involving boating with explicit specific written permission of their parent/guardian.

2.3.2 All participants must complete and pass the required swim test. Students that pass the swim test wearing a PFD are allowed to participate, but will be required to wear a PFD at all times while on or near the water.

2.3.3 PFDs, as approved by Transport Canada, are worn at all times by pupils in watercraft (e.g., canoes, paddle boards, kayaks, inflatables), except on licensed commercial passenger vessels.

2.3.4 Activities taking place on or near water require participants to pass a swim test. Students who wear a PFD to pass the swim test are allowed to participate but are required to wear a PFD at all times while on or near the water. These tests will be administered by a certified aquatic instructor, and are based on the Lifesaving Society's Swim to Survive™ Standard. Swim tests must be administered within the school year that the activity is taking place. In lieu of completing the swim test, students may provide proof of Bronze Medallion

certification or higher. Students who do not pass the swim test may not participate in the field trip/excursion. This test would include, but not be limited to, the following requirements:

- Rolling entry (backwards or forward) into deep water at 2.75m (9') minimum depth
- Tread water for 1 minute
- Swim 50m (164') continuously, any stroke

2.3.5 Results of swim tests will be provided to the students, parents/guardians teacher, trip supervisors, lifeguards and instructors. Students who do not pass the required swim test will not participate in the field trip/excursion.

The school must ensure that they meet or exceed the minimum safety standards set out in the OPHEA Guidelines. For specifics regarding your planned activity, visit the OPHEA website at <http://safety.ophea.net/>.

3.0 Informing Parents / Guardians

3.1 When pupils are to be taken from the confines of school property on a field trip or excursion lasting longer than the school day or outside the community, it shall be incumbent upon the teacher and principal to notify the parents/guardians in writing of:

- 3.1.1 the education philosophy for taking the trip;
- 3.1.2 details of supervision, schedules, itineraries, meal arrangements and any additional costs that could be incurred by the pupils;
- 3.1.3 the applicable rules for safety and proper conduct during the trip;
- 3.1.4 the rights of the school supervisors to ensure safe supervision;
- 3.1.5 the right of the parent to deny his/her child's participation;
- 3.1.6 the right of the parent/guardian to identify special dietary considerations (for religious or medical reasons);
- 3.1.7 for field trips involving water, the results of their student's swim test; students who do not pass the required swim test will not participate in the field trip/excursion.

4.0 Required Written Consents

4.1 Students, excluding adult students, must have a written consent of the parent/guardian before taking part in any excursion lasting longer than the normal school day or outside the community.

4.2 Students participating in any sports team or extracurricular group, must read and uphold the Code of Expectations for Participation in Sports and/or Extracurricular Activities (Appendix E). A copy of the Code, signed by student, parent and teacher/coach, must be on file for all group/team participants.

STUDENT TRAVEL – FIELD TRIPS - 5

- 4.3 The teacher will ensure that a written consent has been received prior to the actual departure of the students (Appendix F).

5.0 Supervision

- 5.1 For out of community or overnight travel, adequate supervision that includes a teacher and/or Principal must be provided to ensure the safety and well-being of all participants, and that the standard of care is met.
- 5.2 All chaperones/volunteers must provide a current Vulnerable Sector Screening (VSS) to the teacher in charge.
- 5.3 There must be same-gender chaperones on field trips that are overnight. Same-gender chaperones must be in attendance for room checks.
- 5.4 The following minimum ratios of supervision by grade must be met or exceeded for all field trips/excursions. These ratios do not apply within the geographical area of the Board, during transportation between school and venue, when additional supervision is in place at the venue that meets supervision ratios. Note that some activities require different supervision ratios. Refer to The Ontario Physical Education Safety Guidelines (OPHEA) for specifics at <http://safety.ophea.net/>.

Grades	Students : Teacher / Supervisor
K1 – K2	6 : 1
Gr. 1 – Gr. 3	8 : 1
Gr. 4 – Gr. 6	10 : 1
Gr. 7 – Gr. 8	15 : 1
Gr. 9 – Gr. 12	20 : 1

- 5.5 The principal will ensure that the teachers-in-charge/supervisors (e.g., support staff, volunteers) understand that they are expected to actively supervise for the duration of the field trip, upholding and enforcing the rules of the school and the requirements of the school code of conduct, and provide a standard of care.

6.0 Financing

- 6.1 Careful assessment of companies sponsoring student tours is to be made.
- 6.2 Every attempt should be made to find tours of an economical cost to students.
- 6.3 Whenever possible, the cost of adult chaperones will be covered by the school fund-raising activity rather than the individual student fees.
- 6.4 Upon request, a statement of expenses will be provided to parents upon completion of the trip.
- 6.5 The Board will not normally assist financially with such functions beyond allotments in the budget.
- 6.6 The Board, in approving student travel or field trips, assumes no financial obligation beyond allotments in the budget.

7.0 Transportation

- 7.1 Students may be provided with transportation by volunteers, including students, who are properly licensed and can provide proof of adequate insurance coverage.
- 7.2 The Principal must ensure that those who provide transportation for students have a minimum of \$2,000,000.00 Liability and Property Damage Insurance.
- 7.3 All volunteer drivers must complete the form entitled “Volunteer Driver: Authorization To Transport Students” (Appendix G). This form must be kept on file at the school office for one full year, and a copy may be provided to the volunteer driver and/or the vehicle owner if requested.
 - 7.3.1 An insurance rider shall be provided by the insured for the occasional and infrequent use by the insured of his/her personal automobile for the transportation of students to or from school or school activities conducted within the education program.
 - 7.3.2 A copy of the insurance rider shall be on file with the principal prior to departure and the driver of such vehicles shall be a person (principal, teacher, parent, student, volunteer) of at least 18 years of age and hold a valid G driver's license.
 - 7.3.3 All vehicles used for student travel must be equipped with snow tires or industrial snow-rated tires commencing on the first day of November and all days up to the last day of April.

8.0 Inclement Weather

- 8.1 While travelling within province on a board funded excursion, if hazardous weather conditions cause a teacher supervisor to decide to remain off the road for an extra night, parents will be notified by telephone through the principal and the cost of overnight accommodations and food will be reimbursed by District School Board Ontario North East.
- 8.2 Travel will not commence if hazardous weather conditions and/or weather warnings (as reported through Ontario Ministry of Transportation and/or Ontario Provincial Police and/or Environment Canada) exist and warrant the cancellation of school buses in any area intended for travel. In the event that conditions change, and acceptable travel conditions (as reported through Ontario Ministry of Transportation, OPP and Environment Canada) prevail, travel may commence after consultation with regional Superintendent.
- 8.3 The teacher supervisor is responsible for adhering to policy, and expected to confirm safe travel conditions through to the intended destination whenever travel is planned by conferencing with the Transportation Officer and/or utilizing an appropriate transportation authority such as those listed below.
- 8.4 The following websites can be used to check weather and road conditions:
 - 8.4.1 [Ministry of Transportation](#)
 - 8.4.2 [Road Conditions Weather Information Network](#)
 - 8.4.3 [Environment Canada](#)

9.0 Medical Information

- 9.1 The principal will ensure that accurate medical information has been requested from parents and that staff members and chaperones have been informed when appropriate (Appendix H) in order to provide an adequate standard of care. For information regarding travel with students with medical conditions, please refer to Section 3 of the Health Support Services Procedures, and to the Supporting Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, and/or Epilepsy) Procedures.
- 9.2 A copy of the Plan of Care must accompany all students with prevalent medical conditions on all field trips/excursions and be in the care of the trip supervisor. Please refer to the Supporting Students with Prevalent Medical Conditions Procedures for the Plan of Care form.
- 9.3 It is the responsibility of the parent/guardian or the adult student to inform the teacher responsible for the excursion of any medical and/or dietary condition the student may have which may require special consideration. It is also the parent/guardian or adult student's responsibility to inform the teacher of any prescribed or other medication the student will or may have to have administered or self-administered during the excursion. Student health card numbers will be available through the students or will have been provided to the teacher.

10.0 Risks Inherent In Physical Activity

- 10.1 The risk of injury exists in excursions, sports and daily activities. However, due to the very nature of some activities, the risk of injury may increase. Injuries may range from minor sprains and strains to more serious injuries. These injuries result from the nature of the activity and can occur without fault on either the part of the student, the school board or its employees/agents or the facility where the activity is taking place. Some activities that are identified as having the potential for more serious consequences are: alpine skiing/snowboarding, broomball (ice), cheerleading (acrobatic), field hockey, field lacrosse, gymnastics, ice hockey, ringette (ice), swimming, wrestling, and/or field events: high jump, shot put. The safety and well-being of students is a prime concern and attempts are made to manage, as effectively as possible, the foreseeable risks inherent in activities. The principal will ensure that parents/guardians are aware of risk associated with activities included in the field trip and advise parents/guardians to contact the school to discuss safety concerns related to any physical activity in which their child is participating.

The school must ensure that they meet or exceed the minimum safety standards set out in the OPHEA Guidelines. For specifics regarding your planned activity, visit the OPHEA website at <http://safety.ophea.net/>.

11.0 Supervisor Qualifications and Training

- 11.1 Certain field trip activities may require specific training or qualifications. It is the responsibility of the Principal to ensure that the teacher, trip guide, instructor or supervisor has the required current certifications. Check the OPHEA Guidelines for specific minimum requirements for the planned activity.

12.0 Use of School Owned Buses and Obligations for Electronic Monitoring Devices

Adapted from [The Official Ministry of Transportation \(MTO\) Truck Handbook](#). Please refer to the Truck Handbook for the full regulations and requirements for drivers.

Section A: Duty Status:

1. Off-duty time spent in a sleeper berth.
2. Off-duty time not spent in a sleeper berth.
3. On-duty time spent driving.
4. On-duty time, not spent driving.

On-duty activities include:

- driving;
- performing any other activities for the operator, such as inspecting, cleaning or repairing your vehicle;
- travelling as a co-driver (not including when in sleeper berth);
- loading and unloading the vehicle;
- waiting at inspections for unloading or loading to be completed; or
- because of an unforeseen occurrence such as an accident.

These four categories are used to determine the minimum off-duty required and the maximum on-duty times allowed for commercial vehicle drivers.

Section B: Hours of service requirements

1. Daily requirement:

- A driver must have 10 hours off-duty in a day.
- A driver cannot drive more than 13 hours in a day.
- A driver cannot drive after 14 hours on-duty in a day.

2. Mandatory off-duty time

- After a period of at least eight hours off-duty, a driver cannot drive more than 13 hours.
- After a period of at least eight hours off-duty, a driver cannot drive after having been on-duty for 14 hours.
- After a period of at least eight hours off-duty, a driver cannot drive after 16 hours has elapsed.

Section C: School Examples

Important Notes:

- Staff that work a full or partial day prior to driving the bus must consider that time as on-duty.
- If the driver is also a coach/supervisor, they would be limited to a 14-hour day of driving/on-duty.
- If the driver is not a coach, they can do the following:
 - Drive for 13 hours if they have not been on-duty prior to departing on the trip;
 - Drive and be on-duty for 14 hours maximum.
 - Drive for the team, watch the team at the event (off-duty time), then continue to drive after the event, but must stop after 16-hours from the time they started on-duty that morning.
- If there are two certified drivers on the bus, the person not driving is considered on-duty while the bus is in operation and must adhere to the conditions above.

STUDENT TRAVEL – FIELD TRIPS - 9**Important Note:**

All student travel must adhere to Procedure 2.1.1 – Student Travel – Filed Trips, particularly, Inclement Weather.

On duty would include (but not limited to):

- teaching time prior to leaving on a trip
- coaching / supervising students at an event
- supervising students at the hotel
- driving the bus

Off duty would include (but not limited to):

- watching the event / games
- remaining in the bus during the event
- returning to the hotel between events/games

Scenario	Requirements	Notes
School Driver is not a coach/supervisor	- Driver can drive for 13 consecutive hours, then must pull over and rest for a minimum of 10 hours before starting the next day. - Driver can drive to the event, be off duty, then drive to the hotel/return home within a 14 hour time limit. The driver must rest for a minimum of 10 hours before starting the next day. - After 16 hours total since starting the day, including driving time and off duty time, the driver must rest for a minimum of 10 hours before starting the next day.	- The driver must have begun the day as a driver. - All stops are included in the 13 hours (i.e. lunch, supper, or washroom breaks)
Driver is a coach and supervisor and travelling alone	- The driver is considered on duty at all times due to being the supervisor. Thus, the driver would be restricted to a 14-hour day of driving and on duty.	- If the coach/supervisor is travelling and staying overnight at an event, keep in mind that the supervision of students after the event is over (i.e. dinner, back at the hotel) counts towards the 14-hour day.
Driver is a coach and/or supervisor and travelling with another supervisor	- The driver is considered on duty at all times due to being the supervisor. Thus, the driver would be restricted to a 14-hour day of driving and on duty.	- If the coach/supervisor is travelling and staying overnight at an event, keep in mind that the supervision of students after the event is over (i.e. dinner, back at the hotel) counts towards the 14-hour day.
Important Notes		
	- Road closures, includes time you are sitting in the vehicle, count towards the driving time.	

STUDENT TRAVEL – FIELD TRIPS - 10

	- Communication to Admin – it is expected that drivers and coaches will keep the school administration updated on any incidents or developments that affect school travel / student safety. - Please consult the following training videos for further clarification: Drivers – Motive Help Center (gomotive.com) How to log in and log out from the Driver App – Motive Help Center (gomotive.com) *New Drivers Start Here* - Getting Started with Motive for Drivers – Motive Help Center (gomotive.com) Driver App shows “Unidentified Driving” – Motive Help Center (gomotive.com) What points should I remember while performing Pre- Post [Vehicle/ Trailer] Inspection? – Motive Help Center (gomotive.com)
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Appendices**Appendix A:** Field Trip Information Form**Appendix B:** Risk Management Assessment Form**Appendix C:** Third Party Information Sheet**Appendix D:** Field Trip Checklist**Appendix E:** Code of Expectations**Appendix F:** Parent-Guardian Consent Form**Appendix G:** Volunteer Driver Form**Appendix H:** Student Medical History Form**References**

Supporting Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, and/or Epilepsy) Procedures (Companion to Policy 2.1.39).

Health Support Services Procedures (Companion to Policy 2.1.9)

STUDENT TRAVEL – FIELD TRIPS - 11



District School Board
Ontario North East

<http://docushare.dsb1.ca/docushare/dsweb/View/Collection-1707> APPENDIX A

FIELD TRIP INFORMATION

School	Date Submitted

Destination
Destination Town/City ➤
Facility/Attraction being visited (include address) ➤

Student Group Participating (e.g., sports team, club, class)	
➤	
Supervision Ratios: K1-K2 = 6:1 Gr. 7-8 = 15:1 Gr. 1-3 = 8:1 Gr. 9-12 = 20:1 Gr. 4-6 = 10:1	Grade(s):
	# of students:
Teacher/Supervisor in Charge	➤
	➤
Other Teachers/Supervisors • Include role/position • All volunteers must have a current VSS on file at the school • Include same-gender coverage details for overnight supervision	➤
	➤
	➤
	➤

Transportation and Accommodations				
Departure	Date		Time	
Return	Date		Time	
Place of Accommodation, if overnight (include address)			Telephone:	
➤				
Method of Transportation				
Agency/Company				

Funding (include breakdown of costs, and of income if more than one source)	
Total Cost	\$
Source(s) of Income	➤
	➤
	➤

STUDENT TRAVEL – FIELD TRIPS - 12

Purpose of the Trip *(objectives: link to curriculum)***Itinerary** *(please be as detailed as possible)*

More detailed itinerary attached

☐ Yes☐ To Follow☐ Not Required**Risk Management** *(Must be completed for all activities containing an element of risk)***Reminder: All Aquatic Activities must follow Field Trip / Excursion Procedures,**

Section 2

Planned Activity Contains Element of Risk:☐ High☐ Medium☐ Low

Questions to ask when assessing the risks of a field trip:

- What is the educational value?
- What type of injuries may occur?
- Is the activity appropriate for the age, ability and experience level?
- Can it be modified to reduce risk?
- Can it be properly supervised with qualified leaders? (e.g. First Aid, Orca)
- Is there any collateral risk (e.g. transportation, other activities, free time)?
- Does the school board allow this activity?
- Is a Pre-Trip Visit to learn local conditions/hazards required?
- Have you considered an evacuation plan, notification system & emergency response procedure?

➤ If High or Medium, attach a Checklist of OPHEA Guidelines being followed for your planned activity, and how you plan to comply with all measures, as well as Risk Management Assessment Form

Signatures

Supervising Teacher's Signature		Date:
Principal's Signature of Approval		Date:
Superintendent's Approval		Date:



District School Board
Ontario North East

<http://docushare.dsb1.ca/docushare/dsweb/View/Collection-1707> **APPENDIX B**

FIELD TRIP / EXCURSION RISK MANAGEMENT ASSESSMENT FORM

EXCURSION DETAILS	
School:	Event Date(s)
Destination:	Start:
Activity:	End:
Teacher in Charge:	
☐ EXCURSION IS TEACHER PLANNED/SUPERVISED (e.g., Provincial Parks, Splash Pads)	
☐ What is the educational value?	
☐ What type of injuries may occur? (e.g., Environmental, Medical, Wildlife, Activity)	
☐ Is the activity appropriate for the age, ability and experience level?	
☐ Can it be modified to reduce risk?	
☐ Can it be properly supervised with qualified leaders? (e.g., First Aid, Orca)	
☐ Is there any collateral risk? (e.g., transportation, other activities, free time)	
☐ Does the school board allow this activity?	
☐ Is a Pre-Trip Visit to learn local conditions/hazards required?	
☐ Have you considered an evacuation plan, notification system, and emergency response procedure?	
☐ EXCURSION IS WITH A THIRD-PARTY PROVIDER	
☐ A copy of the Venue's Liability Insurance has been received (attached)	
☐ A copy of the Service Contract has been received, read, and signed if approved (attached)	
☐ A Risk Management Information Package has been received (attached), outlining the following: ☐ Policies & Procedures for: Emergency Response, Health & Safety ☐ Compliance with OPHEA Guidelines ☐ Practices regarding testing and training of students in the planned activity ☐ Supervision practices/ratios ☐ List of emergency equipment on-site and safety protocols in place ☐ Training/Certification of employees	
ROUTING:	Teacher → Submit with Field Trip Form, with any attachments needed, for any trip containing an Element of Risk

APPENDIX C



**District School Board
Ontario North East**

Schumacher Board Office**Street Address**

153 Croatia Avenue, Schumacher, ON P0N 1G0

Mailing Address

P.O. Box 1020, Timmins, ON P4N 7H7
705-360-1151

New Liskeard Board Office

198022 River Road

New Liskeard, ON P0J 1P0
705-647-7394

Third Party Provider Information Letter

The following District School Board Ontario North East (DSB1) school is interested in planning a field trip to your venue.

School Name: _____

DSB1 recognizes the educational advantage of experiential learning through field trips and excursions. We endeavour to ensure that these experiences always keep the safety and security of our students a top priority.

It is therefore the policy of DSB1 that when our schools wish to plan a field trip or excursion to a third party venue, they show how that venue plans to keep our students safe. **We ask for this information in the form of a package from the third party that includes the following information:**

1. Name of Third Party Provider & Name of Venue (if different)
2. Copy of the Venue's Liability Insurance
3. A copy of the Service Contract (if applicable)
4. A Risk Management Information Package containing the following details, as/if applicable to the Venue:
 - Policies & Procedures for: Emergency Response, Health & Safety
 - Practices regarding testing and training of students in the planned activity
 - Supervision practices/ratios
 - List of emergency equipment on-site and safety protocols in place
 - Training/Certification of employees

We kindly request that you provide this information to the school at your earliest convenience so that our students might have the opportunity to take part in this educational experience.

If you would like more information regarding our policy you can find it on our website (www.dsb1.ca). You will find our Policy Manual under the Board Info menu list. The Student Travel/Field Trips Policy and Procedures is number 2.1.1, under School Related Operations. Alternatively, you may request a copy of the policy from the school at any time.

Thank you for your assistance in enhancing our students' learning.

