



NOTICE OF MEETING PARENT INVOLVEMENT COMMITTEE

Wednesday, 17 April 2019

6:00 p.m.

Trustees' Committee Room, 133 Greenbank Road

PARENT MEMBERS:

Mostafizur Khan
Diana Mills
Gita Nurlaila

Graciela Jasa Silveira
Susan Fullerton
Carm Janneteau

John Marshall
Geneviève Harte

OCASC MEMBERS:

Malaka Hendela

Martyn Reid

Amber Labelle (Alternate)

COMMUNITY REPRESENTATIVES:

Susan Ingram

NON-VOTING MEMBERS:

Wendy Hough
Trustee, Zone 4

Brett Reynolds
Associate Director

Shannon Smith
Principal

STAFF

Michèle Giroux, Executive Officer, Corporate Services
Engy Abdel Masieh, Policy Analyst

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OCASC
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If you would like further information on this agenda please contact: Nicole Guthrie,
Board/Committee Coordinator at 613-596-8211, extension 8643 or
nicole.guthrie@ocdsb.ca

For Trustee contact information please see www.ocdsb.ca

Educating for Success - Inspiring learning and building citizenship



PARENT INVOLVEMENT COMMITTEE

Wednesday, April 17, 2019, 6:00 pm

Trustees' Committee Room

133 Greenbank Road

Ottawa, Ontario

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|-----|--|---------|-------|
| 1. | Call to Order | | |
| 2. | Approval of Agenda | | |
| 3. | Review of PIC 20 February 2019 Report | | 1 |
| 4. | Chair's Report | 5 mins | |
| 5. | Director's Report | 30 mins | 11 |
| | <ul style="list-style-type: none"> OCDSB Field Trip Policies and Procedures Autism Awareness Month OCDSB Budget and Staffing Update 2019-2023 Strategic Plan Update Identity Based Data Collection Update | | |
| 6. | Action Items | 10 mins | |
| 6.1 | Report 19-043, Confirmation of Community Representatives to the Parent Involvement Committee (PIC) | | 15 |
| 7. | Presentation and Discussion | 60 mins | |
| 7.1 | Report 19-048, Parent Survey for District Communication Tools | | 19 |
| 7.2 | Ministry Consultation (Class Sizes and Hiring Practices) | | 25 |
| 7.3 | Rowan's Law (Concussion Safety), 2018 Regulatory Registry Consultation | | 37 |
| 8. | Member Information | 20 mins | |
| 8.1 | OCASC Report | | |

9. New Business
10. Adjournment



PARENT INVOLVEMENT COMMITTEE

Wednesday, February 20, 2019

6:00 pm

Trustees' Committee Room

133 Greenbank Road

Ottawa, Ontario

Members: Mostafizur Khan, John Marshall, Gita Nurlaila, Diana Mills, Susan Ingram (Community Representative), Susan Fullerton, Martyn Reid (OCASC Member), Amber Labelle (OCASC, Alternate)

Non-Voting Members: Brett Reynolds (Associate Director), Shannon Smith (Principal), Wendy Hough (Trustee)

Staff and Guests: Donna Blackburn (Trustee), Erica Braunovan (Trustee), Michele Giroux (Executive Officer), Sandy Owens (Interim Manager, Business and Learning Technologies), Rosemary Kitts (Project Manager, eSystems), Engy Abdel Masieh (Policy Analyst), Nicole Guthrie (Board/Committee Coordinator)

1. Call to Order

Chair Khan called the meeting to order at 6:05 p.m.

2. Approval of Agenda

Moved by Martyn Reid,

THAT the agenda be approved.

Carried

3. Review of PIC Reports

3.a 21 November 2018 Report

Moved by Susan Fullerton,

THAT the report from the 21 November 2018 PIC meeting be received.

Chair Khan requested the following be added to the last paragraph on folio 6: "Chair Khan indicated that there was no intention to offend the speaker and his comments were offered respectfully."

Mr. Reid inquired whether Chair Khan's comments and apology occurred during or outside the meeting.

Ms. Fullerton and Ms. Mills recalled a broader discussion on the matter during the meeting and felt the proposed amendment would be an accurate reflection of the statements made.

Moved by Susan Fullerton

THAT the report from the 21 November 2018 PIC meeting be received, as amended.

Carried

3.b 9 January 2019 Report

Moved by Amber Labelle,

THAT the report from the 9 January 2019 PIC meeting be received.

Carried

4. Chair's Report

Chair Khan provided the committee with a brief overview of the PIC Bylaws.

Chair Khan noted that education is a partnership which involves students, parents, teachers, principals, trustees, administrative staff, the government, and its local communities. He thanked new Chair Lynn Scott, new Director Camille Williams-Taylor, new trustees and board staff as well as Mayor Jim Watson and City of Ottawa councillors for their role in public education.

Chair Khan noted the significant number of parent participants in the District's recent idea exchange and was encouraged by the attendance of fellow advisory committee members at the PIC focus group on 9 January 2019.

Chair Khan advised that he attended the farewell ceremony for former Director of Education, Jennifer Adams on 11 December 2018 and on behalf of PIC thanked her for her commitment to the Ottawa-Carleton District School Board.

5. Director's Report

Associate Director Reynolds noted that secondary report cards were sent home. He reminded parents that secondary students and those transitioning to grade nine will be completing course selections for the 2019-2020 school year. He added that the application deadline for cross-boundary transfers is 22 February 2019.

Associate Director Reynolds advised that all children attending school in Ontario between the ages of 4 and 17 are required to be vaccinated or have a valid exemption. Parents are required to report all immunizations to Ottawa Public Health (OPH), and OPH has the authority to suspend students from attending school if they do not have a record of immunization. Parents were notified of the requirement and suspensions have begun. The suspensions will run for 20 days

or until OPH provides notification to the school indicating the student can return. He added that questions can be directed to OPH and that they have offered support to families who require assistance with the process.

Associate Director Reynolds advised that the 2019-2023 Strategic Plan process is well underway and that trustees and staff are reviewing the data and refining the inputs. He noted that staff will continue to work on the draft plan in the coming months and the community will have an opportunity to review the draft plan in May 2019.

Associate Director Reynolds noted that Black History Month is being celebrated at schools across the District. This is the first celebration since the District adopted the motion endorsing the United Nations Declaration for the Decade for People of African Descent. Curriculum Services has provided schools with learning materials, posters, and guides. Many schools have undertaken their own initiatives and the events will continue until the end of the month.

Associate Director Reynolds reported that the Identity Based Data Collection project has commenced and that the District aims to capture information which will better identify the racial identity of students. The District will conduct several community meetings in April 2019 designed to gather qualitative, lived experiences. Quantitative data collection is expected to begin in November of 2019. He added that Report 19-019, Identity Based Data Collection, was shared at the 4 February 2019 Committee of the Whole (COW) and provides information on next steps and key dates.

Associate Director Reynolds reminded PIC that some prom and grad activities are neither school sponsored nor supported. He noted that there are only 6 schools in the District that offer school supervised proms.

Ms. Labelle noted that Vimy Ridge Public School will celebrate International Mother Language Day on 21 February 2019. The school created a language tree with leaves that represent the languages the school community speaks.

Chair Khan commented that International Mother Language Day has been observed annually since 2000 to promote peace and multilingualism around the world and to protect all mother languages.

In response to a query from Ms. Labelle regarding the immunization policy, Associate Director Reynolds noted that the immunization policy is established in legislation and the District takes its direction from OPH. Students who are not immunized or whose records are incomplete are not suspended for disciplinary reasons, schools simply enforce the suspension order received from OPH.

In response to concerns raised by Ms. Labelle regarding a stricter immunization policy, Associate Director Reynolds advised that the Education Act establishes the limits for authority with respect to immunization. The District has a regular

relationship with OPH and has discussed opportunities for increased awareness and promotion of immunization.

In response to a query from Ms. Labelle regarding the percentage of unimmunized students, Executive Officer Giroux shared the 2014 immunization rates which indicate a high overall vaccination rate.

Mr. Reid expressed the view that the Identity Based Data collection should also include information on socio-economic status. He highlighted that income is generally a better indicator of student success than race. Executive Officer Giroux noted that Identity Based Data collection will feature a qualitative data collection process which will gather lived experiences and a quantitative data collection process which will include demographic data questions formulated based on the required data standards. Additional questions will focus on well-being and school experience. The data standards permit questions regarding family income but a decision on the questions has not yet been finalized.

Executive Officer Giroux noted that the District does have access to the socioeconomic index and analyzes achievement gaps based on the data.

6. Action Items

6.a Report 19-024, Recruitment of Community Representatives to the Parent Involvement Committee (PIC)

Your committee had before it Report 19-024, providing information on the process to select new community representatives to sit on the Parent Involvement Committee (PIC).

Ms. Ingram volunteered to sit on the membership sub-committee as the community representative.

Martyn Reid volunteered to sit on the membership sub-committee as a parent representative.

Moved by Susan Fullerton

THAT staff proceeds with seeking expressions of interest for the Community Representative position; and

THAT the following persons be appointed to the Membership Sub-Committee, to review applications, if required:

- **Mostafizur Khan (Chair);**
- **Carm Janneteau (Vice-Chair);**
- **Brett Reynolds, Director Designate;**
- **Parent Member Martyn Reid; and**
- **Community Representative Susan Ingram.**

Carried

7. Presentation and Discussion

7.a OCDSB Parent Portal Features and Functionality

Executive Officer Giroux introduced Sandy Owens and Rosemary Kitts who provided the committee with information on the District's parent portal.

During discussion, and in response to questions the following points were noted:

- The parent portal currently provides parents with unauthenticated access to a variety of resources. Parents are not able to access information regarding their children without secure authentication. Other school districts are utilizing parent portals with authenticated access. Attendance, grades, school payments are options that are available through authenticated parent portals;
- Authentication for secure access is a technical challenge that currently impairs progress on the parent portal;
- Mr. Reid noted that the app is currently only available for download from the Canadian iTunes store. He advised that many newcomer families may continue to maintain iTunes accounts in their country of origin;
- The calendar is an important element that must be included in the parent portal. The calendar should include information on midterms, exams, class and school trips so that parents may use it for planning;
- Mr. Reid highlighted school cash online as a useful tool for both parents and school administrators and must be available in the parent portal;
- Ms. Nurlaila expressed the view that information related specifically to her children and their schools and activities would be valuable to her family. She would prefer the parent portal to be personalized rather than generic;
- Mr. Reid expressed concern over the possible duplication of effort and data. He added that it will be important to maintain continuity in messaging between the parent portal and the school website;
- Mr. Reid suggested the parent portal include potential parents. He noted that registration is the optimal time to create designated, authenticated users;
- Mr. Reid noted that many parents currently use Facebook groups as their primary source of information but an informal survey of parents revealed that emails and notes home from school were preferred as the primary methods of communication with the school;
- Ms. Labelle noted that direct emails from the school and teachers are also important and valued. She noted that she visits the District

website for information on the overall governance and policy related queries;