Culture

Equity

Innovation



District School Board
Ontario North East

APPENDIX D

FIELD TRIP / EXCURSION - PRINCIPAL'S CHECKLIST

EVENT DETAILS	
School:	Event Date(s)
Destination:	Start:
Activity:	End:
Teacher in Charge:	
CHECKLIST	
☐ The form was submitted within reasonable timelines as per policy.	
☐ All data regarding dates, times, and destination(s) of the trip is included.	
☐ Supervision data is included, and student/teacher ratios are being followed per policy.	
☐ All volunteer supervisors have a current VSS on file in the school office.	
☐ Funding data is included and accurate.	
☐ Funding through application to the Student Achievement Fund (SAF) is indicated. If Yes:	
☐ Copy of SAF Application is included and Part A is completed accurately. ☐ SAF Application meets your approval? If Yes, sign and submit with Field Trip Form.	
☐ The method of travel is indicated.	
☐ If rental vehicles are being used, ensure they have snow tires during timelines noted in policy. ☐ If using personal vehicles, drivers have VSS, G licence, are 18 yrs of age, and are properly insured.	
☐ The Field Trip / Excursion is overnight.	
☐ Accommodations information is included and complete, with name, address, and phone number. ☐ Ensure Medical History Forms are completed and accommodations & Plans of Care are in place as needed. ☐ Ensure supervision ratios are followed and that same-gender supervision will be in place for the excursion.	
☐ A fully detailed itinerary is included, either on the Field Trip Form or as an attachment.	
☐ The field trip / excursion includes swimming or other aquatic activities. If Yes:	
☐ A swim test is required for this activity. If Yes: ☐ The swim test has been arranged and/or completed. ☐ Ensure that the consent forms sent home indicate full details, and that specific consent is obtained.	
☐ The field trip/excursion contains an element of risk. If Yes:	
☐ A detailed list of OPHEA Guidelines for the planned activity is included. ☐ The activity is being organized by the teacher(s). If Yes: ☐ A detailed outline of planned procedures to follow in order to comply with OPHEA is included. ☐ A detailed list of all safety equipment involved is provided ☐ Copies of certifications/qualifications of staff is provided if required for this activity.	
☐ The activity is being organized by an external provider. If Yes: ☐ The third party provider has liability insurance and a copy was provided ☐ A copy of the service agreement has been provided ☐ A Risk Management Package has been provided. If Yes, it contains:	
☐ Policies & Procedures for: Emergency Response, Health & Safety. ☐ Practices for testing and training of students in the activity. ☐ List of emergency equipment & safety protocols in place	☐ Supervision practices/ratios ☐ Compliance with OPHEA Guidelines ☐ Training/Certification of employees
☐ The field trip/excursion is outside the community or overnight.	
If Yes, Submit the following to your regional Superintendent's Office:	
☐ Field Trip Form – signed and dated ☐ Detailed Itinerary, if on a separate sheet ☐ Student Achievement Fund (SAF) Form, if applicable – signed and dated ☐ OPHEA Guidelines and Elements of Risk checklist items, if applicable	
ROUTING – FIELD TRIP FORM: Supervising Teacher → Principal → Regional S.O. → School Office	
ROUTING – SAF, TRAVEL GRANT: (Incl. copy of approved field trip form) Principal → S.O. of Outdoor/Experiential Education (J. Plaunt, c/o S. Bradford) → School Office	

APPENDIX E



Code of Expectations for Participation in Sports and/or Extracurricular Activities

District School Board Ontario North East is committed to all students feeling welcome to all activities. We aim to offer positive group and team-building activities that respect the dignity, safety, and well-being of individuals, including their right to participate voluntarily without any pressure.

To this end, all parties (teachers, coaches, volunteers, chaperones and students) must recognize that their participation in sports and/or extracurricular activities is an extension of the classroom. For this reason, all parties have a duty to conduct themselves in a reasonable and acceptable manner. They are to avoid all conduct and practices which are not in keeping with District School Board Ontario North East's policies and vision.

Any action that would reasonably be expected to significantly disrupt or interfere with preparation or participation of a student in sports or extracurricular activities cannot be tolerated.

Therefore when participating in sports and/or extracurricular activities, all parties have a responsibility to:

- Maintain and enhance the dignity and self-esteem of other individuals by demonstrating respect for fellow parties regardless of body type, athletic ability, gender, ethnic or racial origin, age, religion, disability, sexual orientation or economic status. For further information see our *Equity and Inclusive Education Policy No. 1.2.23*
- Refrain from any behaviour that constitutes harassment e.g., comments or conduct directed toward an individual or group, which is offensive, abusive, racist, sexist, degrading or malicious. For further information see our *Violence Prevention Policy No.2.1.7*.
- Refrain from participating in (or supporting) behaviour that constitutes bullying e.g., repeated and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. For further information see our *Safe Schools: Student Discipline, Bullying Prevention and Intervention Policy No. 2.1.18*.
- Refrain from participating in (or supporting) behaviour that constitutes hazing e.g., any activity expected of someone joining a group (or to maintain full status in a group) that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate. For further information visit: <http://hazingprevention.org/>; <http://www.stophazing.org/>; or <http://www.insidehazing.com/>.
- Refrain from participating in (or supporting) behaviour that constitutes sexual harassment such as unwelcome sexual comments, advances or conduct of a sexual nature. For further information see our *Violence Prevention Policy No.2.1.7*.
- Respect the property of others and not willfully cause damage. Any expense related to property damaged with intent will be the responsibility of the student and/or their parent/guardian. For further information see our *Code of Conduct Policy No. 2.1.6*.
- Abstain from the use of alcohol, vaping, tobacco, marijuana, illegal substances and performance enhancing drugs.
- Participate and appear on time for all competitions, practices, training sessions, events, activities, meetings and projects to which the student has made a commitment, unless ill or have been excused, in advance, by the teacher, coach, volunteer or chaperone.
- Refrain from unsportsmanlike conduct with any official, coach, student-athlete or spectator such as taunting, refusing to shake hands or using profane language or gestures.
- Dress in a manner representative of District School Board Ontario North East.

STUDENT TRAVEL – FIELD TRIPS - 17

- Adhere to all additional rules as outlined by teachers, coaches, volunteers and chaperones of District School Board Ontario North East.

Parties that engage in behaviour that violates this code of expectations may be subject to sanctions including, but not limited to, removal from the sport and/or extracurricular activity that is associated with District School Board Ontario North East.

Any inquiries regarding this code of expectations should be directed to the school coach/teacher, and for issues not easily resolved, to the Principal.

I have read and understood the above statements and agree to conduct myself in a manner that demonstrates the standards of District School Board Ontario North East.

School: _____ School Year: _____

Student's Name: _____

Team/Extracurricular Activity: _____

	_____ Student Signature	_____ Date
_____ Parent/Guardian Name	_____ Parent/Guardian Signature	_____ Date
_____ Coach/Teacher Name	_____ Coach/Teacher Signature	_____ Date

This signed document is to be submitted to the coach/teacher and forwarded to the Principal prior to participation in any sport or extracurricular activities associated with the District School Board Ontario North East.



District School Board
Ontario North East

APPENDIX F

SCHOOL FIELD TRIPS & EXCUSIONS PARENT / GUARDIAN CONSENT TO PARTICIPATE

School: _____ Date: _____

Teacher in Charge: _____

Name of Field Trip: _____

Date(s) of Field Trip: _____

(Please see the attached letter / itinerary for full details regarding this field trip / excursion.)

Re: _____
Child's name (please print)

☐ My child's Student Medical History Form is current and accurate
(If not, please contact the school immediately with any changes)

☐ My child carries emergency medication for: _____

Special medical needs and procedures: _____

Special dietary needs/allergies: _____

Parent/Guardian Name: _____

Primary Contact Number: _____

Alternate Contact Number: _____

SPECIFIC PERMISSION FOR WATER-RELATED ACTIVITIES

- No swimming will be permitted at any time if certified lifeguards are not on duty.
- Swimming, with certified lifeguards on duty, will be permitted when participants have presented explicit specific written permission from the parent/guardian to the teacher(s) in charge.

Swimming at supervised pools and supervised waterfronts:

- Certified lifeguards must be on duty.
- All rules and safety guidelines are to be reviewed with participants prior to the trip.
- Teachers/supervisors must accompany students to the pool and be on deck/shoreline or in the water.

Swimming in open water:

- Students in K1 to Grade 6 will not be permitted to swim in open water at any time.
- Students in Grades 7-12 who pass the required swim test or provide proof of Bronze Medallion certification or higher are not required to wear a personal flotation device (PFD) when there is a certified lifeguard on duty, and swimming is a scheduled part of the itinerary.
- Students in Grades 7-12 who pass the required swim test wearing a PFD are required to wear a PFD at all times when swimming. There must be a certified lifeguard on duty and swimming must be a scheduled part of the itinerary.
- All lifeguards must be certified, a minimum ratio of 1 lifeguard per 10 students. The lifeguard shall not be a participant on the field trip.
- No diving will be permitted at any time.

Boating/Watercraft activities:

- Pupils may only participate in trips involving boating with explicit specific written permission of their parent/guardian.
- All participants must complete and pass the required swim test. Students that pass the swim test wearing a PFD are allowed to participate, but will be required to wear a PFD at all times while on or near the water.

STUDENT TRAVEL – FIELD TRIPS - 19

- PFDs, as approved by Transport Canada, are worn at all times by pupils in watercraft (e.g., canoes, paddle boards, kayaks, inflatables), except on licensed commercial passenger vessels.
- Activities taking place on or near water require participants to pass a swim test. Students who wear a PFD to pass the swim test are allowed to participate but are required to wear a PFD at all times while on or near the water. These tests will be administered by a certified aquatic instructor, and are based on the Lifesaving Society's Swim to Survive™ Standard. Swim tests must be administered within the school year that the activity is taking place. In lieu of completing the swim test, students may provide proof of Bronze Medallion certification or higher. Students who do not pass the swim test may not participate in the field trip/excursion. This test would include, but not be limited to, the following requirements:
 - Rolling entry (backwards or forward) into deep water at 2.75m (9') minimum depth
 - Tread water for 1 minute
 - Swim 50m (164') continuously, any stroke
- Results of swim tests will be provided to students, parents/guardians, teachers, trip supervisors, lifeguards and instructors. Students who do not pass the required swim test will not participate in the field trip/excursion.

☐ **Swimming is NOT part of this field trip.**

☐ **Swimming is an activity included in this field trip.** Additional Information (e.g., location):

☐ **This field trip involves water related activities** Additional Information (e.g., activity):

☐ **A Swim Test is required for this field trip.**

Swim Test Results for you/your student: ☐ Passed ☐ Passed with PFD ☐ Failed

I hereby give specific permission for my child to participate in the swimming or other water-related activity included in this field trip.

Signature of Parent/Guardian

Date

CONSENT

Excursions both within and outside the jurisdiction of District School Board Ontario North East have significant educational benefit in extending the learning experiences of students, and enriching school life. I understand the details of this field trip and the expectations outlined in the Field Trip Rules & Regulations. I hereby give permission for my child named above to participate in this field trip.

ELEMENTS OF RISK

Excursions, sports and daily activities may present various elements of risk. Accidents resulting from such activities may occur and cause injury. The risk of sustaining injuries result from the nature of the activity and can occur without any fault of either the student, or the school board, its' employees/agents or the facility where the activity is taking place. The chance of an injury occurring can be reduced by carefully following instructions at all times while engaged in the activity. By choosing to participate in this activity, the risk **MUST** be assumed by the participants and their parents/guardians. I hereby release District School Board Ontario North East and its staff and agents from any and all liability for any injury sustained by me and/or my child named above, regardless of how caused, resulting from my/their participation in the above mentioned activity.

RELEASE

I further agree to indemnify and save harmless District School Board Ontario North East and its staff and agents from any and all suits, demands, torts, and actions of any kind which may be brought against its staff or agents for which it/they may become liable by reason of any injury, loss, damage or death resulting from, or occasioned to, or suffered by any person or any property, by reason of any act, neglect, or default of mine or my child named above.

Signature of Parent/Guardian

Date

NOTE: FAILURE TO COMPLETE, SIGN AND RETURN THIS FIELD TRIP FORM BY THE DUE DATE CONSTITUTES DENIAL OF PERMISSION TO PARTICIPATE IN THIS FIELD TRIP.

Form Due by: _____

STUDENT TRAVEL – FIELD TRIPS - 20

**** Parents/Guardians: Please detach and retain this page for your information. ****

School: _____ Student Participant: _____

Name of Field Trip: _____

Date(s) of Field Trip: _____

Teacher in Charge: _____

Other Supervisors:

➤
➤
➤

Field Trip / Excursion Itinerary:

More detailed itinerary attached

☐ Yes

☐ To Follow

☐ Not Required

Accommodations:**Student Costs:**

☐ There are no student costs on this field trip; OR

\$ ➤

\$ ➤



District School Board
Ontario North East

FIELD TRIP RULES & REGULATIONS

1. Students are expected to behave at all times in keeping with what is considered common courtesy and common sense. Students shall comply with the rules of the school and the requirements of the school's student code of conduct and provincial code of conduct (Safe Schools Policy).
2. Students are subject to the authority of the designated chaperones at all times. The teacher is in loco parentis during the trip; all places the excursion visits are the 'school' for the duration of the field trip and for the purpose of the school's authority.
3. Students shall take part in all activities that are planned for the group.
4. The consumption of alcohol or the use of drugs on all school trips is prohibited, with the exception of prescribed medications.
5. Students shall be available for room check at the time designated by the chaperone(s).
6. Buses will leave at the times designated by the chaperones. It is unreasonable to ask buses to be held any longer than 15 minutes.
7. Parental permission for all trips will be necessary for all students under 18 years of age. Adult students (18 years or over) may sign permission forms on their own behalf.
8. The parent agrees that the teacher may require that the students' room and belongings be made available for inspection where the teacher has reason to believe that any rule has been violated.
9. Failure to comply with or breach of rules will result in the student immediately being sent home at the parent's expense.
10. The Code of Expectations for Participation in Sports and/or Extracurricular Activities has been read and agreed to for all trips for any extracurricular group or sports team (Appendix D).



District School Board
Ontario North East

APPENDIX G

VOLUNTEER DRIVER: AUTHORIZATION TO TRANSPORT STUDENTS PART A

This form will authorize _____

To transport students participating in the events listed on the attached school schedule, **OR**

1. To transport students participating in the following school activity:

Vehicle Details: MAKE: _____ YEAR: _____ LICENCE #: _____

Date	School Name	Principal's Signature
------	-------------	-----------------------

ALL "TRIP DRIVERS"¹ INCLUDING VOLUNTEER DRIVERS ARE ADVISED THAT, IN ORDER TO BRING INTO EFFECT THE BOARD'S LIABILITY INSURANCE THEY MUST:

- A) Use a licensed automobile which carries valid automobile Third Party Liability insurance as required under Ontario legislation;
- B) Provide the school board with prompt written notice, with particulars, of any accident arising out of the use of a licensed automobile during a trip on board-related business;
- C) Be aware that the school board's Excess Automobile Liability insurance comes into effect only after the vehicle owner's primary Third Party Liability insurance limit has been exhausted;
- D) Be aware that any damage to the volunteer's vehicle, the cost of any insurance deductible or premium adjustment as the result of an accident while the vehicle is being used on board-related business is NOT covered by the school board's Excess Automobile Liability insurance;
- E) Be aware that if the vehicle is equipped with passenger-side airbags, children under 12 years should not be permitted to ride in the front seat. (See manufacturer's recommendation.)

¹ defined as any person authorized by the board who has agreed to be a driver for a certain trip while they are driving their own or another licensed automobile. This includes, but is not limited to: Trustees, employees, parents, and volunteers.

DECLARATION TO BE SIGNED BY DRIVER

- I declare that I hold an unrestricted driver's license and am authorized to drive in Ontario, and my vehicle is insured by a valid automobile liability insurance policy as required by Ontario law.
- I declare that the vehicle described above is mechanically fit and that there are seat belts in working condition for all passengers.

Date

Signature

DECLARATION TO BE SIGNED BY OWNER (IF DRIVER DOES NOT OWN THE VEHICLE)

- I declare that I have authorized _____ to drive my vehicle to transport students participating in the school event(s) listed on or attached to this form.
- I declare that this person holds an unrestricted driver's license, is authorized to drive and is insured as an operator under the vehicle's liability insurance.
- I declare the vehicle described above is mechanically fit and that there are seat belts in working condition for all passengers.

Date

Name

Signature

VOLUNTEER DRIVER: AUTHORIZATION TO TRANSPORT STUDENTS

Part B

SUMMARY OF INSURANCE

(1) Volunteer Supervisors on School Premises

The school board's Liability insurance policy protects both staff and volunteers who are working within the scope of their duties for the board. This coverage responds to law suits that are brought against staff or volunteers who are supervising school events and provides up to \$24 million for each occurrence.

(2) Volunteer Drivers for School Activities

Ontario legislation makes automobile insurance compulsory in the Province of Ontario. The same legislation makes the owner's insurance primary coverage in the event of an accident – in other words, the insurance carried on the vehicle responds first.

If a vehicle which is not owned by the school board is being operated by a volunteer or any other board employee for approved school related activities, the board's Non-owned Automobile insurance endorsement will respond to Third Party Liability claims in excess of the owner's insurance limit up to a total combined limit as stated in the Non-owned Auto policy.

There is no coverage provided by the school board's insurance for damage to volunteer's or employee's vehicles while they are being operated for board activities.

According to Provincial legislation, passengers who are injured would recover Accident Benefits coverage from their own or a parent's automobile policy. In the absence of a personal or family automobile policy, the passenger would then be eligible to recover benefits from the insurance policy covering the vehicle in which they were riding.

(3) Personal Automobile Insurance Coverage

For the protection of volunteer drivers, it is recommended that drivers carry a minimum of \$2 million of Third Party Automobile Liability insurance. Volunteers and board employees who use their personal vehicles for transporting students to school activities should advise their insurance carrier.



District School Board
Ontario North East

APPENDIX H

STUDENT MEDICAL HISTORY FORM

Parents/Guardians are asked to complete the following medical information form, acknowledgement of Elements of Risk Notice and request to participate in physical education and/or intramural activities. This form must be completed and signed for every student participating in overnight trips and on school teams. Students over 18 years of age may complete and sign their own form. Some of the information requested may have to be obtained from your doctor or pharmacist.

STUDENT'S NAME: _____ DATE OF BIRTH: _____

PARENT/GUARDIAN'S NAME: _____

ADDRESS: _____

PHONE(s): _____ FAMILY DOCTOR: _____

TO CONTACT IN CASE OF EMERGENCY (If Parent/Guardian cannot be reached at above numbers):

	Name:	Relation to Student:	Phone(s):
1.	_____	_____	_____
2.	_____	_____	_____

ALERT: This student has a medical condition that requires special attention / consideration.

☐ YES

PARENTS: If "YES" please contact the teachers and/or coaches to discuss the medical condition.

TEACHERS: If "YES", a copy of the Plan of Care must accompany the student on all field trips / excursions, and be in the care of the field trip supervisor.

Date of last complete medical examination: _____

Date of last tetanus immunization: _____

1. Life-Threatening Medical Conditions:

Does your child require **emergency medication** in case of a life-threatening medical condition? If yes, please give details of medical needs and procedures:

☐ YES

(NOTE TO PARENTS: Emergency medication must accompany the student at all times.)

2. Medical Conditions:

Has your child been diagnosed as having any of the following medical conditions?

☐ Asthma	☐ Epilepsy	☐ Diabetes	☐ Heart Disorders
☐ Allergies	☐ Chronic Bronchitis	☐ Car/Air Sickness	☐ Other

Please provide full details: _____

☐ YES

STUDENT TRAVEL – FIELD TRIPS - 25**3. Physical Ailments:**

Please check any that apply and provide relevant details.

☐ **YES**☐ Arthritis/Rheumatism☐ Spinal Conditions☐ Dizziness☐ Fainting☐ Orthopedic Conditions☐ Chronic Nosebleeds☐ Headaches☐ Hernia☐ Trick or Lock Knee

Relevant Details: _____

☐ Swollen, Hyper-mobile or painful joints: _____☐ Head/Back conditions or injuries, including any diagnosed concussions (in the past 2 years): _____**4. Medic Alert Information:**

Does your child carry a medical alert? If yes, please indicate what type:

☐ **YES**☐ Bracelet☐ Chain☐ Card☐ Other: _____

Please specify what is written on it: _____

5. Has the student undergone any surgery?☐ **YES**

If yes, please give particulars: _____

6. Medications:

Does your child take any prescription drugs?