- Current traffic counts to the parent portal page would not provide meaningful statistics. Without authentication there is no way to know who the users are;
- Mr. Marshall expressed the view that the amount of information a parent needs depends on the grade level of their children. More information is required at the elementary level;
- Mr. Reid expressed the view that the app or parent portal should have a notification system as good as the Facebook notification system;
- Ms. Nurlaila noted that she receives information regarding her children's school work and information from teachers through Google Classroom alerts;
- Ms. Mills expressed her appreciation for those principals who proactively provide families with information via an email and post regularly to the school webpage;
- The District has created a platform and template for all school websites and the principal is responsible for the content of their school site. District links, available on every school site, provide parents with common and consistent messages;
- The District is currently in the process of hiring a school website content coordinator. The coordinator will be responsible for auditing and organizing the school sites and investigating target areas for building and enhancing content;
- Trustee Hough commented that the parent portal should provide access to attendance information;
- The long range plan for the District includes an upgrade to the current student information system, the upgrade would permit parental access of student report cards via the portal;
- In response to a query from Ms. Mills, Executive Officer Giroux noted that teachers are not required to use a particular platform;
- Principal Smith expressed the view that feedback from parents regarding their desire for more communication and positive feedback on applications like Google Classroom is helpful to her as an administrator;
- The District is exploring plugins such as the eLearning solution currently being used by other school districts in the province; and
- Chair Khan requested that a list of the PIC membership be added as a link from the PIC page of the District website.

7.b Memo 18-104, 2017-2018 School Climate Parent Survey - District Report

Your committee had before it Memo 18-104 highlighting the results of the school climate parent survey conducted in the spring of 2018.

During discussion, and in response to questions, the following points were noted:

- In response to a query from Ms. Nurlaila regarding staff training, Principal Smith advised that the results of the data for her school indicated a need to improve attachments. School staff undertook internal training on the subject with Learning Support Services. Her staff were also able to identify measures for success and will utilize suspension and attendance rates as well as other markers to determine if the actions implemented are having an impact;
- Groups of schools in a superintendency receive support from the Research, Evaluation and Analytics Division (READ). The team reviews the results of their own school and is able to make comparisons to other schools in their area as well as schools from across the District;
- Ms. Mills expressed the view that peer to peer transitioning and character development programs have been successful in her child's school. Principal Smith noted that character development programs are a part of the pedagogy for deep learning framework within the District and Curriculum Services utilizes a variety of evidence-based programs to promote self-advocacy and resilience. All programs have a direct link to the well-being objectives of the school and the District;
- Strategies to increase engagement were discussed and proposed by PIC after the 2016 survey but did not result in an increase. The timing of the administration of the survey as well as the distribution of notice may have been contributing factors to the lower than anticipated participation;
- The "OurSCHOOL" survey was developed by The Learning Bar and is anonymous, voluntary, and confidential. All Ontario school boards are required by the Ministry to conduct school climate surveys of students, school staff and parents at least once every two years. Use of The Learning Bar survey allows the District to compare its results to Canadian norms;
- The District is currently exploring the possible acquisition of a new survey tool for a wide range of uses which would allow for the generation of District specific questions;
- Mr. Reid expressed the view that comparisons to other districts in the City of Ottawa may offer a better frame of reference to make improvements and that a District specific survey tool would enable the District to collect more quantitative data which could be mapped directly to the strategic plan; and
- Ms. Labelle expressed the view that the ability to cross-reference identity based data collection results may be more important than a comparison against Canadian norms. Principal Smith advised that

principals do compare their schools to Canadian norms and appreciate the reference to other schools and districts of similar size.

8. Member Information

8.a Report 19-015, Report on the 2019-2023 Strategic Plan Consultations

Executive Officer Giroux noted that Report 19-015, Report on the Strategic Planning Consultations, provides an update on the feedback received to date on the strategic plan consultation. She noted that the session hosted by the PIC on 9 January 2019 was helpful for staff in their preparation for additional focus group sessions and presentation to the Board. The powerpoint presentation referenced in the report was based on the feedback provided by the committee.

Executive Officer Giroux advised that the Board and senior staff also evaluated and discussed the Thoughtexchange data as well as the environmental scan data at their retreat on 8 February 2019. She noted that staff anticipates the draft plan will be presented to the Committee of the Whole on 7 May 2019. The timeline will be communicated in the School Council Newsletter. She added that between 8 May 2019 and 18 June 2019 parents can provide their feedback on the draft plan. The draft will be finalized by the Board by the end of June 2019 and will come into effect in September 2019.

8.b OCASC Report

Mr. Reid advised that 17 January 2019 meeting of OCASC featured a roundtable discussion on the Health and Physical Education curriculum changes. He noted that three motions were put forward and will be voted on at the 21 February 2019 meeting.

Mr. Reid expressed the view that many OCASC representatives are disappointed that results of the provincial consultation on education will not be released until the end of the year and are concerned about the impact of the lack of clear direction with respect to programming.

Executive Officer Giroux noted that the OCASC motions are directed at PIC as opposed to the Board of Trustees. Many of the matters may be of interest to parents but are not directly related to parent involvement nor the mandate of the committee and OCASC might want to consider directing them to the Board as the Board may be better positioned to respond.

Mr. Reid expressed the view that School Councils supplement the curriculum with various events such as math nights or science in schools utilizing school council funding. OCASC seeks clarification on whether or not funding could be used similarly to fill the gaps in the Health and Physical Education curriculum.

Ms. Mills expressed concern with the suggestion that school councils are properly positioned to identify curricular gaps.

Mr. Reid responded that the primary goal with the motion is to alleviate the pressure felt by principals and teachers who may be wary of answering specific student queries for fear of being reported to the Ministry.