☐ **YES**

If yes, please state the nature and name of the medication, and provide details regarding how and when it is administered, and by whom.

(NOTE TO PARENTS: An adequate supply must be provided, in labeled prescription bottle, for any school trips/excursions)**7. Medication Allergies:**

Is your child allergic to any of the following medications? If yes, please indicate:

☐ **YES**☐ Penicillin☐ Tetracycline☐ Sulpha Compounds☐ Other: _____

Any relevant details: _____

8. Is the student allowed a blood transfusion?☐ **NO**☐ **YES****9. Oral, Hearing and Visual Appliances:**

Does your child wear any appliances? If yes, please check all that apply:

☐ **YES**☐ Eyeglasses☐ Orthodontic Appliance☐ Hearing Aid☐ Contact Lenses☐ Crowns☐ Other: _____**10. Is the student on any special diet or prevented/not allowed to eat certain foods?**☐ **YES**

If yes, please provide details: _____

STUDENT TRAVEL – FIELD TRIPS - 26

11. **Do you know of any reason whatsoever that may cause this student not to participate in school trips, sports or other activities?** If yes, please provide details:

☐ YES

12. **Are there any other special considerations that the school should be aware of?**

☐ YES

If yes, please provide details:

PLEASE NOTE:

If your child is presently diagnosed with a concussion by a medical doctor/nurse practitioner, that was sustained outside of school physical activity, the Documentation of Medical Examination (Concussion Procedures Appendix D-4) must be completed before the student returns to physical education classes, DPA, intramural activities and interschool practices and competitions. Request the form from the school administrator.

ELEMENTS OF RISK NOTICE:

Excursions, sports and daily activities may present various elements of risk. Accidents resulting from such activities may occur and cause injury. The risk of sustaining injuries result from the nature of the activity and can occur without any fault of either the student, or the school board, its' employees/agents or the facility where the activity is taking place. The chance of an injury occurring can be reduced by carefully following instructions at all times while engaged in the activity. By choosing to participate in this activity, the risk **MUST** be assumed by the participants and their parents/guardians. I hereby release District School Board Ontario North East and its staff and agents from any and all liability for any injury sustained by me and/or my child named above, regardless of how caused, resulting from my/their participation in the excursions, sports and daily activities.

I acknowledge and have read the Elements of Risk Notice.

Name of Parent/Guardian (Please Print)

Signature of Parent/Guardian

Date
PHYSICAL ACTIVITY PERMISSION:

I give permission for my child to participate in physical activity in class, intramural clubs and/or inter-school sports, and school field trips/excursions.

I hereby declare that this form has been correctly completed, and that I am fully responsible for the contents therein. In the event of a medical emergency, it is understood and agreed upon that the leader/teacher will take whatever action appears necessary until the parent/guardian can be contacted.

Once completed, this form will be filed in the student's Ontario School Record (OSR) and is considered accurate until the parent/guardian/adult student completes and submits an updated Student Medical History Form.

Name of Parent/Guardian (Please Print)

Signature of Parent/Guardian

Date

FREEDOM OF INFORMATION - The information provided on this form is collected pursuant to the Board's education responsibilities as set out in the Education Act and its regulations. This information is protected under the Municipal Freedom of Information and Protection of Privacy Act and will be utilized only for the purposes related to the Board's Policy on Risk Management. Any questions with respect to this information should be directed to your school principal.



VOLUNTEERS IN SCHOOLS

1.0 Rationale

District School Board Ontario North East supports the use of volunteers under the direction and supervision of the Board staff. The Board is committed to the effective use of volunteers in order to ensure the safety and security of students, while respecting all policies and collective agreements and not replacing the roles of DSB Ontario North East staff.

2.0 Definitions

A Family volunteer: in a school is parent, guardian or family member who currently has a child enrolled in and attending that school.

A Community volunteer: is a member of the community who does not have a child enrolled in the school and who agrees to undertake, without pay, a designated task that supports a classroom, school or Board-sponsored activity.

Co-op students: are not defined as volunteers.

Management of Volunteers: includes procedures for screening, orientation/training, supervising, evaluating and recognizing **volunteers**.

Supervision: is the overseeing of an activity for regulation or direction. The Ontario Physical and Health Education Association (OPHEA) has produced Physical Education Safety Guidelines to assist school boards in formulating site-specific safety guidelines for physical education, intramural sports, and inter-school athletics at both the elementary and secondary levels.

Vulnerable Sector Checks: are one of three types of Police Record Checks that can be conducted in Ontario for screening purposes, governed by the *Police Record Checks Reform Act*. This is the type required for anyone seeking volunteer opportunities where they would be in a position of authority or trust relative to vulnerable persons, including children. It includes all applicable criminal convictions and findings of guilt under the federal Youth Criminal Justice Act, absolute and conditional discharges, outstanding charges, arrest warrants, and certain judicial orders, as well as applicable findings of not criminally responsible due to mental disorder, record suspensions (pardons) related to sexually-based offences, and in certain circumstances, non-conviction charge related information.

3.0 Policy

It is the policy of District School Board Ontario North East to encourage and welcome the involvement of family and community volunteers. Volunteers enhance learning opportunities for students as well as contribute to a positive school climate.



VOLUNTEERS IN SCHOOLS

Procedures

1.0 Recruitment of Volunteers

- 1.1 The Principal shall consider volunteers from the **parent and** school community to support school based activities.
- 1.2 Volunteers shall express their interest to the Principal by:
 - 1.2.1 Presenting their Vulnerable Sector Check;
 - 1.2.2 Indicating their activity of interest and level of expertise with the activity;
 - 1.2.3 If applicable, completing the School Volunteer Agreement (**Appendix A**);
- 1.3 The Principal determines the suitability of the volunteer through the screening process.

2.0 Screening and Management of Volunteers

- 2.1 All volunteers must be assessed as to their suitability for placement within a school or program setting.
 - 2.1.1 The process of screening volunteers and management begins at the very moment a person applies and is recruited. Volunteers are managed throughout their extra-curricular commitment until they terminate this commitment.
 - 2.1.2 The degree of screening is dependent upon the volunteer activity, the extent of interaction with, and responsibility for, students, and the degree of direct supervision of the volunteer. Levels of risk are based on:
 - The activity itself,
 - The extent of the interaction with and responsibility for students, and
 - The proximity of Board staff while the activity is occurring.
- 2.2 **Volunteers assisting with supervision on Field Trips require:**
 - Vulnerable Sector Check (**Appendix B** is a form letter that may be given to those applying for a VSC with police services)
- 2.3 **Volunteers for ongoing programs or extra-curricular activities require:**
 - School Volunteer Agreement (**Appendix A**)
 - application form (**Appendix C or D**);
 - volunteer intake interview;
 - reference checks (**Appendix E**);

- Vulnerable Sector Check (**Appendix B** is a form letter that may be given to those applying for a VSC with police services);

3.0 Volunteer Training

- 3.1 All volunteers must be provided training, and must sign confidentiality agreements before undertaking any volunteer responsibilities that puts the volunteer in direct contact with students (**Appendix F**);
- 3.2 The mandatory training for all volunteers shall include but not be limited to safety and well-being of students, such as lockdown procedures, concussion protocols, fire safety evacuation, code of conduct, anaphylaxis and other prevalent medical conditions;
- 3.3 The Principal shall provide the volunteer with information regarding access to the school, equipment, and any other operational procedures; and
- 3.4 Volunteer supervisors must always provide direct, constant visual supervision of the activity for which they are responsible.

4.0 Responsibilities

4.1 Responsibilities of Principals and Staff

- 4.1.1 The Principal or designate is responsible for the following:
 - Determining the volunteer needs of a school
 - Recruitment, selection and screening of volunteers
 - Approving and clarifying the tasks and assignments of volunteers
 - Providing for the training, orientation and supervision of volunteers
 - Ensuring volunteers are cognizant of the requirements for supervision of any governing body, e.g. OFSAA, Skills Competition or any other festival/performance activities on a regional, provincial or national level, if required
 - Ensuring volunteer contributions are recognized
- 4.1.2 The Principal and staff of the school (where applicable) will ensure that volunteers are not responsible for the support of curricular programs without teacher direction.
- 4.1.3 Subject to the policies of the Board and barring direction or intervention by the Director of Education or designate to the contrary, the Principal of the school in which a volunteer is serving will be responsible for determining that an activity to which the volunteer is assigned is a school-sponsored activity.
- 4.1.4 The Principal and staff will ensure that student volunteers have regular direct supervision at all times.

- 4.1.5 The Principal and staff (where applicable) will ensure that volunteers will:
- Not be involved in any evaluation of students, school personnel or program;
 - Not be given access to personal information regarding students, their families or staff unless it is essential to the performance of their duties as a volunteer.
 - Ensure they sign a Confidentiality Agreement (**Appendix F**), with the understanding that they will treat as confidential all personal information which they may acquire in the course of their involvement in the school.
- 4.1.6 The Principal and staff will ensure that families are informed **that whenever** volunteers will be participating in **classroom or school-wide** activities.
- 4.1.7 The Principal will ensure that regular and continuous volunteers will provide, for review, a new Vulnerable Sector Check every year. (**Appendix B** may be used)
- 4.1.8 The Principal will address any concerns regarding a volunteer's behaviour in accordance to Board policies and procedures.
- 4.1.9 The Principal retains the authority to accept or decline any volunteer's offer of service.

4.2 Responsibilities of Volunteers

- 4.2.1 Volunteers will perform their assigned duties as directed by the Principal or designate.
- 4.2.2 Volunteers will neither be responsible for the discipline or evaluation of students, nor for the identification or diagnosis of their learning strengths or difficulties.
- 4.2.3 The volunteers will maintain, in confidence, any personal information which is shared with them in the performance of their duties, in compliance with the *Municipal Freedom of Information and Protection of Privacy Act*. (**Appendix F**)
- 4.2.4 Volunteers will:
- Follow all Board policies and procedures as reviewed by the Principal or designate.
 - Follow codes of behaviour as established by the school and/or Board.
 - If applicable, report to the school office upon arrival.
- 4.2.5 Volunteers will notify their Principal or designate of any expected absence, as far in advance as possible.
- 4.2.6 Volunteers will be encouraged to provide reasonable advance notice, to the Principal, when terminating their volunteer activities.

5.0 Supervision of Students by a Volunteer in Extra-Curricular Activities:

- 5.1 Volunteers may, at the discretion of the Principal, and **under the direction of Board staff**, oversee extra-curricular activities;

- 5.2 Volunteers (parent family or community) will be subject to a screening process commensurate with the level of risk of the activity as described in the procedure;
- 5.3 Parents/Guardians of those students involved must sign a consent form acknowledging that they understand that this activity is led by a volunteer (**Appendix G**);
- 5.4 All aspects of volunteer management are being carried out once the volunteer is in place; and
- 5.5 The Principal will guarantee that all extra-curricular activities have a staff advisor. When the event is overnight or outside of the district of DSB Ontario North East, the staff advisor must be a teacher (Ontario College of Teachers). The staff advisor will:
 - 5.5.1 Be on school property for all practices;
 - 5.5.2 Provide direct supervision at all games/events and for all activities off school property.

6.0 Liability

In any school-sponsored activity that is undertaken by a volunteer, the Board's liability insurance regarding negligence will apply. Volunteers should be aware that the Board's insurance does not include loss-of-income provision should the volunteer sustain an injury that prevents him/her from resuming his/her employment.

Appendices

Appendix A: School / Volunteer Agreement

Appendix B: Request for Vulnerable Sector Check

Appendix C: Volunteer Coaching Application Form

Appendix D: Volunteer General Activity Application Form

Appendix E: Volunteer Reereence Check

Appendix F: Confidentiality Agreement

Appendix G: Parental Consent Form

References

APPENDIX A

School/Volunteer Agreement
(on school letterhead)

Volunteer Name: _____

Class (or Location): _____

Volunteer directly responsible to: _____

1. Duties & Responsibilities:

2. Vulnerable Sector Check: ☐ Yes

3. Time Commitment:

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Afternoon					
Other					

4. Starting Date: _____

5. Absence: Procedure for reporting absence:

6. The volunteer agrees to:

- a) Respect the confidentiality of all information that may be received regarding any pupils or staff while a volunteer and refrain from releasing that information to any person in accordance with the Municipal Freedom of Information and Protection of Privacy Act;
- b) Abide by DSB Ontario North East's policies and procedures **Acceptable Use Guidelines regarding appropriate access to and use of the Internet**;
- c) Notify the appropriate person at school as soon as possible when circumstances necessitate his/her absence (planned holidays, illness, etc.);
- d) Act in accordance with the norms and expectations of the school as provided in the orientation to the school.

7. The School agrees to:

- a) Provide both initial orientation to the school;
- b) Show respect and appreciation by giving the volunteer a suitable assignment in line with their area of interest and skills;
- c) Inform the volunteer in advance of all schedule changes (holidays, special events, etc.)

 Volunteer Signature

 School/Board Staff Signature

 Date

APPENDIX B

[Print on School Letterhead]

[Date]

RE: REQUEST FOR VULNERABLE SECTOR CHECK

NAME:

POSITION: Volunteer

This letter will confirm that the individual named above requires a Vulnerable Sector Check for the purpose of becoming a volunteer with our school.

School Name:

Effective Date:

We are requesting a Vulnerable Sector Check as this is a position of trust and/or authority and includes direct contact with, and supervision of, students under the age of eighteen while at the school and/or at school activities off-site.

If there are any questions, please do not hesitate to contact me.

Sincerely,

[Principal Name]

[School Name]

[Phone or Email]

APPENDIX C

Volunteer Coaching Application Form
(on school letterhead)

The following form can be used when interviewing a potential coach in any one of the following situations:

- The applicant is not an administrator or someone with teaching certification.
- The person's philosophy and/or expertise is unknown.
- The position to be filled is one of head coach or the person would be asked to coach on their own.
- The person would be coaching a higher-risk sport as designated by OPHEA Safety Guidelines.
- The principal or designate decides to formally interview for other reasons.

Please record pertinent information on this form and keep on file. Interviewers are encouraged to include additional questions, which would be relevant to their schools.

CANDIDATE:

Name: _____

Home Address: _____

Phone (home): _____ Phone (cell): _____

Phone (work): _____ E-mail: _____

SCHOOL:

Principal/Designate: _____ Higher Risk Sport: _____

Team in Question: _____ ☐ Yes ☐ No

1. Please describe your previous coaching experience in _____

(specific sport), as well as experience in any other sport. Include number of years you've coached, age range of players, competitive nature of league and any other relevant details.

2. Provide current certification(s) and/or qualification(s) you hold which would be relevant to coaching. Include name and contact information of person who can verify this information or provide certificates.

3. Describe other coaching development sessions/clinics which have helped you learn more about coaching the sport.

VOLUNTEERS IN SCHOOLS - 8

4. What are three primary goals that you are trying to achieve as a coach?

5. Do you understand/support the principles of the “fair play” philosophy in athletics?

☐ Yes

☐ No

6. Explain how you would apply these principles to your coaching role.

7. How would you set standards of behaviour for the players you coach?

8. Please list two references associated with previous coaching experience.

Name (not a relative)

Position

Phone #/ Email

This information is collected pursuant to the District School Board Ontario North East's role as employer as set out in the Education Act. This information is collected for employment and human resource planning purposes and is within the guidelines set out in the Municipal Freedom of Information and Protection of Privacy Act. References listed on this form will be contacted for information with respect to your suitability as a volunteer coach of DSB Ontario North East's student athletes.

Applicant Signature: _____ Date: _____

Principal/Designate Signature: _____ Date: _____

Office Use Only

References received: ☐ Yes ☐ No Principal/Designate initials: _____

Vulnerable Sector Check received: ☐ Yes ☐ No Principal/Designate initials: _____

Application accepted: ☐ Yes ☐ No

Orientation session completed: ☐ Yes ☐ No

Signature of Principal/Designate: _____ Date: _____

APPENDIX D

Volunteer General Activity Application Form
(on school letterhead)

The following form can be used when interviewing a potential volunteer in any one of the following situations:

- The applicant is not an administrator or someone with teaching certification.
- The person's philosophy and/or expertise is unknown.
- The position to be filled is one in which the person would be asked to run the activity without direct supervision.
- The principal or designate decides to formally interview for other reasons.

Please record pertinent information on this form and keep on file. Interviewers are encouraged to include additional questions, which would be relevant to their schools.

CANDIDATE:

Name: _____

Home Address: _____

Phone (home): _____ Phone (cell): _____

Phone (work): _____ E-mail: _____

SCHOOL:

Principal/Designate: _____

Medium/High Risk Activity:

Activity in Question: _____

☐ Yes ☐ No

1. Please describe your previous related activities experience in _____
 (specific activity), as well as experience in any other related activities.

2. Provide current certification(s) and/or qualification(s) you hold which would be relevant to the activity, if applicable.

3. Describe other experiences that have helped you learn more about this activity.

VOLUNTEERS IN SCHOOLS - 10

4. What are three primary goals that you are trying to achieve as a volunteer?

5. How would you set standards of behaviour for the participants in this activity?

6. Please list two references.

<u>Name (not a relative)</u>	<u>Position</u>	<u>Phone #/ Email</u>

This information is collected pursuant to the District School Board Ontario North East's role as employer as set out in the Education Act. This information is collected for employment and human resource planning purposes and is within the guidelines set out in the Municipal Freedom of Information and Protection of Privacy Act. References listed on this form will be contacted for information with respect to your suitability as a volunteer of DSB Ontario North East's students.

Applicant Signature: _____ Date: _____

Principal/Designate Signature: _____ Date: _____

Office Use Only

References received: ☐ **Yes** ☐ **No** Principal/Designate initials: _____

Vulnerable Sector Check received: ☐ **Yes** ☐ **No** Principal/Designate initials: _____

Application accepted: ☐ **Yes** ☐ **No**

Orientation session completed: ☐ **Yes** ☐ **No**

Signature of Principal/Designate: _____ Date: _____

APPENDIX E

Volunteer Reference Check
(on school letterhead)

Note: In accordance with the Municipal Freedom of Information and Protection of Privacy Act, consent is required before any references are contacted. Please address each area, noting areas of strength but also of concern, discrepancies, inconsistencies in relation to application/resume and other information gathered. Use follow-up questions as required.

Candidate:

First Name:	Last Name:
Position Applied For:	
Name of Reference:	Phone Number:

Request by person providing the reference for confidentiality: ☐ Yes ☐ No

1. How long have you known the candidate:

2. Were you aware of your name being given as a reference:

3. Why would you have been chosen as a reference?

4. If reference is the candidates supervisor (in paid or unpaid position) ask the reference to comment briefly on the following: (Otherwise proceed to number 5)

Duties / Responsibilities: _____

Punctuality / Attendance: _____

5. Please comment on the candidate's:

Strengths: _____

Interpersonal Skills: _____

Ability to understand and follow directions: _____

Initiative and self-direction: _____

6. Would you feel comfortable with this individual working with students:

7. Do you know of any reason why this person should not be working in close proximity to students:

8. Is there anything you would like to add:

Signature of Individual Conducting Reference

Date

**APPENDIX F****Confidentiality Guideline**

All information including student records, employee records, financial and operating data of the Board, and any other information of a private or sensitive nature are considered confidential. Confidential information should not be read or discussed by any volunteer.

The unauthorized disclosure of confidential information by volunteers can subject each individual volunteer and the Board to civil and criminal liability. Disclosure of confidential information to unauthorized persons, or unauthorized access to, or misuse, theft, destruction, alteration, or sabotage of such information, is grounds for immediate disciplinary action.

Volunteer Confidentiality Agreement

I hereby acknowledge, by my signature below, that I understand that confidential information, records, and data to which I have knowledge and access in the course of my volunteer work with District School Board Ontario North East is to be kept confidential, and this confidentiality is a condition of my volunteer work. This information shall not be disclosed to anyone under any circumstances. I understand that my duty to maintain confidentiality continues even after I am no longer volunteering with District School Board Ontario North East.

I am familiar with the above guideline pertaining to the use and disclosure of confidential information. I also understand that the unauthorized disclosure of confidential or proprietary information of District School Board Ontario North East could result in the end of my volunteer work with District School Board Ontario North East and possible legal action.

I hereby acknowledge and agree, by my signature below, that I understand that my volunteer service with District School Board Ontario North East is conditional upon my agreement with the guidelines noted above.