Associate Director Reynolds advised that although the Health and Physical Education curriculum at the K-8 level has changed, there is much the school and school council can do to improve the school climate to ensure inclusivity.

Trustee Blackburn noted that she is proud of the District and its continued leadership in the support of LGBTQ students. She noted that the support will continue, despite changes in government.

Mr. Reid noted that the Arts Advisory Committee is seeking new members and encouraged PIC members to help in engagement.

Mr. Reid advised that the 21 February 2019 meeting will feature a presentation by My Life Online, a program designed to teach students to be safe, smart and kind online. Associate Director Reynold noted that Canadian Centre for Child Protection offers a number of free online resources for parents on the subject of online safety.

8.c PIC Long Range Agenda

The PIC Long Range Agenda was provided for information. Executive Officer Giroux noted that the committee may wish to consider the addition of nominations for the Community Recognition Awards to the 17 April 2019 meeting.

9. New Business

There was no new business.

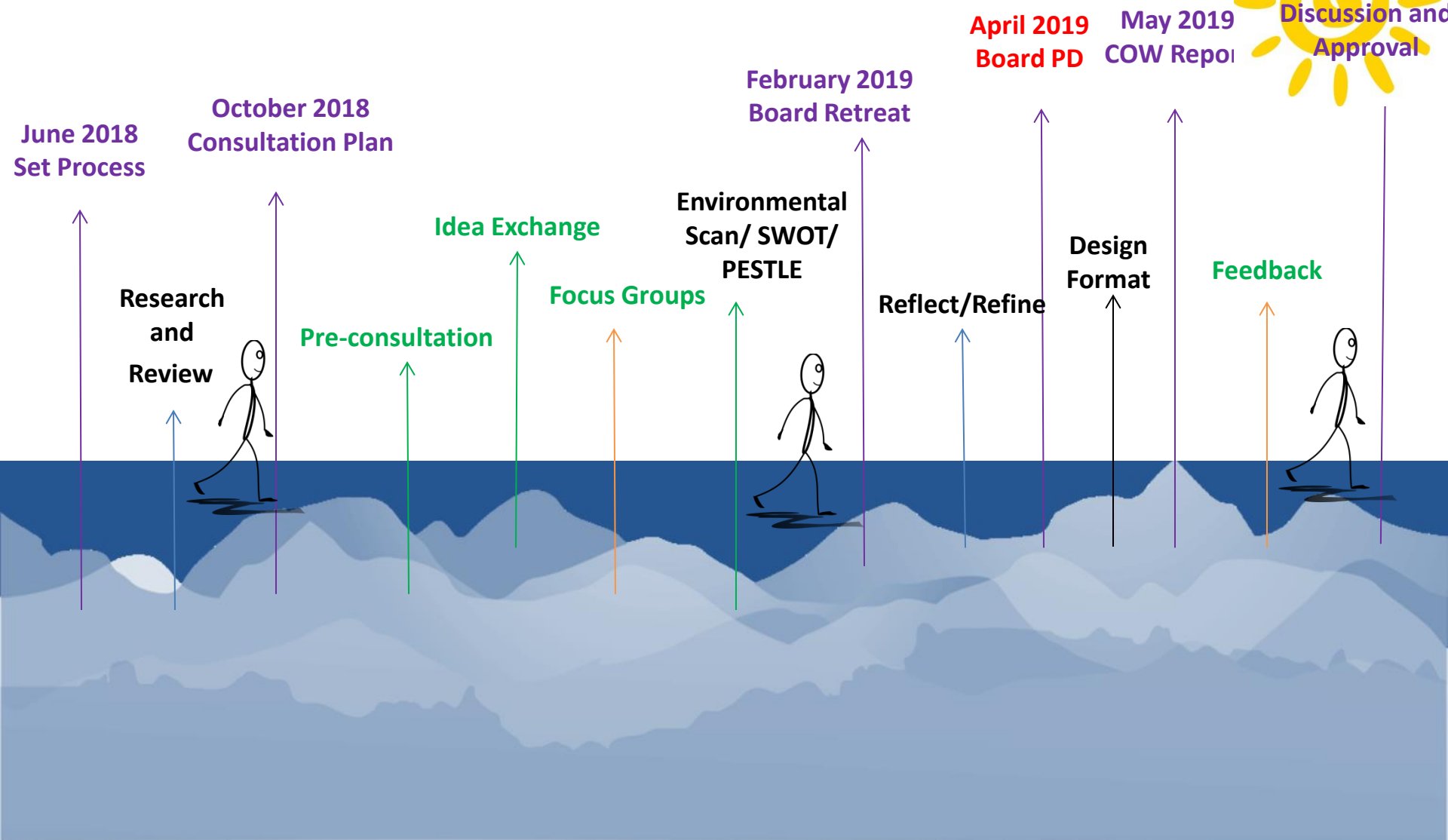
10. Adjournment

The meeting adjourned at 8:19 p.m.

The next meeting of PIC will be held on 17 April 2019.

Mostafizur Khan, Chair, Parent Involvement Committee

Strategic Planning Journey



Our Commitment to Community



April - Trustee Senior Staff PD session

May 7th - Committee of the Whole

Feedback May 7- June 7th

June 18th - Committee of the Whole

June 24th - Board Approval

NEXT STEP



April 17, 2019

Update on the Identity-Based Data Collection Project for PIC

The OCDSB has a strong commitment to improving equity of access and opportunity for all students. We recognize the important role that equity and inclusion play in improving student achievement and well-being, reducing achievement gaps, and increasing public confidence in our education system.

In 2017, the Province enacted the Anti-Racism Act and provided a framework for school boards in Ontario to collect identity-based data. The act specifically identified four groups that are adversely impacted by racism including Indigenous, Black, Jewish communities, and communities that are adversely impacted by Islamophobia.