Print Name

Volunteer Signature

Date

Supervisor Signature

APPENDIX G

Parental Consent Form
(on school letterhead)

We recognize the level of interest and commitment of some students in organizing

(name of activity)

Please be advised that this activity will be run by a qualified volunteer(s).

By signing this waiver, you fully understand that the activity will be coached/monitored/guided by a qualified volunteer, with the presence of school staff. The volunteer supervisor will have access to the student's medical and parental contact information as is required.

The qualified volunteer will assume all responsibilities for: permission/medical forms, participant selection, registration, fee collection, where applicable, administration, conduct, transportation, and activity schedule.

By consenting to your learner's son or daughter's involvement in this activity, you understand that there are inherent risks in any activity. The safety and well-being of students is a prime concern and attempts are made to manage, as effectively as possible, the foreseeable risks inherent in any activity. Please call the school to discuss safety concerns related to this activity in which your son or daughter wishes to participate.

I GIVE MY CONSENT TO

(student's name)

from

(name of school)

to participate in

(name of activity)

Student's Name:

Grade:

Parent/Guardian Name:

Signature

Date



HOME INSTRUCTION

1.0 Rationale

District School Board Ontario North East recognizes that school attendance may be impossible for a student in the case of **medical reasons (physical or mental health-related)**, **serious illness, injury or exclusion** **or exceptional circumstances**. Home instruction is a short-term intervention for such students.

Home Instruction: A short term intervention for students who are unable to attend school due to serious illness, injury or exclusion.

The Education Act and Regulation 298 grant permission for a student, with medical documentation to be temporarily excused from attending school, and receive alternate instruction.

Education Act, Section 21 (2)(b):

“A child is excused from attendance at school if a child is unable to attend school by reason of sickness or other unavoidable cause.”

Ontario Regulation 298, section 11 (11)

“A principal, subject to approval of the appropriate supervisory officer, may arrange for home instruction to be provided for a pupil where,

- a) Medical evidence that the pupil cannot attend school is provided to the principal; and
- b) The principal is satisfied that home instruction is required”

2.0 Definitions

3.0 Policy

District School Board Ontario North East will provide home instruction for pupils who are unable to attend school on a consistent or regular basis for **medical** reasons, **serious illness, injury or exclusion** **or exceptional circumstances**.



HOME INSTRUCTION

1.0 Procedures

1.1 A Home Instruction program may be provided for a pupil where,

- a) The pupil will be absent from school because of serious illness, injury or exclusion;
- b) A medical certificate or documentation is furnished stating why the student is unable to attend school;
- c) The student is able to benefit from the tutorial given; and
- d) The Principal, in consultation with the appropriate Superintendent, is satisfied that home instruction is required;
- e) The pupil must be registered in a DSB Ontario North East school;
- f) The pupil must have attended a minimum of 1 day of school.

1.2 Every pupil given home instruction shall receive a minimum of five (5) hours of instruction each week, given in at least two periods. Additional time is at the discretion of the Superintendent of Education who holds the home instruction portfolio, in consultation with the school Principal.

1.3 The Home Instruction Program will be created in consultation between the classroom teacher and the home instruction teacher. This program of instruction will consist of both instruction and student support. The program will be identified on the home instruction form. (Appendix A)

1.4 A teacher employed for the purpose of home instruction shall have a current Vulnerable Sector Screening and be registered and in good standing with the Ontario College of Teachers and the Board.

1.5 When a teacher, who is currently employed by the Board, accepts the home instruction assignment, the instruction must be given outside of the teacher's contracted school day.

1.6 A home instruction teacher will be registered with the Ontario College of Teachers and will be reimbursed at 1/1000 of the minimum salary of Category 1, Year 0 (plus 4% vacation) in accordance with the appropriate teacher collective agreement.

1.7 When an OCT qualified teacher is unable to fill a home instruction teaching assignment, an unqualified person may be considered for the position in consultation with the Principal and Superintendent of Education responsible for Home Instruction.

1.8 Home instruction shall not be given on those days designated as school holidays.

HOME INSTRUCTION - 2

1.9 The Superintendent of Education responsible for Home Instruction must authorize home instruction and any modification of same.

1.10 After authorization, the Superintendent of Education responsible for Home Instruction will notify the payroll department of the following details of an approved program;

- a) Effective date of home instruction program;
- b) Expected duration of program, and
- c) Minimum instruction time and number of periods per week.

1.11 Whenever possible, a neutral site should be agreed upon by the parent/guardian and the school Principal, for the Home Instruction to take place.

1.12 Kilometrage to the neutral site from the student's school will be paid at the approved Board rate. The teacher shall submit their Travel Expense Form (found in DocuShare under 'Forms >> Business and Financial Forms'— sample shown in **Appendix D**) to the Principal for approval and processing.

1.13 The Principal shall:

- Meet with the parent to discuss the student's needs;
- Ensure the appropriate documentation is completed;
- Determine the length of time and number of hours that are required;
- Send copies of documents to the Superintendent of Education responsible for Home Instruction for approval (**Appendix A**);
- Obtain Superintendent of Education with Home Instruction responsibility approval for any unusual requests, such as;
 - Home instruction more than five (5) hours per week, and/or
 - Home instruction occurring during school holidays;
- First offer the student's classroom teacher the opportunity to provide the home instruction to offer continuity in the delivery of instruction;
- If the classroom teacher is unavailable to do so, then offer the assignment to another teacher of the same school;
- In the case where a teacher of the home school cannot be secured to deliver the program, the Principal will then seek a teacher elsewhere in the Board.
- When no teacher can be found, a person who is unqualified may be hired by the Principal in consultation with the Superintendent of Education with Home Instruction responsibility.

HOME INSTRUCTION - 3

- Sign the home instruction teacher's time sheets and forward to the payroll office (**Appendix C**);
- Sign the Travel Expense Form (found in DocuShare under 'Forms >> Business and Financial Forms'—sample shown in **Appendix D**), identifying that it was for Home Instruction purposes, and forward to the appropriate Superintendent of Education with Home Instruction responsibility;
- Supervise the work of the teacher/individual employed for the purpose of home instruction; and
- Make clear, to the home instruction teacher, that at all times a parent or guardian must be present in the agreed upon location and in sight when the teacher is delivering instruction to the student.

1.14 The Home Instruction Teacher shall:

- Consult with the principal about the number of sessions and lengths of the sessions based on the needs of the student;
- Contact the family and arrange the dates and times for the home instruction;
- Create, in consultation with the classroom teacher(s), the program of instruction and student support;
- Keep the principal and classroom teacher(s) updated regularly (as determined by the school Principal) as to the progress of the student;
- Provide the student's marks to the school when available; and
- Maintain time records of hours worked and provide timesheets on a regular basis to the principal.

1.15 The Parent shall:

- Provide the school with the signed Home Instruction form (**Appendix A**);
- Sign a Release of Information form, providing the home instruction teacher with information required for effective instruction (**Appendix B**);
- Ensure that there is an adult present in the agreed upon location and in sight for the duration of the home instruction;
- Ensure that there is a quiet location for instruction; and
- Ensure that assigned homework is completed.

HOME INSTRUCTION - 4

1.0 Purpose

This procedure outlines the conditions and process for providing home instruction to students who are unable to attend regular school due to medical condition (physical or mental health-related), or other exceptional circumstances, and delineates it from home schooling (parent-led education).

2.0 Definitions

Home Instruction: Temporary instructional support provided by the school board to students who are unable to attend school due to medical condition (physical or mental health-related) or exceptional reasons, or exclusion as verified by documentation.

Home Schooling: Education of a child by their parent/guardian at home without school board-provided instruction, as outlined in PPM 131.

3.0 Legislative and Policy References

Ontario Regulation 298, Section 11(11)

Policy/Program Memorandum 131 (PPM 131): Home Schooling

Ontario Human Rights Code

4.0 Application Criteria

4.1 Home instruction may be considered for students:

4.1.1 With a verified medical condition (physical or mental health-related) that prevents school attendance.

4.1.2 Who are excluded, suspended or expelled (as per Safe Schools legislation).

4.1.3 Who are unable to attend for other exceptional reasons approved by the Superintendent.

5.0 Request and Approval Process

5.1 A written request for home instruction (Appendix A) must be submitted to the school principal and must include:

5.1.1 Completed Home Instruction Request Form.

5.1.2 Medical certificate or documentation from a qualified health professional specifying the expected duration of absence.

5.1.3 Parental/guardian consent forms for information sharing (Appendix B).

5.2 The principal will:

5.2.1 Review the request and confirm eligibility.

5.2.2 Consult with the Superintendent of Education responsible for Home Instruction for approval.

5.2.3 Coordinate the assignment of a qualified instructor.

5.2.4 Notify the regional attendance counsellor

6.0 Instructional Guidelines

6.1 Instructional time will generally consist of 3 to 5 hours per week, delivered in-person or via remote learning platforms based on the student's condition and availability of resources.

HOME INSTRUCTION - 5

- 6.2** Instruction should be tailored to student needs and reflect the student's current educational program.
- 6.3** When a teacher, who is currently employed by DSB Ontario North East, accepts the home instruction assignment, the instruction must be given outside of the teacher's contracted school day.
- 6.4** Instruction will be asynchronous with instructional time based on the nature of the student's condition and teacher availability
- 6.5** Progress shall be monitored through regular communication and documented learning updates.
- 6.6** Days available for instruction will follow the established annual school year calendar.
- 6.7** When instruction is to be in-person, a neutral site should be agreed upon by the parent/guardian and the school Principal, for the instruction to take place.

7.0 Instructional Personnel

- 7.1** Teachers assigned must be certified by the Ontario College of Teachers (OCT).
- 7.2** When an OCT qualified teacher is unable to fill a home instruction teaching assignment, an unqualified person may be considered for the position in consultation with the Principal of the student's home school and the Superintendent of Education responsible for Home Instruction.
- 7.3** The student's regular classroom teacher will be prioritized for continuity of learning.

8.0 Roles and Responsibilities**8.1 Parent/Guardian:**

- 8.1.1** Submit request and documentation (Appendix A).
- 8.1.2** Consult with the Principal to establish a site for in-person instruction. When instruction is provided via technology, the parent/guardian will ensure a safe and appropriate environment for instruction.
- 8.1.3** Participate in regular updates on student progress.

8.2 Principal:

- 8.2.1** Ensure documentation is completed and submitted.
- 8.2.2** Assign instructional staff and coordinate logistics, including notification of the regional attendance counsellor.
- 8.2.3** Monitor student progress and effectiveness of instruction.

8.3 Home Instruction Teacher:

- 8.3.1** Prepare and deliver instructional materials.
- 8.3.2** Maintain contact with the school team.
- 8.3.3** Submit progress reports bi-weekly.
- 8.3.4** Submit the Home Instruction Timesheet (Appendix C) on a weekly basis to the payroll department.

HOME INSTRUCTION - 6

8.3.5 Submit the Statement of Travelling Expense form (Appendix D) when travelling to meet the student in person. Kilometrage to the neutral site from the student's home school will be paid at the approved Board rate.

8.4 Superintendent:

8.4.1 Approve or deny requests.

8.4.2 Provide oversight and resolve disputes.

9.0 Monitoring and Review

9.1 All home instruction placements shall be reviewed every 4-6 weeks or as determined by the Superintendent of Education responsible for Home Instruction in consultation with the school Principal.

9.2 Decisions to extend or terminate instruction must be supported by updated documentation.

9.3 A final review shall occur upon the student's return to school.

10.0 Use of Technology

10.1 Where appropriate, digital platforms such as virtual classrooms, video conferencing tools, and cloud-based resources will be used.

10.2 The board will provide necessary supports to ensure access to remote instruction.

11.0 Documentation and Records The following must be retained in the student's OSR:

11.1 Request form (Appendix A)

11.2 Medical documentation (Appendix A)

11.3 Parental consent forms (Appendix B)

11.4 Progress reports

11.5 Correspondence and review summaries

Appendices

Appendix A: Request for Home Instruction

Appendix B: Authorization to Release or Obtain Information

Appendix C: Home Instruction Timesheet

Appendix D: Statement of Travel Expense

HOME INSTRUCTION - 7

Appendix A

Request for Home Instruction

Parental/Guardian Request: I request that my child be enrolled in a Home Instruction Unit.

Student Name: _____ Gender (M/F): _____

School: _____ Grade: _____

Home Address: _____

Parent/Guardian Name_____
Parent/Guardian Signature_____
Date**Medical Certificate for Home Instruction** To be completed where a child is unable to attend school due to serious illness or injury, and can still benefit from home instruction. (Any cost associated with the medical certificate is at the expense of the parent/guardian.)I have attended this patient and find that because of *(reason for absence)* _____

he/she will be confined to their home for _____ weeks.

Date_____
Doctor's Name *(Please print)*

If there is an address stamp, please place here:

Doctor's Signature_____
Address:**OR****Documentation for Other Reasons for Home Instruction**

Reason for Home Instruction: _____

Details: _____

Authorized By_____
Signature_____
Date**Home Instruction Program Decision**☐ **Application Approved:** No. of Hours/Weeks: _____ Teacher Assigned: _____

Program of Instruction – detailed description: _____

-- OR --

☐ **Application Denied:** Reason for Denial: __________
Principal Signature_____
Date_____
Superintendent Signature_____
Date

Copies to: School, Payroll, Parent/Guardian

Appendix B

AUTHORIZATION TO RELEASE OR OBTAIN INFORMATION

Student's current school: _____

District School Board Ontario North East is hereby authorized **to release or obtain** any social, educational, medical or other pertinent data from/to

(Name of agency, individual or authority)

as may be necessary or desirable for developing an appropriate educational program for

Name of Student

Date of Birth (YYYY MMM DD)

Specifics of request:

This release of information form will be in effect from _____ to _____

Name of Parent/Guardian (please print): _____

_____ Signature of parent/guardian	AND/OR	_____ Signature of Student (if 16 years or older)	_____ Date
---------------------------------------	---------------	---	---------------

_____ Signature of Witness	_____ Date
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HOME INSTRUCTION - 9

Appendix C

Home Instruction Timesheet (ETFO & OSSTF)

DSB1 – Payroll & Benefits Office
 198022 River Road, New Liskeard, ON P0J 1P0

Scan/Email to: Payroll@dsb1.ca

NAME: (print) _____

EMPLOYEE ID #: _____

Student Name	
Address	
School Attended	

	DATE mm/dd/yy	SHIFT START Time	SHIFT FINISH Time	HOURS WORKED (i.e.: 2.75)	LESSONS TAUGHT or TOPICS COVERED *SIGNED BY PARENT/GUARDIAN
SUN					
MON					
TUE					
WED					
THU					
FRI					
SAT					
Total Hours Worked					

INSTRUCTIONS:

Employee Signature

Approved By

Payroll Batch #

Comments:

- **Timesheets will be returned** if not fully completed and signed by the appropriate Principal / Supervisor. Pay will not be issued from an incomplete or unauthorized timesheet.
- **Salaried Teacher Doing Home Instruction:** All hours will be paid with the regular bi-weekly pay. Please fax timesheet to the Payroll Office each Friday by 4:00 p.m.
- **All Others:** You are paid according to the bi-weekly schedule for Timesheet Employees. Please fax your timesheet to the Payroll Office each Monday by 9:00 a.m.

Appendix D

[illegible]



PHYSICAL INTERVENTION / CONTAINMENT CRISIS PREVENTION INTERVENTION (CPI)

1.0 Rationale

A school is a place that promotes responsibility, respect, civility and academic excellence in a safe learning environment; and Students, their families, volunteers and schools staff have a right to expect that schools be safe and free from violence and/or physical harm; and Our primary goal is to promote the development of each individual to their fullest potential and in doing so, we must preserve the dignity of each student at all times; and Physical intervention or containment should be used only as a last resort when verbal interventions are deemed inappropriate or ineffective. Implementing trauma-informed de-escalation training yields positive long-term results.

Implementing trauma-informed de-escalation training yields positive long-term results.

CPI training provides the tools to not only prevent challenging behaviour but also to de-escalate situations if they do arise.

CPI is an evidence-based, person-centered approach to help schools achieve a consistent and effective learning environment.

2.0 Definitions

Crisis Prevention Intervention training provides staff with an effective framework for preventing, de-escalating, and safely responding to crisis behaviour. The program introduces how to apply knowledge of the brain and behavior to understand distress behaviour and reasons for distress. CPI school support teams learn to analyze the risks of behaviour, and how to mitigate that risk using verbal de-escalation strategies (Level 1), and if unsuccessful, using disengagement and restrictive interventions (Level 2), as the last resort.

Level 1 Verbal Intervention (VI) Training prepares school staff to identify, respond to, and prevent low-risk crisis behaviour with non-restrictive intervention techniques.

Level 2 Nonviolent Crisis Intervention (NCI) Training prepares school staff to prevent and de-escalate medium to high-risk behaviour using both restrictive and non-restrictive safety interventions. Restrictive methods include disengagement skills and holding skills.

3.0 Policy

District School Board Ontario North East is committed to ~~the concept of using the least restrictive and intrusive approaches to dealing with unsafe student behaviour through the use of non-violent physical intervention / containment~~ using a person-centered and trauma-informed approach to managing distress behaviour. This framework uses safety interventions that range from verbal and environmental non-restrictive to disengagements and restrictive interventions.

PHYSICAL INTERVENTION / CONTAINMENT CRISIS PREVENTION INTERVENTION (CPI)

Guidelines and Procedures Procedure Manual for the Use of Physical Containment CPI

Procedures

The CPI School Support Team Planning document (Appendix A) clearly outlines the District School Board Ontario North East directives in the following areas.

- Introduction
- Definition of Physical Intervention/Containment CPI School Support Teams
- Unacceptable Practices Related to Physical Intervention/Containment Initiating CPI School Support Teams
- Situations that Warrant the Use of Physical Intervention/Containment Role of the CPI Team Leader
- Staff Training Required for the Use of Physical Intervention/Containment Role of the CPI School Support Team
- Debriefing Practices Definition of Safety Interventions
- Documentation of Use of Physical Intervention/Containment Considerations for Using Safety Interventions
- Physical Intervention/Containments as Part of the Student Individual Education Safety Plan Prohibited Practices Related to Safety Interventions
- Parental Involvement in the Use of Physical Intervention/Containment
- All use of physical intervention/containment and all physical intervention/containment initiatives will be subject to the District School Board Ontario North East Physical Intervention/Containment Procedures Manual. Documentation and Debriefing Practices
- Training and Re-certification of CPI

These procedures include the following Appendices:

- Appendix A: CPI School Support Team Planning
- Appendix B: CPI School Support Team Meeting Summary
- Appendix C: CPI Incident Reporting Form
CPI Incident Reporting Form Fillable
- Appendix D: CPI Incident Debriefing Questions

All use of physical intervention/containment and all physical intervention/containment initiatives will be subject to the safety interventions will be reviewed by the Superintendent of Education and Special Education Administrator and are subject to District School Board Ontario North East's Physical Intervention/Containment Procedures Manual Guidelines and Procedures for the Use of CPI.

1.0 Introduction

As educators, our primary goal is to promote the development of each individual to their fullest potential. In doing so, **we must preserve the dignity of each student at all times.**

District School Board Ontario North East is committed to **the concept of using the least restrictive and intrusive approaches to dealing with unsafe student behaviour** using a person-centered and trauma-informed approach to managing distress behaviour. DSB1 will adhere to the CPI Guided Philosophy of Care, Welfare, Safety, and Security, as it is essential to supporting students and creating a culture of safety for everyone. **This involves the use of proactive strategies as much as possible in dealing with concerning/unsafe behaviour.**

Physical intervention/containment should be used only if warranted (Refer to #4). Placing an emergency call to 911 is always an option in a crisis situation.

For students at the secondary level, physical intervention/containment is NOT recommended. There may be exceptions for students with autism or developmental disabilities where physical intervention/containment is carefully considered as part of their Individual Safety Plan.

Prior to using a safety intervention which includes disengagement or holding skills, there are factors to be considered. (see Initiating the CPI School Support Team)

2.0 ~~Definition of Physical Intervention/Containment~~ **CPI School Support Teams:**

~~Physical intervention/containment of a student as outlined by Behaviour Management Systems (BMS), supports the use of the least intrusive intervention necessary until safety has been re-established. Physical intervention refers to use of appropriate responses by staff to student physical aggression/violence. (i.e. hair pulling, biting, hitting or kicking) Physical containment is defined as the safe containment of a student by two persons using the appropriate, small student or large student containment as described by BMS.~~

School administration and staff must be committed to mitigating risk behaviours. Principals will ensure that an adequate number of CPI trained staff are available to form a CPI school support team, which will support students and staff in crisis management and conflict resolution situations.

The CPI School Support Team shall be identified through a collaborative process involving school administrators and the Special Education Administrator. Selection decisions will be guided by the following criteria to ensure that team members are well-equipped to manage and support students in distress effectively:

Reliability: Staff must exhibit consistent accountability, punctuality, and dedication in their professional roles.

Professional Attitude: Staff must demonstrate the ability to remain composed and act effectively in high-stress or crisis situations.

Communication and Conflict Resolution: Staff must possess strong communication, empathy, and conflict resolution skills to provide appropriate support to students in distress.

Decision-Making: Staff must have a proven ability to assess situations and make appropriate, timely decisions during crises.

The principal is responsible for submitting their CPI School Support Team Planning Template (Appendix A) by September 30th of each school year to their respective Superintendent of Education and the Special Education Administrator. CPI School Support Teams shall meet four (4) times throughout the school and/or at the discretion of the principal. A completed CPI School Support Team Meeting Summary (Appendix B) shall be submitted to the Superintendent of Education and Special Education Administrator after every meeting.

3.0 ~~Unacceptable Practices Related to Physical Intervention/Containment~~ **Initiating the CPI School Support Team:**

- ~~Any action that is punitive in nature~~
- ~~Any action that could result in restriction of breathing~~
- ~~Withdrawal of basic needs and rights~~

- ~~Involvement in containment measures, any untrained staff, or any staff unwilling or unable to perform the containment techniques~~
- ~~Shaking, shoving or other forms of physical aggression~~
- ~~Requiring or forcing a student to repeat physical movements~~
- ~~Use of physical intervention/containment to gain compliance~~

3.1 Involving the CPI School Support Team during escalating behaviour or a crisis should be done in a positive way that promotes de-escalation and maintains the dignity and privacy of the student in distress.

3.2 It is the principal's responsibility to determine when and how the team will be called and ensure all staff are familiar with the steps.

3.3 In any intervention, it is important that one staff member be identified as the CPI Team Leader. Selection of a leader for a crisis should be based on a set of principles/qualities:

3.3.1 The staff member that arrives at the crisis with the most training and who is centered at the time;

3.3.2 The first staff member who arrives at the scene is considered the team leader;

3.3.3 Although another staff member may have arrived on the scene first, the staff member with the best rapport with the individual in distress may become either the team leader, or the communicator for this crisis.

4.0 Situations that Warrant the Use of Physical Intervention/Containment Role of the CPI Team Leader:

- ~~The student presents an **imminent risk of injury** to self and/or others~~
- ~~All other **non-physical interventions have been unsuccessful** (including removing the target)~~
- ~~Physical intervention presents **less of a risk of injury** than the inappropriate behaviour.~~

4.1 Ensuring the well-being and maintaining the safety of all involved is the role of the CPI Team Leader. The task or responsibility areas that a team leader is accountable for include:

4.1.1 Assessing the situation;

4.1.2 Planning, directing, and coordinating the intervention;

4.1.3 Cuing, directing and coordinating the team's response to the situation;

4.1.4 Communicating directly with the student in crisis; however, in some circumstances, the staff with the best rapport may be directed to communicate with the student in crisis.

4.1.5 Ensuring the least restrictive safety intervention is being utilized.

5.0 Staff Training Required for the Use of Physical Intervention/Containment Role of the CPI School Support Team:

- ~~It is the responsibility of the Principal to ensure that annual training in the use of physical intervention/containment is provided to appropriate staff members.~~
- ~~Training in the use of behaviour management techniques and physical intervention/containment is an annual requirement for Educational Assistants and may include training for teachers and administrators as required.~~
- ~~In-service training sessions should be conducted by certified trainers who may be employees of District School Board Ontario North East.~~
- ~~Training should include the following components:~~

- ~~Review of on-line materials/resources~~

- ~~Theoretical perspectives~~

- ~~Educational context~~

- ~~Legislation compliance~~

- ~~The 4 phases of behaviour management~~

1. Information gathering phase
2. Action phase
3. Physical intervention/containment strategies
4. Review and debriefing stage.

5.1 The CPI Team Leader is expected to give directions and coordinate the intervention. The other team members are to respond to the direction of the team leader and provide any support that is necessary. Specifically, team members should be prepared to:

- 5.1.1** Accept directions from the CPI Team Leader, while keeping in mind that the input of all team members is important and valued;
- 5.1.2** Remove onlookers and secure the area;
- 5.1.3** Designate a team member to document the incident;
- 5.1.4** Communicate well with the other CPI team members
- 5.1.5** Respond in accordance with the Crisis Prevention Intervention Procedure (2.1.21) of District School Board Ontario North East and Crisis Prevention Intervention training.

6.0 Debriefing Practices Definition of Safety Interventions:

For students who have the ability to understand the consequences of their actions, a debriefing meeting should be convened before the student returns to the classroom. This meeting could include, as appropriate for the situation, the student, teachers, principal, administrators, support staff, counsellors and parents or guardians. The aim of this meeting is to restore positive communication through the discussion of the feelings of all involved, as well as possible alternative actions more appropriate than unsafe behaviour.

In some cases, students or parents who have witnessed a particularly disturbing event of the physical intervention/containment of another student may benefit from an informal debriefing meeting to create an opportunity for positive counselling and the sharing of perceptions and feelings.

All staff involved in an incident of physical intervention/containment should meet as soon as possible after the incident. The purpose of the staff debriefing meeting is to discuss, listen and validate one another's feelings regarding the incident. It may also be appropriate, at the staff debriefing meeting, to evaluate the collective response to the incident and effectiveness of the student's safety plan/success plan. The debrief meeting should be convened by the principal and should involve the staff involved in the event, as appropriate to the situation.

CPI categorizes safety interventions as non-restrictive and restrictive strategies to maximize safety and minimize harm. Risk behaviour is defined as an imminent risk to self or others.

Verbal and Environmental Non-Restrictive Interventions are the least restrictive approaches and can include removing others or items from the environment, redirecting the student in distress to another area, being supportive and using the verbal de-escalation staff approaches.

Disengagement Skills are non-restrictive safety interventions used to release or escape, to protect yourself, or to rescue or protect others.

Holding Skills are the most restrictive safety interventions necessary to restrict a student's range of movement to prevent the infliction of harm to self or others.

Disengagements and restrictive interventions must be a last resort. These interventions carry risk. Use them only when the risk of not using them is greater.

7.0 Documentation of the Use of Physical Intervention/Containment Considerations for Using Safety Interventions:

The principal will ensure completion of, file and forward a Use of Physical Intervention/Containment Incident Report Form (Appendix A) to the appropriate District School Board Ontario North East personnel and parent or guardian.

The principal will forward an Ontario School Boards Insurance Exchange Form and/or a Worker's Safety Insurance Board Form and/or a Violent Incident Report to the appropriate District School Board Ontario North East personnel **IF** any injury has resulted from the use of physical intervention/Containment.

7.1 Referring to the Decision-Making Matrix, staff have objectively and thoughtfully; analyzed the likelihood of the behaviour and the severity of harm should it occur

7.2 All non-restrictive interventions have been exhausted;

7.3 Risk behaviour is an imminent risk of harm to self or others;

7.4 This is the last resort.

8.0 Physical Intervention/Containment as Part of the Student Individual Safety Plan (ISP) Prohibited Practices Related to Safety Interventions:

There may be a few students who, because of a potential need for de-escalation strategies, physical intervention and/or containment, will require notation in their Individual Safety Plan (I.S.P.)

The I.S.P. should clearly outline the purpose of intervention/containment and the conditions of its use. It may be developed in consultation with educational and outside agency staff involved as well as the parents or guardians of students under the age of 18 years.

Components of the Individual Safety Plan (I.S.P./ Appendix B) may be included in the Individual Education Plan (I.E.P.) as an alternative area of behaviour programming, outlining clear expectations and strategies to support an increase in positive student behaviours.

8.1 Use of safety intervention to gain compliance and cooperation;

8.2 Use of any other restrictive intervention or restraint outside of CPI's approved safety interventions;

8.3 Involvement of untrained staff in holding skills

8.4 Untrained staff can be observers and support;

8.5 Shaking, shoving or other forms of aggression;

8.6 Any action that is punitive in nature;

8.7 Any action that could result in restriction of breathing;

8.8 Withdrawal of basic needs and rights.

9.0 Parental Involvement in the Use of Physical Intervention/Containment Documentation and Debriefing Practices

Parents or guardians are to be informed as soon as possible after each incident of physical intervention/containment involving their child.

Parents or guardians should be invited to debriefing meetings following an incident involving their child.

In some cases, the parents or guardians of students who have witnessed a significant incident of aggression/violence, possibly involving physical intervention and/or a containment, should be informed of the general circumstances. Confidentiality will be maintained.

Parents or guardians of students who have required containment will receive a copy of the Physical Intervention/Containment Incident Report Form (Appendix A) and the Individualized Safety Plan Form (Appendix B), if applicable.

9.1 Incident Reporting

9.1.1 Complete Required Forms

- Incident reporting involves all staff, including staff supporting the student at early signs of distress behaviour.

- If the CPI School Support Team is called and a disengagement or holding skill is not used, staff only need to complete **page one of the CPI Incident Reporting Form (Appendix C)**.
- If the CPI School Support Team is called and there is the use of a disengagement or holding skill, staff must complete the **CPI Incident Reporting Form, page one and two (Appendix C)**.

9.1.2 Submit Forms

- Submit the completed forms to the Superintendent of Education and Special Education Administrator for review and documentation.

9.1.3 File Documentation

- File a copy of the completed incident forms in the **student's Ontario Student Record (OSR)** to maintain a comprehensive record.

9.1.4 Complete an OVIR (only if required):

- If an Online Violent Incident Report (OVIR) is necessary, complete and submit it according to organizational guidelines

9.2 Debriefing Procedures

9.2.1 Debrief with Involved Staff:

- Conduct a debrief session with all staff members involved in the incident.
- School administrators can use the **CPI Incident Debriefing Questions (Appendix D)** as a guide to reflect on the incident, analyze responses, and identify any areas for improvement in crisis prevention and intervention practices.

9.2.2 Debrief with the Student:

- Engage in a debrief session with the student involved in the incident to provide support and understand their perspective.
- Ensure that the student debrief is approached with sensitivity, focusing on restoring trust and promoting positive outcomes.

10.0 Training and Re-certification of CPI

10.1 It is the responsibility of the Director of Education or designate to ensure and plan annual training for all Board trainers certified instructors renew their CPI license annually and bi-annual training for all BMS Team members and other designated employee groups so that their program certification and accreditation is maintained.

10.2 Certified instructors with DSB1 will train all CPI School Support Team Members and issue a Blue Card that remains valid for one year after the successful completion of their training. CPI School Support Team Members will be recertified annually to retain and reinforce CPI principles and techniques.

Appendices

Appendix A: [CPI School Support Team Planning](#)

Appendix B: [CPI School Support Team Meeting Summary](#)

Appendix C: [CPI Incident Reporting Form](#)

[CPI Incident Reporting Form Fillable](#)

Appendix D: [CPI Incident Debriefing Questions](#)

References

PHYSICAL INTERVENTION/CONTAINMENT INCIDENT REPORT FORM

Student's Name	
Date of Birth	
School	
Date of Incident	
Time of Incident	
Date of Report	
Staff Involved in Use of Physical Intervention/Containment	

Narrative Report of Circumstances Leading to and Following the Incident

Physical Intervention/Containment Action Taken

Persons/Agencies Contacted following the Incident
--

Additional Comments and Debriefing Notes

Signature of Principal

cc. Parent or Guardian
Superintendent of Education
Original to O.S.R.

Student's Name	
Date of Birth	
Date of Individual Safety Plan	
Review Date	
Staff Involved in Drafting Plan	

[illegible][illegible]



Preliminary Staff Response to Anxiety/Agitation

Physical Intervention/Containment Procedures to be Used

Follow Up Procedures to be Used

Signature of Principal

cc- Parent or Guardian
Superintendent of Education
Original to Individual Education Plan/Personal Safety Section



SUPPORTING STUDENT BEHAVIOUR THAT IS VIOLENT AND AGGRESSIVE

1.0 — Rationale

A school is a place that advocates responsibility, respect, civility and academic excellence in a safe learning environment while promoting the development of each student to their fullest potential and preserving their dignity at all times, and

Students, their families, school staff, volunteers and the community have a right to expect that schools be safe and free of violence, and

Students must learn how to handle conflict and anger in non-violent ways in order to become responsible citizens; and

The Provincial standards of behaviour apply not only to students, but also to all individuals involved in the publicly funded school system — parents or guardians, volunteers, teachers and other staff members — whether they are on school property, on school buses or at school authorized events or activities.

2.0 — Definitions

3.0 — Policy

District School Board Ontario North East is committed to ensuring a safe, healthy learning and work environment. In partnership with pupils, their families and community, District School Board Ontario North East recognizes its responsibility in partnerships to provide a safe, positive, violence-free learning and work environment. The Safe Schools: Student Discipline, Bullying Prevention and Intervention procedure (2.1.18) outlines expectations in this regard and outlines the mandatory and discretionary consequences for infractions outlined in The Education Act as amended by the Safe Schools Act, 2000.



District School Board
Ontario North East

Procedure No. 2.1.23

Section 2.1: School Related Operations

Related References:

Appendices: A - J

Approved: February 15, 2005

Revised: June 20, 2017

June 18, 2019

Review Date:

TITLE: SUPPORTING STUDENT BEHAVIOUR THAT IS VIOLENT AND AGGRESSIVE

PROCEDURES:

The procedures for Supporting Student Behaviour that is Violent and Aggressive clearly outlines the District School Board Ontario North East directives in the following areas:

1. Introduction
2. Definition of Violence and Assault
3. Behaviour Management System (BMS) Teams
4. Staff Training Required for Preventing and Responding to Violent Incidents and Aggressive Student Behaviour
5. Recording, Reporting and Managing Student Behaviour

These Procedures include the following Appendices:

Appendix A: BMS Team Planning

Appendix B: BMS Team Review and Consolidation Meeting Minutes

Appendix C: Application for Admission

Appendix D: Consent to Disclosure or Transmittal of Information

Appendix E: School Entry Plan

Appendix F: Weekly Behaviour Log

Appendix G: Time Blocked Behaviour Log

Appendix H: Daily Behaviour Log

Appendix I: Behaviour Management Plan (copy of BMP to be filed in the OSR)

Appendix J: Record of Police Investigation

1. Introduction

District School Board Ontario North East recognizes its responsibility in partnership with pupils, their families and community to provide a safe, positive, violence-free learning and working environment. As a collective group, our primary goal is to promote the development of each individual to their fullest potential.

The Principal, subject to the authority of the appropriate Superintendent of Education, is in charge of the instruction and discipline of students in the school and the organization and management of the school. It is the duty of the Principal to ensure a safe, healthy work and learning environment.

The Principal has a duty to investigate all incidents resulting from violent or aggressive acts occurring on school property, at school sponsored events and off school property that are deemed by the Principal to have a significant negative impact on the school. The investigation should include information from the person(s) directly or indirectly involved in the incident.

It is the expectation of District School Board Ontario North East that there be a positive working relationship between a school and its community. This positive relationship serves to foster mutual respect and understanding which alleviates some of the underlying causes of violent behaviours amongst students.

2. Definitions of Violence and Assault

Violence is defined as an action or actions, either voluntary or involuntary, which are aggressive in nature and which cause, or have the potential of causing damage or injury.

Assault is defined as the intentional application of force to the person without his/her consent or the attempt by threat, act or gesture to apply force to another if the other believes one has the apparent, present ability to do so.

3. Behaviour Management System (BMS) School Teams

Introduction

School administration and staff must be committed to reducing aggression and violence within schools. Principals will ensure that an adequate number of BMS trained staff are available to form a BMS Team, which will support students and staff in crisis management and conflict resolution situations.

It is recommended that the school BMS Team be consulted/involved in incidents of aggressive/violent student behavior. Team members have received training regarding protocols, procedures and roles, as well as in co-ordination and integration of approaches required for managing violent and aggressive student behaviour.

The major principles for utilizing a BMS Team in responding to crisis or critical incidents are:

- **Safety** — BMS teams will assist staff and the aggressive/violent student(s) in managing their behaviour.
- **Professionalism** — Individuals responding to an aggressive/violent student will make every effort to reduce the risk of violence by employing de-escalation strategies. If the use of these strategies is ineffective, support from the BMS Team should be initiated.

BMS Team members initially engage in de-escalation techniques, and if warranted, in physical intervention and/or containment.

- Witness — BMS Team members are required to participate in post-crisis review and debriefing after each incident.

Selecting the BMS Team

Developing a BMS Team with a minimum of three individuals at a school level must be commenced and/or reinforced in September. The Principal is responsible for submitting the School BMS Team Planning Template (Appendix A) by September 30th of each school year to their respective Superintendent of Education. BMS Teams shall meet four (4) times throughout the school year and/or at the discretion of the Principal. A report of the BMS Team meeting (Appendix B) shall be submitted to the Superintendent of Education with the Special Education portfolio and copied to the Superintendent of Education who supervises the school. Review materials are available for all trained and registered employees online. A link to these materials will be provided to Principals at the beginning of every school year.

The composition of the BMS Team should consist of the following individuals with their associated responsibilities:

Member	Responsibilities
Principal/Vice Principal	Develops and initiates yearly building action plan, delegates responsibilities, coordinates and communicates with BMS Team; communicates with the family, community and staff.
School Staff trained as BMS Practitioners	Participate in yearly training, building an action plan and responds to crisis and/or conflict resolution situations as required.

When selecting the members of a BMS Team, Principals should consider the following personality and characteristics when assembling the group:

- Self-motivated, creative, enthusiastic and genuinely interested in working with challenging students;
- Self-confident and has strong ties to students in the building (resource teachers/organizes extra-curricular activities);
- Fosters and maintains trust with students even when sanctions are imposed;
- Flexible views on discipline — interested in managing behaviour versus correcting it immediately;
- Strong interpersonal skills and the respect of staff and students;
- Copes well with stress and deals well with conflict;
- Strong oral and written communication and leadership skills.

Initiating the BMS Team

Getting the BMS Team to converge on the scene of the crisis or intervention in ways that positively influence the resolution of the immediate crisis is vital. Further, it may be important to have the BMS Team prepare to respond to crisis calls in ways, which reflect the level or nature of a crisis. In order to

accomplish this without contributing to an escalation of violent behaviour necessitates alternative strategies in summoning members of the BMS Team.

The BMS Team shall be summoned to an incident or crisis at a specific location in a school by announcing, "Mr. Calm, please proceed immediately to room #/area. Mr. Calm to room #/area."

In any intervention, it is important that one staff member be identified as the BMS Team leader. Establishing roles and corresponding responsibilities are vital for effective communication. Selection of a leader for a 'crisis' should be based on a set of principles/qualities. The following principles are provided as a means of assisting you with the selection of a BMS Team leader for each crisis or intervention.

- The staff member that arrives at the crisis with the most training and who is centered at the time;
- The first staff member who arrives at the scene is considered the team leader;
- Although another staff member may have arrived on the scene first, the staff member with the best rapport with the acting-out individual may become either the team leader, or the communicator for this crisis.

Role of the BMS Team Leader

Ensuring the well-being of individuals or students in crisis, while maintaining the safety of all involved, is the goal of the BMS Team leader. The task or responsibility areas that a BMS Team leader is accountable for:

- Assessing the situation;
- Planning, Directing and Coordinating the intervention;
- Cuing, directing and coordinating the team's response to the situation;
- Communicating directly with the individual in crisis (Generally, only the team leader will communicate with the student or individual in crisis), however, in some circumstances, the individual with the best rapport may be directed to communicate with the individual in crisis. This individual may not necessarily be the team leader);
- Ensuring the least intrusive intervention is being utilized.

Role of the BMS Team Members

The BMS Team leader is expected to give direction and coordinate the intervention. The remaining team members are to respond to the direction of the team leader and provide any support that is necessary. Specifically, team members should be available to:

- Accept direction from the BMS Team leader;
- Remove onlookers and secure the area;
- Communicate well with other BMS Team members
- Respond in accordance with the Physical Intervention/Containment Policy (2.1.21) of District School Board Ontario North East and Behaviour Management Systems training;
- Be prepared to assist in containing the individual, if:

1. The student presents an imminent risk of injury to themselves or others;
2. All other non-physical interventions have been unsuccessful;
3. Physical intervention presents less of a risk of injury than the inappropriate behaviour.