On February 4, 2019, *Report 19-019: Identity-Based Data Collection* was presented to Committee of the Whole. This report described some of the work to be undertaken by the District to begin to identify system barriers and bias that could be contributing to poor outcomes for these groups of students. The District has also identified a need to include LGBTQ2S+, New Comers, Poverty, and Accessibility groups to align with current strategic direction. The Ministry of Education approved \$103,000 to support this work. Timelines have since been extended by the Ministry to allow the project to continue through to the end of November 2019.

The District's project plan includes three key phases – the first two to be completed before the end of this school year, data collection to take place in November 2019:

- community partner meetings to help strategize recruitment and participation from parents and students for the focus groups and for the actual data collection scheduled to take place this fall;
- focus groups interviews with parents of (Year 1 Kindergarten-Grade 6) and Grade 7 -12 students to learn about the lived experiences of the students in our District that have posed challenges to their learning and well-being, as well as identifying strategies that helped them to succeed. Information will be used to complement data collection and to help identify priorities for data analysis and reporting following the collection; and,
- system-wide voluntary collection of identity-based data in November 2019 (parents of children in Year 1 Kindergarten through Grade 6) and students in Grades 7-12.

To support this work, the District has reached out to community agencies to support us in this work.

Questions about this project should be directed to Michèle Giroux, Executive Officer Corporate Services at 613-596-8211 ext 8310.



PARENT INVOLVEMENT COMMITTEE Report No. 19-043

17 April 2019

Confirmation of Appointment of Community Representatives to PIC

Key Contact: Michèle Giroux, Executive Officer, Corporate Services, 613-596-8211 ext. 8310

PURPOSE:

1. To confirm the appointment of two Community Representatives to the Parent Involvement Committee (PIC).

CONTEXT:

2. PIC By Laws and Standing Rules provide for three Community Representative positions, two of which are currently vacant. Between 24 February and 22 March 2019, the District sought expressions of interest from a number of community associations that qualify to sit on the PIC. Staff received a total of four (4) applications.

Section 6.12 of the By-Laws requires the establishment of a Membership Sub-Committee where the number of interested candidates exceeds the number of vacancies with a goal of making recommendations to the PIC with the candidates/candidate associations that best meet PIC's needs.

KEY CONSIDERATIONS:

3. Applications were received from:
 - a. Autism Society of Ontario, Ottawa Chapter:
 - i. The applicant demonstrated thorough personal knowledge of the OCDSB system and an ability to link it with external community groups.
 - ii. The scope of the organization's mission and mandate is related to the needs of persons with autism.
 - iii. The applicant, who is a parent of a student in the OCDSB, is currently the representative of the organization at the Special Education Advisory Committee (SEAC) of the OCDSB.

- b. Canadian Friends of Somalia (CFS):
 - i. The organization offers different programming in the OCDSB schools and is well established.
 - ii. The mandate of the organization is to serve Somali youth and families in a manner that empowers them using a multi-disciplinary approach.
 - iii. The application was silent on whether or not the representative is a parent of a student in the OCDSB.
- c. Ottawa Network for Education (ONFE)
 - i. ONFE offers a variety of programming in the OCDSB schools and the applicants demonstrated their familiarity with the OCDSB.
 - ii. The organization's mission is to provide targeted learning support, improve student well-being, and support volunteers in public education.
 - iii. One of the applicants is a parent of a student in the OCDSB.
- d. Parents for Diversity (P4D):
 - i. The application demonstrated thorough knowledge of the OCDSB work pertaining to issues of equity.
 - ii. The mandate of P4D focuses on achieving inclusive and non-discriminatory learning environments that allow children to fulfill their true potential.
 - iii. The applicant is not a parent of a student in the OCDSB.

The Sub-Committee reviewed the applications and discussed each application with a focus on:

- a. how the applicant could contribute to the mandate of the PIC;
- b. whether the applicant currently had an established relationship with the OCDSB or public education;
- c. whether the applicant could bring a new perspective to PIC discussions; and
- d. what combination of applicants might best meet the PIC's needs.

After careful deliberation, the Sub-Committee recommended ONFE and P4D as the two applications that best addressed all of the criteria and needs of the PIC.

FINANCIAL CONSIDERATIONS:

- 4. There are no costs associated with the appointment of Community Representatives to PIC.

COMMUNICATION/CONSULTATION ISSUES:

- 5. This report provides the names of the representatives of the successful associations to the PIC for ratification in accordance with Section 6.15 of the PIC By-Laws and Standing Rules.

Staff will communicate the PIC decision with the successful candidates and will obtain their agreement to the appointment, in accordance with section 6.16 of the By-Laws.

STRATEGIC LINKS:

6. Appointing Community Representatives to the PIC supports the District's commitment to enhance parental engagement and outreach to all parents. It also encourages broad community engagement in implementing sound governance structures and practices.

RECOMMENDATION:

THAT the following persons, representing their respective associations, be appointed to the PIC for the term identified:

| Name | Position | Organization | Length of Term |
|------------------------|--------------------------|------------------------------|-----------------------|
| Carolyn Hunter | Community Representative | Ottawa Network for Education | 2-year |
| Melissa McGuirk McNeil | Alternate | Ottawa Network for Education | 2-year |
| Mante Molepo | Community Representative | Parents for Diversity | 1-year |

Michèle Giroux
Executive Officer,
Corporate Services

Camille Williams-Taylor
Director of Education and
Secretary of the Board



PARENT INVOLVEMENT COMMITTEE

Date: 8 April 2019

Report No. 19-048

Parent Survey for District Communication Tools

Key Contact: Michèle Giroux, Executive Officer, 613-596-8211 x8607
Shawn Lehman, Superintendent of Instruction, x8391

PURPOSE:

1. To provide input on the communication tools we are using with parents, specifically the schools websites, the parent portal and the OCDSB app.