Changing BMS Team Leaders

In many crisis situations it may be advantageous to change communicators. The individual with the best rapport is always preferred in attempting to defer volatile situations. During this shift, be certain to:

- Explain the switch to the individual in crisis;
- Ensure that all team members on-site are aware of the switch; and
- Ensure that your team has discussed and practiced this scenario prior to responding to crisis incidents.

4. Staff Training Required for Preventing and Responding to Violent Incidents and Aggressive Student Behaviour

It is the responsibility of the Director of Education or designate to ensure and plan annual training for all Board trainers, and bi-annual training for all BMS Team members and other designated employee groups so that their program certification and accreditation is maintained.

Certified trainers will conduct in-service training with BMS Teams as needed but no longer than every two (2) years.

5. Recording, Reporting and Managing Student Behaviour

Principals will contact their appropriate Superintendent of Education within 48 hours of filing a Violent Incident Form (page 13) as per the Violence Prevention Policy (2.1.7) or a Physical Intervention/Containment Incident Report Form (appendix A) as per the Physical Intervention/Containment Policy (2.1.18).

These procedures deal with the recording of violent incidents or aggressive behaviours and physical interventions and/or containments under two different circumstances:

A. Those required by the PPM 120 – Reporting Violent Incidents to the Ministry of Education (May 16, 2011). Where by the term *violent incident* is defined as the occurrence of any one of the following or the occurrence of a combination of any of the following:

- Possessing a weapon, including possessing a firearm
- Physical assault causing bodily harm requiring medical attention
- Sexual assault
- Robbery
- Using a weapon to cause or to threaten bodily harm to another person
- Extortion
- Hate and/or bias motivated occurrences

For circumstances described in part (A) above, the incident is to be recorded using:

- The Violent Incident Form (Violence Prevention Policy 2.1.7, p. 13), and
- A Record of a Police Investigation (Appendix J).

District School Board Ontario North East

Policy: 2.1.23 Supporting Student Behaviour that is Violent and Aggressive

Section 2.1: School Related Operations

Page 6

- A Physical Intervention/Containment Incident Form and Individual Safety Plan (Appendix A and B of the Physical Intervention/Containment Policy 2.1.21) must be completed if required by policy.

B. Those violent or aggressive behaviours that do not necessarily result in suspension, expulsion or police involvement (e.g. mitigating circumstances re: age or exceptionality), but nonetheless are indicative of a pattern of aggressive behaviour towards oneself or others.

For circumstances described in part (B) above, the incident is to be recorded in the Student Administrative System. A Record of a Police Investigation (Appendix J), a Physical Intervention/Containment Incident Form and Individual Safety Plan (Appendix A and B of the Physical Intervention/Containment Policy) shall be completed if required by policy.

Violent Incident Form (Violence Prevention Policy, p. 13)

The Violent Incident Report is a summary record of a violent occurrence and/or aggressive behaviour. School personnel must maintain their original investigation notes taken during interviews.

In accordance with District School Board Ontario North East's Violence Prevention Policy, a Violent Incident Form (Violence Prevention Policy 2.1.7, p. 13) is to be completed by the Principal, Vice-principal or designate for all violent incidents resulting in suspension, expulsion or reports to the police.

Conditions for a student's return to school will be specified in accordance with school board policies and recorded within a Behaviour Management Plan.

See District School Board Ontario North East's Violence Prevention Policy (2.1.7) for further information and protocols regarding Violent Incidents. Further information of the use of physical intervention/containment can be found in the District School Board Ontario North East's Physical Intervention/Containment Policy (2.1.21).

Behaviour Logs

One of the three behaviour logs (Appendices F, G and H), is the form that the Principal shall use to record aggressive behaviour that does not necessarily result in suspension, expulsion or police involvement, but nonetheless are indicative of a pattern of aggressive behaviour towards oneself and/or others.

Behaviour Logs will be stored in the OSR documentation folder for a minimum of 2 years to facilitate grant applications, where applicable.

De-briefing for Positive Growth

Should a situation arise with a student necessitating the use of a physical containment by the BMS Team, staff should plan a debriefing, as per the Physical Intervention/ Containment Policy, once the situation has been resolved to review the factors that lead up to the unsafe behavior. Such a debriefing should include the student and parent where and if appropriate.

Application for Admission Form (Appendix C)

There are a number of issues regarding the registration/transfer of students in mid-year and/or from out-of-board. These include securing sufficient information, prior to the arrival of the Ontario

District School Board Ontario North East

Policy: 2.1.23 Supporting Student Behaviour that is Violent and Aggressive

Section 2.1: School Related Operations

Page 7

Student Record about any special needs or the potential for unsafe behaviour before admitting students into classroom situations. Upon consultation with the appropriate Superintendent of Education, student entry to a school may be delayed.

Schools must use the Application for Admission Form (Appendix C) to gather important information about students transferring between District School Board Ontario North East schools or are out-of-Board registrants.

For students registering from inside or outside of District School Board Ontario North East, it is standard practice to interview the parent(s), student(s) and contact the administration of the previous school. A Consent to Disclosure or Transmittal of Information Form, (Appendix D), should be signed by the parent so that the sending school can be contacted. If the student was formally identified through the IPRC process in their prior Board, consider contacting the school Special Education Resource Teacher, area Supervisor of Special Services and/or Coordinator of Special Education.

School Entry Plan and Case Conference (Appendix E)

For students registering from inside or outside of District School Board Ontario North East, who have been recognized with potentially violent or unsafe/aggressive behaviours, or who are returning to school following a suspension/expulsion for significantly violent behaviour, develop a School Entry Plan and hold a case conference.

If there are significant safety concerns or questions about a new registrant, the Principal should:

- Have a parent or student sign a Consent to Disclosure or Transmittal of Information Form (Appendix D) so that an administrator from the previous school can discuss any concerns regarding the student's potential for violent or unsafe behaviour.
- If it is determined that there is significant potential for violent or unsafe/aggressive behaviour call a case conference meeting and develop a School Entry Plan (Appendix E).

The principal shall schedule a case conference involving the following people, as appropriate, to develop a School Entry Plan:

A. If the student is not formally identified:

- i) Parent/guardian (if student is under 16 years of age)
- ii) Student over 16 years of age
- iii) Classroom teacher
- iv) Principal/Vice Principal of 'sending' school (where appropriate)
- v) Community agency personnel
- vi) Special Education Team personnel

If the student is formally identified, the case conference shall also include:

- vii) Principal of Special Education, and may include
- viii) Superintendent of Education responsible for Special Education
- ix) District Special Education Resource Teacher
- x) Special Education Resource Teacher—school

B. Information gathered at the case conference may include:

- i) Identification of the strengths and needs of the student
- ii) Past and current interventions (e.g. medical, social/emotional)
- iii) Agency involvement
- iv) Academic background
- v) Social/Emotional Needs (DSBONE Behaviour Logs if available)
- vi) Effective strategies to address the student's behaviour
- vii) Triggers for inappropriate student behaviour
- viii) Involvement with probation/police as appropriate
- ix) Parental interventions and prevention strategies
- x) Prior/Current IPRC identification
- xi) Sharing of prior Individual Education Plan

C. Outcomes of the Entry Plan case conference

- i) Timelines (e.g. start date, staggered entry) and timetable
- ii) Identification of employees requiring additional information/training to address the student's needs
- iii) Completion of an Entry Plan
- iv) Individual Education Plan (informal I. E. P.)

Behaviour Management Plan (Appendix I) – Copy to be filed in the OSR (to be modified/consistently used throughout the board)

- The Behaviour Management Plan shall outline antecedent behaviours, strategies to prevent a violent incident, consequences, resources both human and facility.
- Identification of employees requiring information/training to address the student's needs.
- Review of the Individual Education Plan and a revision, as appropriate.
- The Principal shall ensure that parent/guardian and Principal sign the Behaviour Management Plan to indicate their awareness and support/agreement with the details of the plan. Non-support of the plan may lead to exclusion of the student until satisfactory resolution is achieved.
- The Principal shall convene a meeting of appropriate school staff that will be involved in the delivery of the Behaviour Management Plan.
- Where there is a dispute over the particulars and acceptance of the plan, the appropriate Principal of Special Education is to be advised. In addition, the appropriate Superintendent of Education may be contacted.
- The student shall not attend school until the Behaviour Management Plan is in place with all the safety considerations implemented.
- The Behaviour Management Plan shall be reviewed/revised according to the plan's specified schedule and when a staff member raises a health and safety concern.

APPENDIX A**Behaviour Management System (BMS) Team Planning**

School Name:	Date:
BMS Team Members – Name and Position (Admin., Teacher, SERT, CYW): 1. _____ 2. _____ 3. _____ 4. _____	

~~Suggested meeting dates are below; Principals may edit as needed.~~

November Review and Consolidation Date:
January Review and Consolidation Date:
April Review and Consolidation Date:
June Review and Consolidation Date:

Code for Initiating the BMS Team

P.A. Announcement Statement	"Mr. Calm, please proceed immediately to room #/school area. Mr. Calm to room #/school area."
------------------------------------	--

~~This form needs to be submitted annually by September 30th to the appropriate Superintendent of Education.~~



BMS Team Review and Consolidation Meeting Minutes

School: _____ **Date:** _____

Present

1.

2.

3.

4.

Absent

1.

2.

~~Please provide an overview of material covered. Use Board Resource Manual as a guide for reviewing appropriate skills.~~

**Cc: Superintendent with Special Education portfolio
Superintendent of Education**

APPENDIX C



APPLICATION FOR ADMISSION

To: _____

Registration Forms Completed? ☐ Yes ☐ No

STUDENT NAME: _____	START DATE: _____
DATE OF BIRTH: _____	GENDER: _____ GRADE: _____

GENERAL INFORMATION

Strengths	_____
Special Interest	_____

SPECIAL EDUCATION

Has Your Child Received Special Education Services:	☐ Yes	☐ No
Is Your Child Identified with an Exceptionality:	☐ Yes	☐ No
Exceptionality:	☐ Behaviour ☐ Communication ☐ Physical ☐ Blind/Deaf ☐ Intellectual ☐ Gifted	
Subject Areas:	_____	
Non-Identified Individual Education Plan:	☐ Yes	☐ No

BEHAVIOURAL CONCERNS

Should we be aware of any behavioural problems:	☐ Yes	☐ No
Details:	_____	
Targets of behaviour:	☐ Self ☐ Peers ☐ Staff ☐ Property ☐ Bus ☐ Bus Stop ☐ Authority Please specify: _____	
Suspensions:	☐ Never ☐ Rarely ☐ Occasionally ☐ Often	
Nature of suspensions:	_____	
Can you identify behavioural triggers:	☐ Yes	☐ No
If Yes, please state:	_____	

COMMUNITY AGENCIES

Any community agency involvement (Ex: Speech, Physio, CAS, etc.)	☐ Yes	☐ No
If Yes, please state:	_____	

Parent/Guardian Name_____
Parent/Guardian Signature_____
Date



District School Board Ontario North East

Consent to Disclosure or Transmittal of Information

I, _____
(Full Legal Name of Requestor)

of _____
(Address)

hereby consent to the disclosure or transmittal of information by

(Name of Holder of Information)

of the record compiled in _____
(Agency / School Name)

in respect of

(Name of Person whose information is being requested, and Date of Birth where available)

Specifics of Information being requested:

Requestor Signature

Name and relationship to Person
(If other than the Person in respect of)

Witness Signature

Witness Name

Date

(Day, Month, Year)



SCHOOL ENTRY PLAN

Student Name: _____	Grade: _____
Date of Birth: _____	

Student Strengths & Interest

Purpose: To provide a list of skills and interventions that the student has that can be used to reinforce pro-social behaviour.

•

Area(s) of Concern

Purpose: To list program/behaviour concerns that require addressing for the student to make a successful transition to their new school.

•

Strategies to Address Area(s) of Concern

A description of strategies that will be used at home, school and with community agencies (if involved) to address the area(s) of concern.

•

Key People Involved with Behaviour Plan

A list of people who need to be aware and informed of this plan.

•

Review

Identify a date to re-evaluate the plan and who should be present.

Date:

Attendees:

•

Signatures

To be signed and dated by the principal and the parent/guardian of the student and/or the student if it is appropriate.

All other parties who have a role in this plan need to be aware and they are to initial and date this document to indicate their awareness of plan.

Principal

Parent and/or Student

Date

Initials and Dates of Other Parties:



WEEKLY BEHAVIOUR LOG

Student
Name: _____

Parent Signature: _____

Summary From: _____

To: _____

Tally Chart

A. Assignments not completed, or very poor effort	G. Assignments completed and good effort made
B. Talkativeness, disruptiveness, distracting others from work	H. Appropriate conversations and participation during class
C. Disrespect, lack of courtesy, inappropriate dialogue with peers and/or staff	I. Respectful towards peers and/or staff
D. Inappropriate strategies to deal with conflict or frustration (i.e. hands on)	J. Appropriate strategies to deal with conflict or frustration used
E. Conflict, lack of co-operation with classmates and staff	K. Co-operative with classmates and staff, good problem solving skills
F. Irresponsible behaviour / horseplay	L. Responsible behaviour

Date/Time	Chart (A-L)	Brief Description	Initials



TIME BLOCKED BEHAVIOUR LOG

Student Name: _____ Date: _____

Tally Chart

A. Assignments not completed, or very poor effort	G. Assignments completed and good effort made
B. Talkativeness, disruptiveness, distracting others from work	H. Appropriate conversations and participation during class
C. Disrespect, lack of courtesy, inappropriate dialogue with peers and/or staff	I. Respectful towards peers and/or staff
D. Inappropriate strategies to deal with conflict or frustration (i.e. hands on)	J. Appropriate strategies to deal with conflict or frustration used
E. Conflict, lack of co-operation with classmates and staff	K. Co-operative with classmates and staff, good problem solving skills
F. Irresponsible behaviour / horseplay	L. Responsible behaviour

8:30 to 9:00	9:00 to 9:40	9:40 to 10:20	Break	10:40 to 11:20	11:20 to 12:00	12:00 to 12:30	12:30 to 1:00	1:00 to 1:40	1:40 to 2:20	Break	2:35 to 3:25

Teacher Comments

Parent Comments

Parent Signature _____



DAILY BEHAVIOUR LOG

APPENDIX H

Student Name _____ School _____ School Year _____
 IPRC Identification ☐ YES ☐ NO D.O.B. _____ Gender _____ Grade _____

Behaviours

H Hitting	B Bullying	NR Non-Responsive	G Grabbing
K Kicking	SW Swearing	L Leaves Class or School without permission	ST Stealing
S Spitting	SI Self-Injurious Behaviour	F Fighting	TH Threatening Others
BI Biting	NC Non-Compliant/Defiant	V Verballing/Challenging Authority	H Hair-Pulling
P Pinching	BL Inappropriate Gestures	DL Disrupting Learning of Others and/or Self	C Out of Control
O Other (specify) _____			

Incident			Location of Incident and Description of Behaviour (use codes: e.x. F = fighting)							Injury S=student A=adult		Follow-Up Strategies (listed in progressive sequence)							Parents/ Guardians Notified			Recorder Initials
Date	Time	Description/ Antecedent/ Trigger(s)	Classroom	School Yard	Hallway	Cafeteria	Washroom	Gymnasium	Other (specify)	Yes	No	Classroom Management Strategies	Time Out/ Study Hall	Teacher/ Student	Detention	Loss of Privileges (describe)	E.A./C.Y.W. Involvement	Administration	Yes	No	Attempted	



BEHAVIOUR MANAGEMENT PLAN

(copy to be filed in OSR)

Student Name: _____ **Grade:** _____

Date of Birth: _____

Goal

Purpose: To develop a consisted and cooperative approach to reducing and managing physically/verbally aggressive and/or violent behaviour at school

-

Health/Diagnostic Information

A description of any relevant health issues or diagnosis.

-

Student Strengths & Interest

Purpose: To provide a list of skills and interventions that the student has that can be used to reinforce pro-social behaviour.

-

Description of Observable Behaviour Concern

Purpose: To alert staff to the types of behaviours that have been observed in a crisis.

-

Antecedents (Optional if known)

A description of behaviours or incidents that precede a crisis.

-

Prevention

Include strategies that promote pro-social behaviour or reduce situations that escalate behaviour.

- 1.

Consequences

- 1.

Key People Involved with Behaviour Plan

A list of people who need to be aware and informed of this plan.

-

Review

Identify a date to re-evaluate the plan and who should be present.

Date: _____

Attendees:**Signatures**

To be signed and dated by the principal and the parent/guardian of the student and/or the student if it is appropriate.

All other parties who have a role in this plan need to be aware and they are to initial and date this document to indicate their awareness of the plan.

_____	_____	_____
Principal	Parent/Guardian and/or Student	Date

Initials and Dates of Other Parties:

_____	Date: _____
_____	Date: _____
_____	Date: _____
_____	Date: _____

**RECORD OF POLICE INVESTIGATION****To be completed in any investigation conducted at school by Local Police Service****CONFIDENTIAL****Not to be copied or shared. To be kept in a secure location within the office area.****INVESTIGATION DATE:** _____**INVESTIGATING OFFICER****NAME:** _____**BADGE #:** _____**INCIDENT #:** _____**Student was approached requesting their presence at the office by:**☐ **Student was apprised of their right to have a parent/guardian present during the investigation****STUDENT DATA**☐ **Requested by Police Officer**☐ **Given****NAME:** _____**ADDRESS:** _____**HOME PHONE:** _____**PARENT DAY PHONE:** _____**Identify any limitations this student has that were shared with police as factors in their ability to understand matters pertaining to this investigation:****RECORD OF PARENTAL CONTACT:**☐ **Police specifically directed school administration not to contact parents****Reason (if given):**

Name of person making the call	Name of the Parent/Guardian Called	Phone Number Called	Time Call was Made	Outcome/Decision (e.g. parents informed school that they were on route)

INVESTIGATION REPORT WHERE PARENT NOT PRESENT:☐ **Present during the investigation:**☐ **The offer for a school administrator to sit in was made but was refused by the student**☐ **Based on the student's refusal, the police officer was asked to conduct the investigation off of school property**☐ **The interview was conducted off of school property**☐ **The investigation proceeded on school property****INVESTIGATION NOTES:**

Question	Response

OUTCOME OF INVESTIGATION**COMPLETED BY:** _____

Name

Signature

Cc: Superintendent of Education



FEES FOR LEARNING MATERIALS AND ACTIVITIES

1.0 Rationale

Every student has the right to attend a school, where he or she is a qualified resident pupil, without payment of a fee. In general, there should be no fees charged for day school programs. However, some activities or events may require some recovery of the cost for participation. When schools or school boards choose, with the support of the school community, to offer enhanced or optional programming, parents/guardians may be asked to contribute resources in the way of time, money or materials to support these programs or activities.

2.0 Definitions

Student Activity Fees: Student activity fees are voluntary amounts that are used to supplement a student's school experience through materials and activities such as student agendas, student recognition programs, yearbooks, extracurricular activities, school dances, or theme days.

Enhanced Programming and Materials: Enhanced Programming and materials are voluntary enrichments or upgrades to the curriculum or co-curricular activities beyond what is necessary to meet the learning expectations for a particular grade or course. For example, in some performance and production courses (for example, music, woodworking), students may wish to use a superior product or consumable than that provided by the school, in which case they may be asked to pay the additional cost of the upgrade.

Where students choose not to access these enhanced programs or materials, alternatives must be available as essential course materials required to meet the learning expectations of the course or grade and are to be provided at no cost.

Optional Programming: Optional Programming refers to voluntary courses or activities that students normally choose to attend through an application process, with the knowledge that these programs are beyond the core curriculum. An example may include Hockey Canada Skills Academy.

3.0 Policy

It is the policy of District School Board Ontario North East not to charge student fees for the costs of materials and activities for elementary and secondary education. When appropriate, and with the support of the school community, schools may wish to offer programming and materials beyond what is necessary to meet the learning expectations of a particular grade or course. In those situations, for which charging student fees may be appropriate, no student should be excluded from participating in any school activity or event, of a reasonable nature, based on the ability to pay. Procedures for the charging and collecting of student fees should, at all times, demonstrate the mission and values of the Board.