CONTEXT:

2. The survey provides an opportunity to gather further input from parents/guardians, students and staff.

KEY CONSIDERATIONS:

3. At the February 20, Parent Involvement Committee meeting, the committee provided staff with feedback on the parental portal, school websites and district app. To build on this feedback, we are seeking input from the wider parent community through a survey. Questions will be similar to the questions asked at the February 20th meeting. This feedback will help the district in planning for the next phase of development of the parent portal and any changes or upgrades required to our existing communication tools.

RESOURCE IMPLICATIONS:

4. All items were covered within the existing operating budget.

COMMUNICATION/CONSULTATION ISSUES:

5. Communication Tactical Plan.

| Date | Activity |
|---------------|---|
| April 3, 2019 | Principals Operations Meeting – Principals informed survey would be reviewed with PIC and provided to school council chairs |

| | |
|-----------------|--|
| April 17, 2019 | Survey presented to PIC |
| April 25, 2019 | Finalize Survey |
| April 26, 2019 | Survey link to School Council Chairs via School Council Newsletter |
| May 3, 2019 | Reminder – School Council Newsletter |
| May 10, 2019 | Reminder – School Council Newsletter |
| May 17, 2019 | Final Reminder – School Council Newsletter |
| May 24, 2019 | Close Survey |
| May 27-31, 2019 | Review Feedback |
| September 2019 | Review Feedback with PIC |

STRATEGIC LINKS:

6. Effective consultation connects to the engagement and stewardship objectives, as outlined in the current strategic plan. Therefore, by seeking input from a variety of stakeholders, the OCDSB is not only able to demonstrate its commitment to enhancing engagement and demonstrating accountability through stewardship of resources, but more importantly is able to develop strategic priorities which reflect the input of stakeholders.

SUMMARY:

7. Through the survey, the Board will develop a better understanding of the issues, concerns, and ideas for improvement, as voiced by stakeholders.

GUIDING QUESTIONS:

8. Will this survey allow parents to share their thoughts in a way that will help us to better address client needs?

Are there other questions or issues which would help to inform the next steps in our parent portal project?

Should the primary target audience for this survey be school councils with access to interested parents or should the primary audience be all parents?

Michele Giroux
Executive Officer, Corporate Services
(ext. 8607)



School Website Survey

Tell Us What You Think

[Home](#)
[Our School](#)
[School Council](#)
[Transportation](#)
[Resources](#)

School Website Feedback

1. Is your school website easy to locate?

☐ Yes

☐ No

2. How often do you visit your school website?

☐ Daily

☐ Once a month

☐ Several times a week

☐ less than once a month

☐ Once a week

☐ several times a year

☐ Several times a month

☐ Never

3. When visiting the school website, what info are you typically seeking?

☐ School news

☐ District news

☐ School Council news

☐ School notifications (delays, closings)

☐ Staff directory

☐ Calendar

☐ Extra-curricular information

☐ Other (please specify)

4. How would you rate the “ease of use” of the website?

- ☐ Very easy to use ☐ Difficult to use
- ☐ Easy to use ☐ Very difficult to use
- ☐ Neutral

5. Does the website navigation make sense to you?

- ☐ Yes
- ☐ No

6. Did you experience any problems downloading files? (Yes / No / I didn't try)

- ☐ Yes
- ☐ No
- ☐ I didn't try

7. Do you have any other comments about how we can improve our website?

8. What are the areas you visit more frequently on this site?

- | | |
|---|---|
| <input type="checkbox"/> News | <input type="checkbox"/> Staff Contacts |
| <input type="checkbox"/> Calendar | <input type="checkbox"/> School Cash Online |
| <input type="checkbox"/> Enrolment information | <input type="checkbox"/> Online forms |
| <input type="checkbox"/> Other (please specify) | |

9. What is it about the website that you would most like to see improved?

10. What changes or additional features would you suggest for our website?

11. Do you follow our school on social media?

- ☐ Yes
- ☐ No
- ☐ My school does not use social media

12. If so, what social media platforms do you use most?

- ☐ Facebook
- ☐ Twitter

13. How satisfied are you with your experience on our district website?

- ☐ Very satisfied
- ☐ Dissatisfied
- ☐ Satisfied
- ☐ Very dissatisfied
- ☐ Neither satisfied nor dissatisfied

14. How do you typically access the school website? phone, tablet, desktop/laptop computer

- ☐ Desktop/laptop
- ☐ Tablet
- ☐ Phone

15. What information or services would you like to be able to access on the OCDSB parent portal?

16. Where do you currently go to get information pertaining to your children's education?

17. What features of the OCDSB mobile app are useful? What other features or functionality would enhance the usability of the app?

18. Are there any processes you would like to see moved from paper to online? (eg. field trip forms, attendance reporting, interview sign up etc)

Ministry of Education - Changes to Education Funding and Policies

Posted on 03/22/2019



The Minister of Education has announced changes to education funding and policies as part of the Ministry's [vision](#) for the modernization of public education in Ontario.

Modernizing Classrooms in Ontario

The Ministry reaffirmed their commitment to modernizing classrooms in Ontario which includes changes to class size requirements, the expansion of broadband technology, increased e-learning programming, restrictions on cellphone use in schools, changes to hiring practices and funding.