District School Board Ontario North East

Procedure No. 2.1.33

Section: 2.1 School Related Operations

Related References:

Appendices:

Approved: September 6, 2011

Revised: May 7, 2019

Review Date:

TITLE: FEES FOR LEARNING MATERIALS AND ACTIVITIES

PROCEDURES:

1. Guidelines

- 1.1 The purposes for which the funds are collected are consistent with the Board's mission and values.
- 1.2 Fees charged for school purposes are to complement, and not replace, public funding for education.
- 1.3 Students must be able to participate in school activities and access resources regardless of personal financial barriers.
- 1.4 No student will be refused participation in any school activity or event, of a reasonable nature, due to the economic circumstances of that student or ~~his/her~~ **their** family.
- 1.5 All reasonable expectations for privacy of students and parents/**guardians** will be respected during the student fee collection process, and those who may be experiencing financial difficulty will be managed in a discrete manner.
- 1.6 Financial reports will be maintained and made available to the school community.
- 1.7 Successful completion of a required grade or course leading to graduation cannot be dependent on the payment of any course fee.
- 1.8 Fee amounts should reflect the actual cost of the service or materials provided to the student, and in all possible cases, should be modest and within certain limits.
- 1.9 Members of the school community should be consulted in the development of a school's fee schedule and made aware of the use of student fees.

2. Key Principles:

- ~~2.1 The fees referred to herein are fees other than tuition fees for visa students, international students, First Nations, Metis, Inuit students attending pursuant to an tuition education agreement, and adult or continuing education students. Nor do they include fees for early learning programs offered outside the regular school day or other before or after school programs.~~

- 2.2 For the purposes of this document, ~~co~~-curricular activities or materials are defined as related to the regular day school program. Extra-curricular activities are defined as outside the regular day school program.

~~2.3 Activities for which funds are collected shall help to ensure the success of every student and demonstrate and help to foster integrity, acceptance, empathy, respect and responsibility.~~

3. Fee Charges:

- 3.1 When determining whether fee charges may be appropriate, the following criteria may be considered. A fee charge shall be permissible for an activity, material, course or program if it is:

- Not required as part of the regular day school program;
- Voluntary and alternatives are offered;
- Non-essential or extracurricular in nature and is not required for graduation by an individual student; or
- A voluntary upgrade or substitute of a more costly material to the material provided for course purposes.

- 3.2 The following list provides examples of activities, programs or materials that may be considered for fee charges:

- Optional programming such as Hockey Canada Skills Academy program;
- Extracurricular trips, events or activities that are extensions to the curriculum and not required for graduation (e.g. dances, school clubs, theme days, athletics, ~~band~~, drama, student council activities);
- Extended student trips or excursions that are not necessary to meet the learning expectations of a particular grade or course (~~e.g. trips abroad~~);
- Optional art or music supplies or higher quality woodworking, design or technology materials that students choose to use for course completion, as long as the required materials are available at no cost;
- Student activity fees;
- ~~Gym uniforms;~~
- Parent and/or guardians may be asked to provide clothing, footwear and supplies not curricular in nature such as pencil cases, pencils, pens, paper, rulers or binders. If a student does not have the necessary supplies, schools should ensure that each student has what he or she needs to complete the activity or assignment;

- **Co-curricular activities**, Special events, program enhancements or field trips (e.g. for costs of participation, rental of equipment or travel), if alternative programming and assignments are offered to students who choose not to participate; or
- Student agendas and/or yearbooks.

3.3 The following list provides examples of activities, programs or materials that are **ineligible** for fee charges:

- A registration or administration fee for students enrolled in any regular day school program;
- A textbook fee or deposit;
- Learning materials that are required for completion of the curriculum such as workbooks, cahiers, musical instruments, science supplies, lab material kits and safety goggles;
- Fees charged for the creation of discretionary accounts by teachers or departments;
- Mandatory flat fees for any course leading to graduation other than optional programming;
- A fee for a guest speaker, visiting teacher, or in-class field trip or presentation where the material being presented is a mandatory element of the subject or course;

3.4 Schools may recover the costs for the replacement or repair of lost, damaged, **or** broken **equipment or** materials such as textbooks, library books, music, or science supplies or any loaned materials. These charges should not exceed the replacement or repair cost.

4. Practices:

- 4.1 All fees for student activities should be of a modest amount and be consistent with the Board's mission and values.
- 4.2 Families with three or more children in the Board will be charged a maximum of 75% of the total student activity fee amount.
- 4.3 Schools will have a central fund from which to create a subsidy program to support the full participation of students regardless of economic circumstances.
- 4.4 Fee amounts should reflect the actual cost of the service or materials provided to the student. If there are residual amounts at the end of the school year in an ongoing category (for example: student fees), the funds should be rolled forward to the next year and to help reduce these fees in future years.
- 4.5 Wherever possible, schools will minimize the costs related to enhanced programming and materials that are optional to a course.

4.6 ~~Alternative assignments should be provided for students to meet the expectations of a course in those situations in which a student chooses not to participate in an activity for which a fee is charged.~~

4.7 If an event for which fees were collected is cancelled, fees should be refunded to students.

5. Accountability:

5.1 Fees should reflect the actual cost of the services or materials being provided to the student. A transparent accounting of the amounts collected and expenditures allocated must be made available to the school community.

5.2 Fee schedules each year should be made widely available to members of the school community in student handbooks, fall school newsletters, **social media** and/or on the school website.

5.3 The following information about the process to confidentially address financial hardship should be included in the fee schedules:

5.3.1 The parent/guardian, student (living on their own or of legal age) or staff should inform the school Principal of the need for assistance. The Principal will ensure that when fees are collected for those activities, the staff member collecting those fees will be informed that payment was received for that student(s) at the office.

District School Board Ontario North East

Administrative Procedure:

Section:

Administrative Procedure No.

Page 5

Chair's Report



June 10, 2025

Culture

Training and Development/Meetings and Events

- May 7th - SEAC meeting (Audit)
- May 8-17th- Out of the country- was not part of agenda setting on April 13th
- May 20th - Second session of Essential Good Governance with interested Trustees- great discussion from those who attended, Meeting of the Board inclusive of Human Resources. Trustee Chats.
- May 23 and May 27th - Mentor meeting
- May 28th Agenda Setting. Good Governance online session- Financial Management and Governance and DSB1 Retirement Dinner
- May 29th- Good Governance online session – Director of Education Performance Appraisal
- June 4 – SAL and SEAC (audit only) Committee Meetings
- June 9- Conversation with MPP Bourguin – Certified Teacher shortage- Kapuskasing Conversation with MPP Vanthof- Certified Teacher shortage – Kirkland Lake and Student Trustee Orientation- online
- June 10th- Meeting of the Board, Director's Performance Appraisal committee meeting

Equity

Graduates

On behalf of the Board of Trustees, we extend our heartfelt congratulations to all the DSB1 Class of 2025 graduates. We wish you the very best as you embark on the next exciting chapter of your life. Your hard work and dedication have made us incredibly proud. Congratulations to each and every one of you — the Classes of 2025!

Innovation

Congratulations

Congratulations to Iurii Koralev and Liam McBean and to their teacher Dan Kurtz on their impressive gold medal win in the Robotics category at the Skills Canada National Competition in Regina, Saskatchewan. DSB1 could not be more proud of this outstanding achievement.

New Strategic Plan 2025-2029- Monitoring

Thank you to the Trustees who completed the survey and provided valuable feedback on monitoring the new strategic plan. Senior team is currently developing the process, which will be shared with the Trustees on June 24. This is an important opportunity for the Board of Trustees to set policy and budget priorities based on the new strategic actions, ensuring we have the necessary information to effectively monitor progress.

Chair's Report



152 of 180
District School Board
Ontario North East

Essential Governance Training

Most Trustees have completed the mandatory modules. Both live online and asynchronous sessions for part 2 of the training are ongoing. I have cancelled the Trustee sessions to complete the modules for June 10th and 24th from 3-4 pm as most Trustees have completed the online modules portion, having said that if any Trustee requires any technical assistance to complete the modules, please reach out to me at cindy.reasbeck@dsb1.ca or to the Director.

Trustee Professional Development Opportunities

The OPSBA Annual Meeting will take place June 12 -14th at Queen's Landing Hotel in Niagara-on-the-Lake. The following Trustees attending: *Archibald, Draves, Hewey, Peever, Pochopsky, Pye- Reasbeck and Wichar*. Travel Safe!

Thank you all for the work that you do. We at DSB1 are fortunate to have a Board that is totally committed to students, staff and fiscal Public Education.

Director's Report



153 of 180
District School Board
Ontario North East

June 10, 2025

Innovation

We are so proud of Iurii Kovalev and Liam McBean, two Kirland Lake District Composite School students, who won gold at the recent Skills Canada Competition in the Robotics division. The students demonstrated exceptional technical skill, innovation, and teamwork to take top honours among competitors from across the country.

Timmins High & Vocational School recently hosted a SHSM Expo. Students from both Timmins High and Ross Beattie Public School had the chance to explore the different programs, speak directly with teacher leads and current SHSM students, and learn how to integrate these valuable experiences into their high school journey.

Culture

We are proud to have engaged all DSB1 staff and Trustees in helping us select the cover of the upcoming 2025-2029 Strategic Plan. We look forward to sharing the final booklet in August.

I would like to thank our schools for their commitment to planning and hosting meaningful graduations and celebrations that honour all students, their hard work and accomplishments.

Equity

The month of June is incredibly important for many students and families across our district. We are proud to honor both National Indigenous History Month and Pride Month, fostering inclusive and welcoming learning and working environments for all.

I had the pleasure of attending two Powwows hosted by our schools. The organizing committees at Ecole Secondaire Cochrane High School and Timiskaming District Secondary School worked really hard to organize these meaningful events.



Supporting Student Achievement

Superintendent Mowbray, Leads Elvestad, Plaunt, & Pecore
June 10, 2025

Vision

We empower all learners to achieve personal excellence.

Mission

Together, we inspire innovation and a passion for learning.



Our Three Priorities

Culture

Equity

Innovation



Questions to Consider

- Are we making progress?
- What are the challenges that students face in earning an OSSD?
- What strategies do we have in place to assist more students in earning their OSSD?



Overview

- Year 5 graduation rate is for students in the 2019-2020 cohort.
- Students in the 'cohort' are students who were registered in one of DSB1's secondary schools in grade 9 during the fall of 2019.
- Year 4 graduation rates for students in the 2020-2021 cohort
- These students remain part of DSB1's cohort even though they may have transferred to another school board.
- Students in the Year 4 data graduated in 4 years, and students in the Year 5 data graduated in 5 years.



Ontario Graduation Criteria

Ontario Secondary School Diploma (OSSD)

- Minimum 30 credits, including 18 compulsory
- Ontario Secondary School Literacy Requirement
- 40 hours of Community Service

Ontario Secondary School Certificate (OSSC)

- Minimum age of 18 years old
- Minimum of 14 credits, including 7 compulsory credits
- Ontario Secondary School Literacy Requirement is not required
- 40 hours of Community Service is not required

Certificate of Accomplishment (CA)

- Minimum age of 18 years old
- Less than 14 credit and non- credit courses
- Recognizes achievement for students planning on specific training or entering the world of work



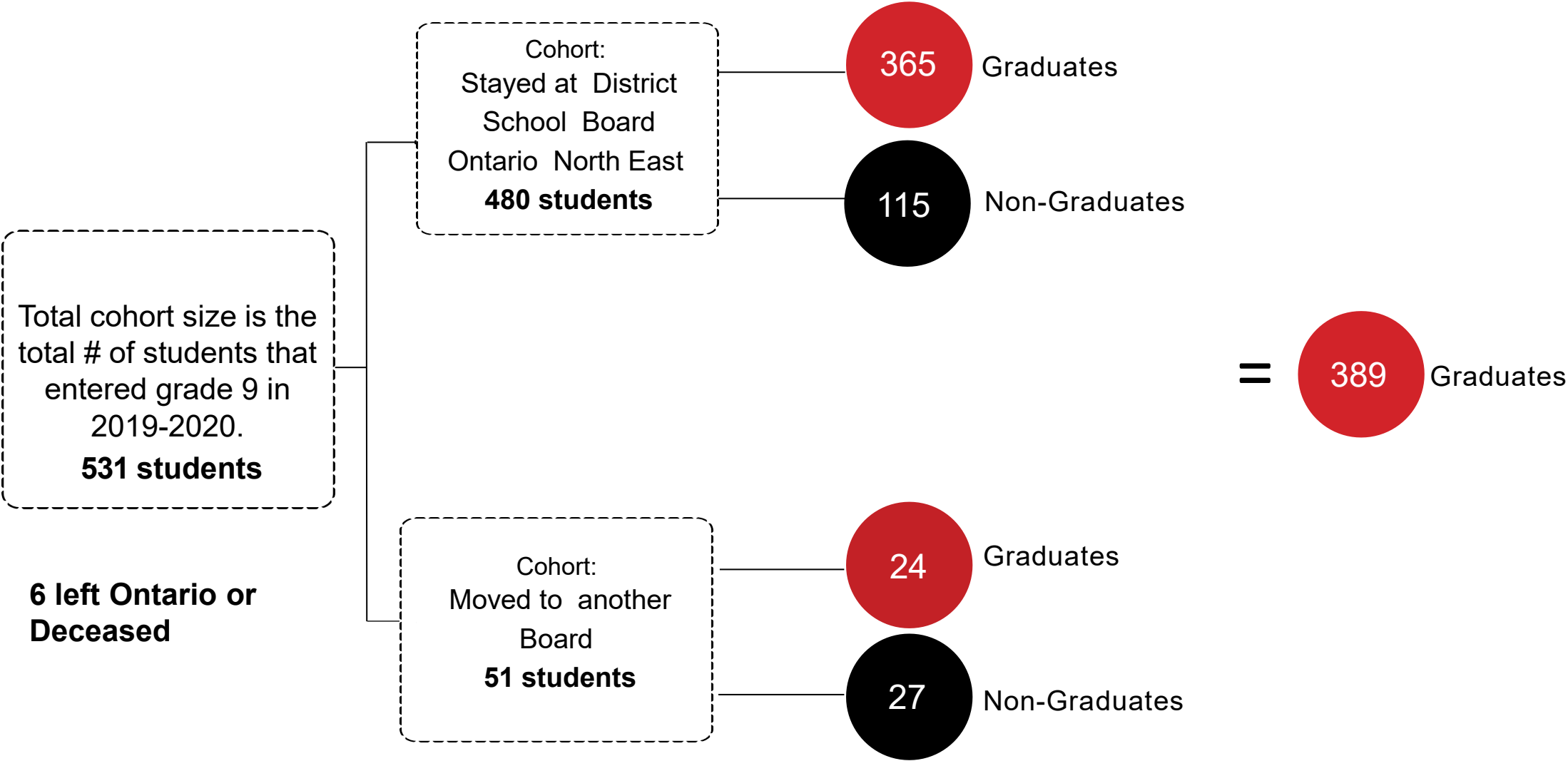
5 Year Graduation Rate (2019-2020 Cohort)

160 of 180



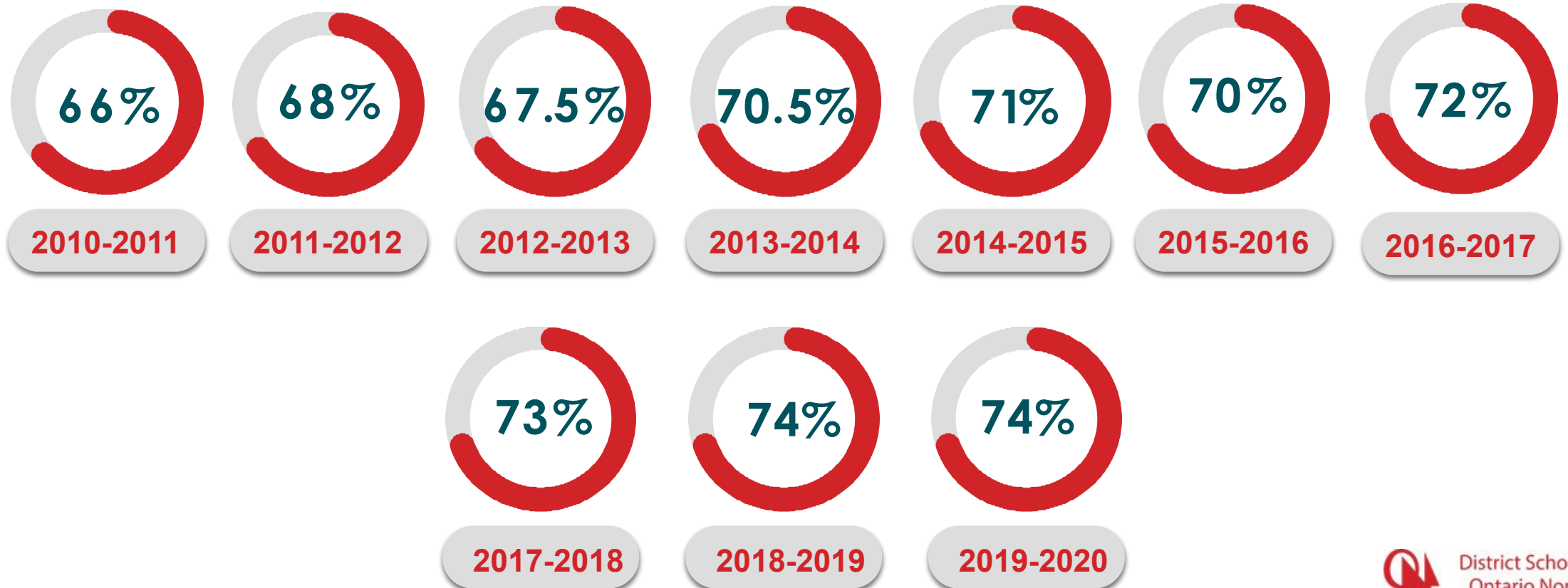
Note: 76% is the 5 Year Graduation Rate if we excluded the students who earned an OSSC, a CA or were not working towards a pathway.

5 Year Graduation Rate (2019-2020 Cohort)

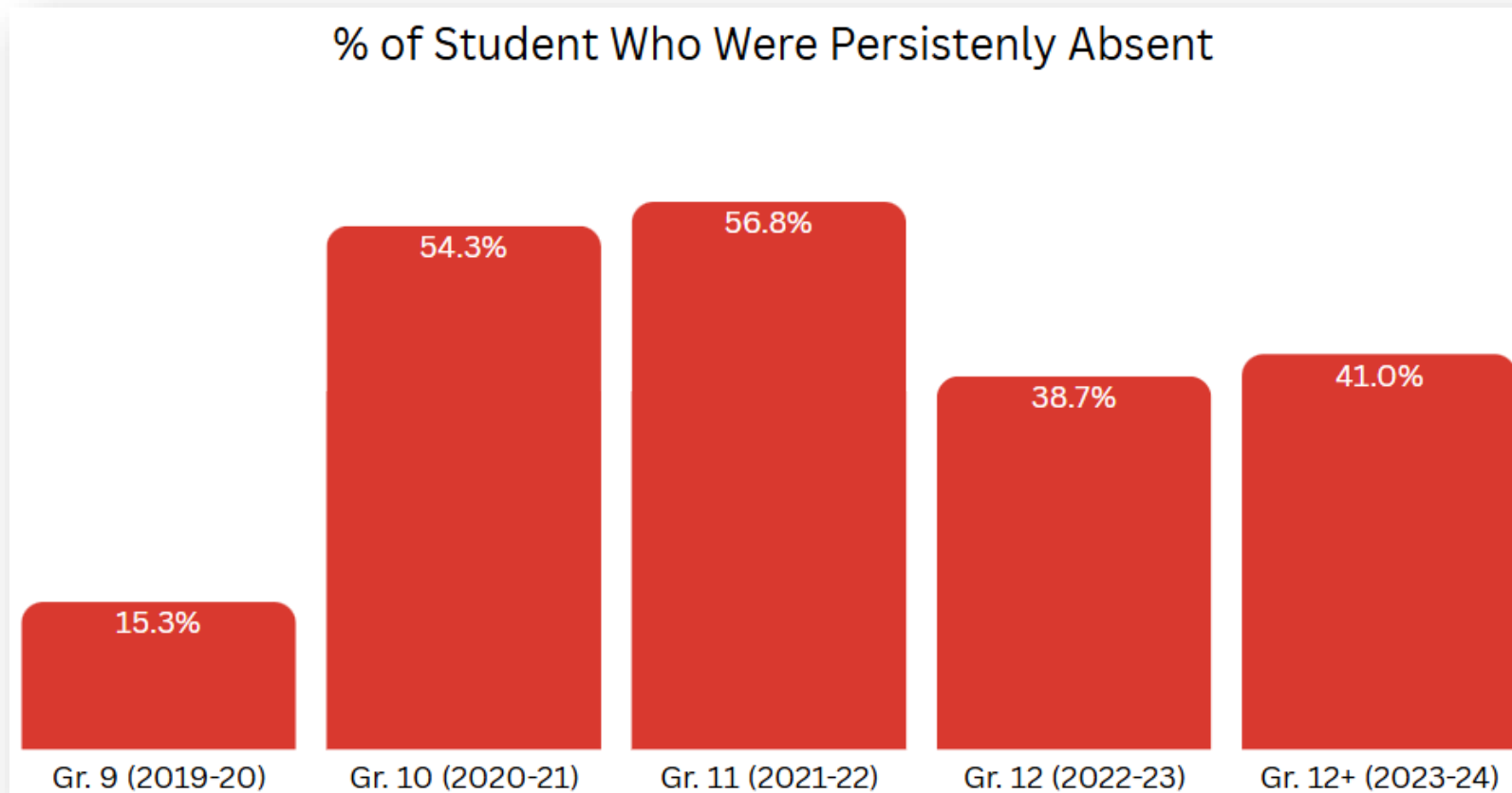


5 Year Graduation Rates

Cohort data from 2010-2011 to 2019- 2020



What role might attendance play for this cohort of students?