Class Size Changes

The government has announced changes to class sizes:

- K-3 no changes to caps or average class size, but reduction to Early Childhood Educator (ECE) funding ratio;
- Grades 4-8 – change in average class size funding to 24.5 students to teacher ratios (from 23.84);
- Grades 9-12 – average class size requirements adjusted from 22 to 28, with a board wide average of 28; some funding will be provided to offset the impact of these changes as they are phased in over next four years.

We are working to assess the impact of these changes, but will not have clarity until provincial funding announcements are made. It is reasonable to expect that the changes will result in an increased number large class sizes. At the elementary level it could lead to an increase combined grade classrooms, particularly in schools where enrolment is lower and/or running multiple program streams. At the secondary level, it may result in a reduction of the number of sections per school which could reduce course offerings/ options for students.

Curriculum Modernization including:

1. **Math** – the government has announced a new 4 year math strategy which will include a new curriculum focused on basic concepts and skills, supported by parent and teacher resources and online resources for students. In addition, the government intends to introduce legislation which requires teachers to pass a math content knowledge course prior to entering the classroom/being certified by OCT.
2. **STEM** – A new focus on STEM will include a revised mandatory Career Studies course in grade 10 beginning in September 2019. There will also be revised Business Studies and Computer Studies curriculum expected in 2020.
3. **Skilled Trades**- Increased emphasis on SHSMs and experiential learning.
4. **Financial Literacy** – new financial literacy elements to the Grade 10 Career Studies course for implementation in September 2019.
5. **Indigenous Education** – revised First Nations, Metis and Inuit Studies curriculum for grades 9-12 for implementation in September 2019.
6. **Health and Physical Education** – revised elementary curriculum will maintain same elements, adjust the age appropriate elements, provide a parental opt-out policy and create online modules for parents – all for implementation in September 2019.

7. Digital Curriculum Documents – the Ministry will launch a new digital curriculum platform beginning in September 2019.

- **Cellphones**- the Ministry will amend the Provincial Code of Conduct to prohibit cell phone use in schools during instructional time effective September 2019, except for educational purposes as authorized by the Director, for health and medical purposes, and to support special education needs. This may require some policy revisions at the OCDSB.
- **EQAQO** – the Ministry announced a “modernization of EQAO and its processes while using data to build better assessment and evaluation models that have a greater focus on equity”. Additional information is required to assess the local impact.
- **E-learning** - effective 2020-2021, all secondary students will be required to complete a minimum of 4 e-learning credits to graduate. In addition, the delivery of e-learning will be centralized and the average class size for e-learning will be 35. These changes are to take effect in 2020-2021. More information will be shared when it becomes known.

Grants for Student Needs Funding

The Ministry has indicated a number of changes in funding for Grants for Student Needs (GSN). This includes changes to funding for the Local Priorities Fund, Cost Adjustment Allocation, Human Resource Transition Supplement, Classroom Loading Factors, Utilities Funding and Student Transportation Funding. The Ministry has also indicated that funding announcement details will be available by the end of April 2019. At this time, we are awaiting additional information to fully understand the budget implications of these changes.

Hiring Practices

The Government has indicated that consultations on hiring practices and specifically practices in relation to Regulation 274/12 will continue with a view to ensuring a framework where principals are able to hire qualified teachers based on merit and suitability for position. The consultation guide indicates that the proposed model would:

- Provide increased mobility for teachers in Ontario;
- Ensure that teaching positions are filled by the right candidate;
- Simplify the hiring process to reduce turnover in the classroom;
- Reduce bias in hiring by addressing conflict of interest;
- Be complemented by a Policy and Program Memorandum on equity and diversity in hiring practices;
- Apply to all school systems (French Language Boards included).

Continued Provincial Consultation – To May 31st

The Ministry will be continuing public consultation until May 31, 2019. You will find links to those consultations below:

Class Size Consultation - <http://www.edu.gov.on.ca/eng/parents/class-size-consultation.html>

Hiring Practices Consultation - http://www.edu.gov.on.ca/eng/parents/hiring_practices_consultation.html

The public consultation questions are framed around the Ministry’s four key goals:

1. **Student Achievement:** Success and well-being of every child.

2. **Protecting Front Line Staff:** The planned changes are to be managed through attrition protection for teachers.
3. **Fiscal Responsibility:** Delivering services in an effective and efficient manner.
4. **Evidence-based Decision Making:** Grounded in sound policy, inter-jurisdictional scans, and empirical research.

Summary

Our teachers and education workers are incredibly committed to the important work that they do to support student learning and well-being. We will continue to work with all staff to provide the best learning environment possible for all students.

The OCDSB believes in the importance of modernizing public education. Schools should be vibrant learning spaces which foster innovation and creativity. Updates to curriculum and technological infrastructure are important elements of a modernization program and the OCDSB supports updates to curriculum, particularly in math, health and physical education, financial literacy, STEM and Indigenous education.

While explicit reference to a focus on equity and well-being were absent from the recent announcements, the OCDSB remains committed to its focus on equity, inclusion and well-being.

Class Size Consultation Guide

About this Consultation

The ministry concluded this year's consultation on the Grants for Student Needs (GSN) in December 2018. As a follow-up to that consultation, the ministry undertook a further consultation on class sizes in Ontario which recently concluded on February 22, 2019.

We appreciate all of the input from our education partners who participated in both of these consultations. The feedback we have received, and which we continue to consider, has helped to shape the government's plan to modernize classrooms and education funding in Ontario. The plan outlined in this consultation guide was shaped by the advice and feedback in the prior consultations. It is a measured and responsible approach.

This guide is intended to support stakeholders in understanding the government's plan for class sizes in Ontario and assist in the development of stakeholder submissions. This guide sets out some considerations and questions with the aim of supporting a dialogue about the government's plan.