Persistently absent rate of the 2019/20 cohort for each year of secondary school.

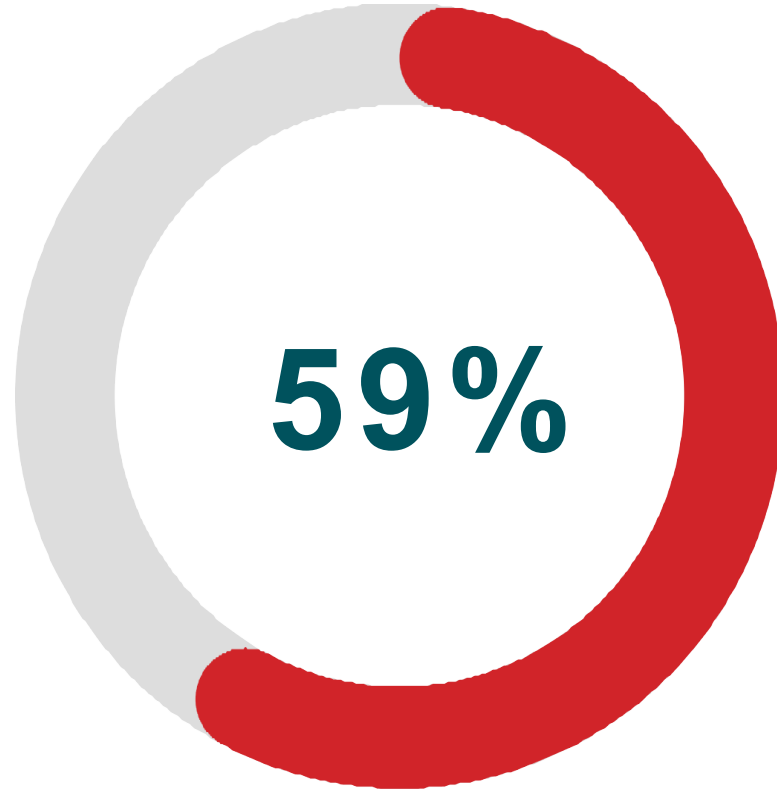
Persistently Absent = missing 10% or more of instructional days, which is 1 month or more of school.



District School Board
Ontario North East

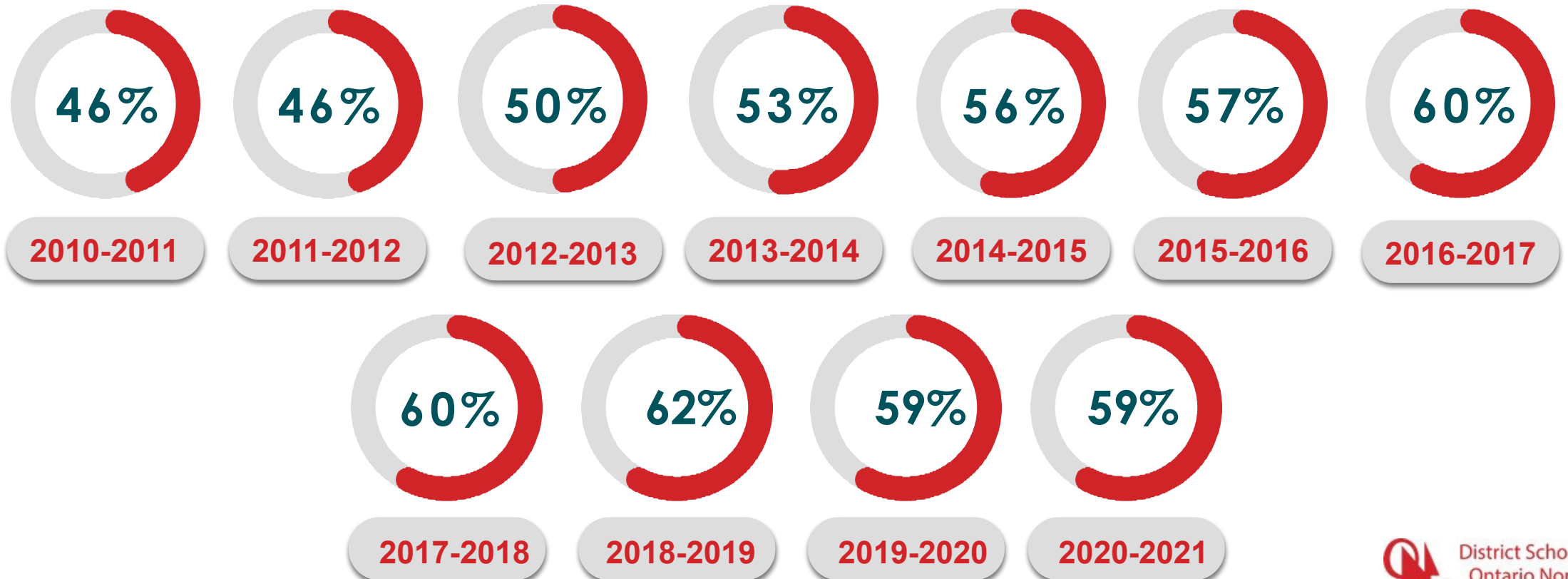
Graduation Rate (2020-2021 Cohort) 4 Year Graduation Rate

=

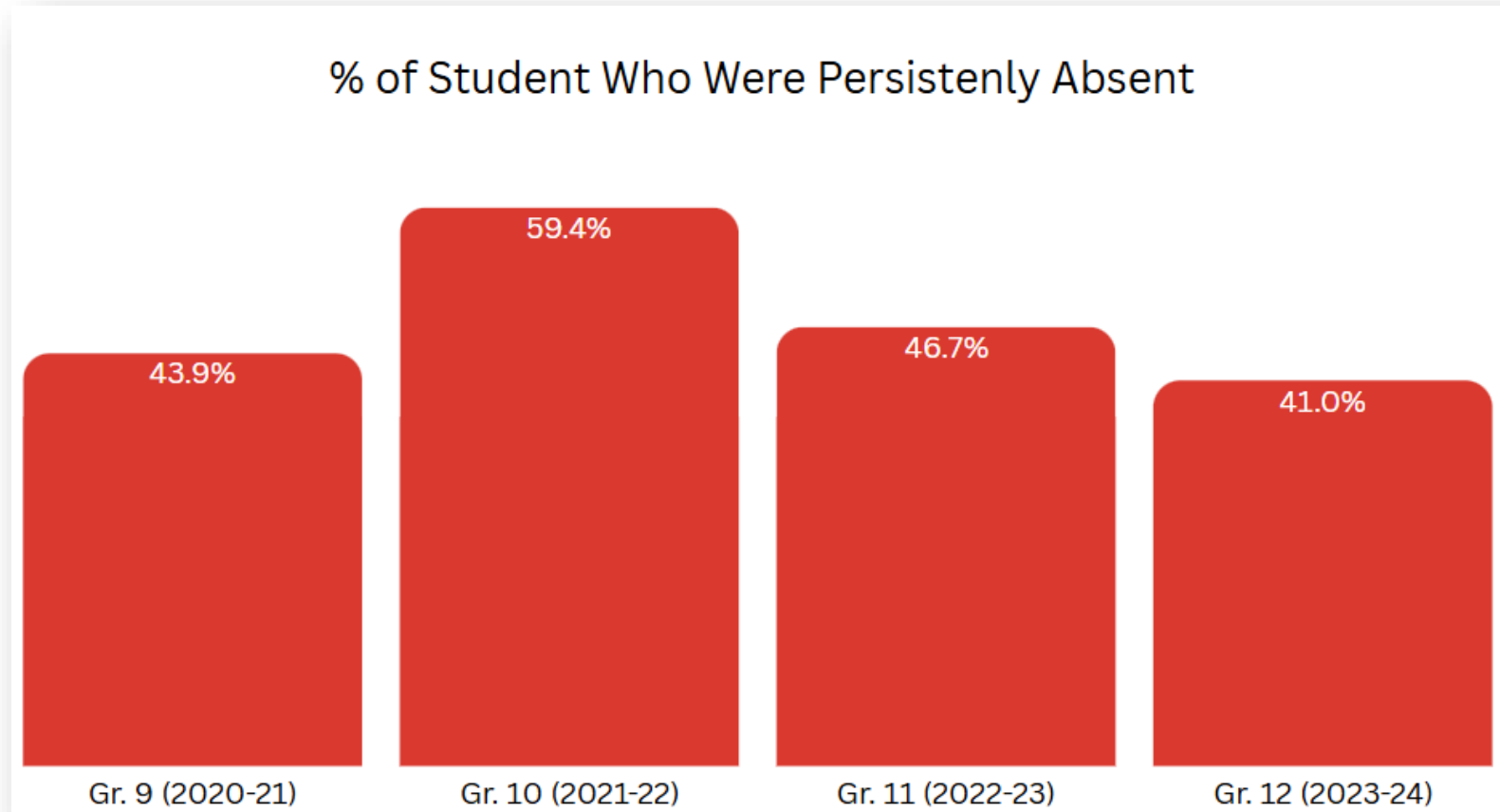


4 Year Graduation Rate (2020-2021 Cohort)

Cohort data from 2010/11 to 2020/21



What role might attendance play for this cohort of students?



Persistently absent rate of the 2020/21 cohort for each year of secondary school.

Persistently Absent = missing 10% or more of instructional days, which is 1 month or more of school.



District School Board
Ontario North East

Supports Graduation Rates: Credit Recovery

I've struggled with math my whole life and failed grade 11 math twice. This put me behind in my credits and at risk of not graduating. I was given the opportunity to take a recovery course. During this I was able to get more 1 on 1 help which ensured I understood the material. It was a good experience overall and I was able to get my credits to graduate. I would definitely recommend this to people in similar situations.



Supports Graduation Rates: PLAR

“This saved me. I have had so many things happen to me in my life and it feels good to be back and finally have a goal to achieve. I feel like now I am on my way to make it happen.”

PACE student

“I can get a credit for being a hard-working mom. I never thought my life outside of school counted for anything.”

PACE student

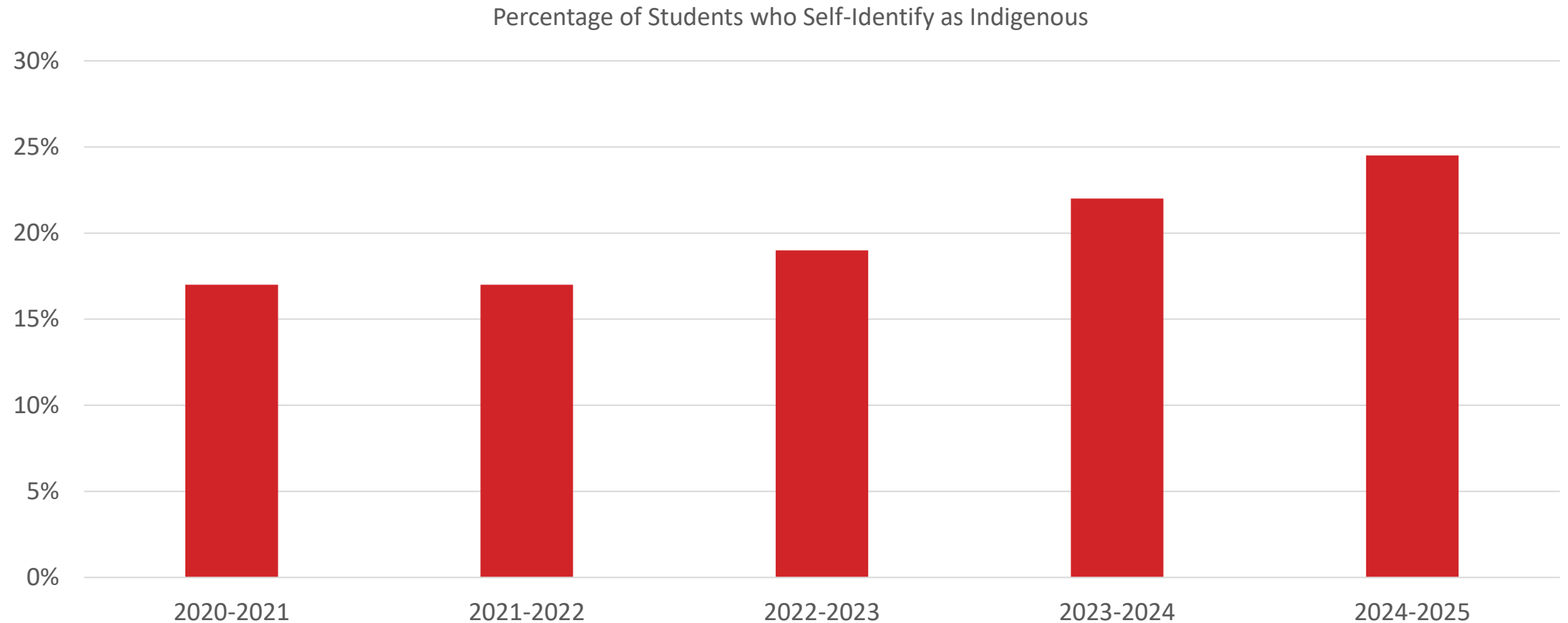


Student Success Supports

- Prior Learning Assessment and Recognition
- Early Interventions
- Night School Cooperative Education
- Credit Recovery
- Dual Credits
- Requirement tracking and coaching



Percentage of Students Who Self-Identify as Indigenous



Graduation Rate (2019-2020 Cohort 5 Year)

171 of 180

**Indigenous
(Self-
Identified)**

Graduated

57% (from 42%)

15%
increase
over last
year

Self-Identified as Indigenous

110 / 531 students
21%

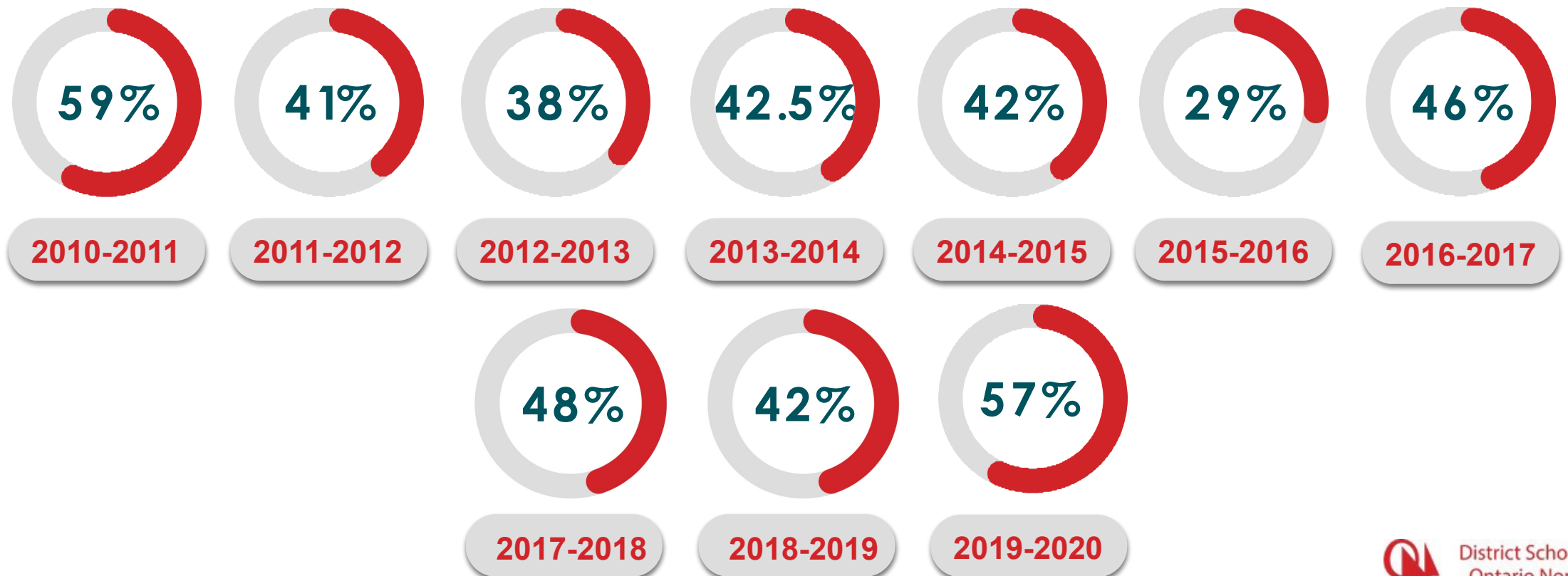
**Self-Identified as
Indigenous Graduates**

63 / 110
students

Graduation Rate (2019-2020 Cohort)

Self-Identified Indigenous Students

Cohort data from 2010-2011 to 2019-2020



How are we supporting students who identify as Indigenous?

- Indigenous Student Advisors
 - All Secondary Schools
 - 3 Regional
- Indigenous language courses
 - 3 Secondary Schools (Cochrane HS, Kapuskasing DSS, Timiskaming District SS)
 - 4 Elementary Schools (Cochrane PS, Diamond Jubilee PS, Ross Beattie SPS, Schumacher PS)



How are we supporting students who identify as Indigenous?

- Cultural spaces and learning opportunities
- Food security
- Professional learning
 - Novel Studies
 - Wayi Wah Instructional Leadership Book Study
 - Cadmus Delorme
 - Situating Ourselves Professional Learning



Graduation Rate (2019-2020 Cohort)

Special Education
(Identified and Non-Identified)

Graduated

64%

**Students with Special
Education Needs**

125 / 531 students

24%

**Students with Special
Education Needs Graduates**

**80 / 125
students**

Graduation Rate (2019-2020 Cohort)

Special Education

Students working toward OSSD
Graduates

72%

Ontario Secondary School
Certificate or Certificate of
Accomplishment

2 / 125
students

Fully Self-Contained
Programming

7 / 125
students

How are we supporting students identified with special needs?

- Individual Education Plans (IEPs)
- Transition Planning
- Resource Support and Learning Strategies Courses
- Opportunities for integration
- Assistive Technology
- Cooperative Education Supports for Students with Disabilities
- Psychoeducational assessments
- Alternative Programming
- Collaboration with Families and Agencies



Challenges

- Attendance
 - Anxiety and/or Mental Health
 - Engagement in School
- Resilience
- Expectation of an OSSD
- Value of an OSSD



Next Steps

Continue:

- Improving attendance
- Grade 9 & 10 Career Coaching
- Leveraging student success teams
- Expanding credit recovery
- Expanding PLAR (Prior Learning Assessment & Recognition)
- Increasing the number of students participating in job programs like OYAP, SHSM, Dual Credits and Cooperative Education, Night School Cooperative Education



Meegwetch

Merci

Thank you