The government is committed to discussing class size options, through a consultation process that allows partners to provide the benefit of their expertise, experience, and ideas. Therefore, the ministry would be pleased to meet with education sector labour partners to continue the dialogue on the planned changes contained in this guide.

The ministry would be pleased to meet with education sector labour partners to continue the dialogue on the planned changes contained in this guide.

In order to ensure your feedback is considered, please forward your electronic submission by May 31, 2019 to: EDULABFINANCE@ontario.ca. If you have questions about this consultation, please send them to the email address noted above.

Goals

We are pleased to share with you our planned class size changes and next steps which are guided by the following key goals.

1. **Student Achievement:** Success and well-being of every child.
2. **Protecting Front Line Staff:** The planned changes are to be managed through attrition protection for teachers.
3. **Fiscal Responsibility:** Delivering services in an effective and efficient manner.
4. **Evidence-based Decision Making:** Grounded in sound policy, inter-jurisdictional scans, and empirical research.

Grades 1-8

| Grades | Current Status | Proposed Changes |
|--------------------|--|--|
| Grades 1-3 | <ul style="list-style-type: none"> At least 90 per cent of primary classes of a board must have 20 or fewer students All school boards have a class size limit of 23 students The funded average class size is 19.8 | <ul style="list-style-type: none"> No change |
| Grades 4-8 | <ul style="list-style-type: none"> Averages vary by board as identified in the class size regulation The funded average class size is 23.84 | <ul style="list-style-type: none"> Maximum board-wide average class size of 24.5, with no exceptions Funded average class size of 24.5 |
| Mixed Grade | <ul style="list-style-type: none"> All mixed-grade classes consisting of primary grade students combined with students from junior-intermediate grades (grades 4 to 8) must have 23 or fewer students | <ul style="list-style-type: none"> No change |

What We Heard In Support of the Plan

- The feedback from sector partners showed considerable support for class size caps in grades 1 to 3 to ensure these young learners continue to be supported in small class sizes.

- *The ministry heard how important class size caps are for children in grades 1 to 3. The ministry is not proposing any changes.*
- Some stakeholders indicated that flexibility is important and prefer averages to caps. Some also felt that current class size averages for grades 4-8 is a fair way for school boards to manage class size.
 - *The ministry believes that children and parents should expect consistency on maximum class size averages wherever they are in the province. The old model for students in grades 4-8 wasn't fair and the ministry proposes to fix that, while continuing to provide flexibility on classroom composition through the use of averages.*

Consultation Questions:

1. What are the opportunities of the planned changes in relation to the four key goals?
2. Will the status quo in grades 1-3 and modest changes to grades 4-8 allow for continued flexibility in organizing school board class sizes?
3. Are there any other comments on the planned changes, keeping in mind the key goals outlined above, you would like to provide?

Grades 9-12

| Grades | Current Status | Proposed Changes |
|--------------------|--|--|
| Grades 9-12 | <ul style="list-style-type: none"> • School board class size averages must not exceed 22 in grades 9 to 12 • The funded average class size is 22.0 | <ul style="list-style-type: none"> • School board class size averages must not exceed 28 in grades 9 to 12 • The funded average class size is 28.0 |

The government remains committed to modernizing education while continuing to support students and families. In addition to the planned changes in the table above, starting in 2020-21, the government plans to centralize the delivery of all e-learning courses to secondary students in Ontario to allow students greater access to programming and educational opportunities. Secondary students will take a minimum of four e-learning credits out of the 30 credits to fulfill the requirements for achieving an Ontario Secondary School Diploma. That is equivalent to one credit per year, with exemptions for some students on an individualized basis. This will include increased class size for online courses to 35 students.

What We Heard In Support of the Plan

- Schools and school boards require the flexibility to organize courses and pathways to meet the needs of secondary students and the school community which cannot be achieved through hard caps.
 - *The ministry heard of the importance and requirement for flexibility and will continue to provide the flexibility that is important in meeting the needs of students and school communities.*
- Feedback received from sector partners stated that the ideal class size for grades 9-12 ranged between a low of 20 students to a maximum of 30 students.
 - *The ministry's plan will align our secondary class sizes to better reflect other jurisdictions in Canada and follows a fiscally responsible approach. Please see appendix A for information on class sizes in other jurisdictions in Canada and a comparison of class sizes between Ontario and Quebec.*

Consultation Questions:

1. What are the opportunities of the planned changes in relation to the four key goals?
2. The new vision for e-learning is intended to provide more programming options for students. What comments and advice do you have?
3. Class size caps exist in many local collective agreements. Do these caps pose a barrier to implementing the new class size requirements?
4. Are there other comments on the planned changes, keeping in mind the four key goals, you would like to provide?

Financial Impact:

The following is a summary of the estimated financial impact of the planned changes, in relation to the goal of fiscal responsibility.

| Financial Summary (in %) | 2019-20 | 2020-21 |
|-----------------------------|---------------|---------------|
| Grades 4 to 8 | (0.2)% | (0.5)% |
| Secondary | (0.1)% | (0.6)% |
| Total Fiscal Impact | (0.4)% | (1.0)% |

Note:

Table reflects government fiscal year figures. The percentage is in proportion to the 2018-19 projected Grants for Student Needs.

Conclusion

In formulating the planned changes set out above, the government is approaching these issues with four goals to guide decision making:

1. **Student Achievement**
2. **Protecting Front Line Staff**
3. **Fiscal Responsibility**
4. **Evidence-based Decision Making**

In addition to these goals we were guided by your feedback in the first two consultations. This feedback was extremely valuable and helped shape this plan.

The ministry would be pleased to meet with education sector labour partners, which includes the teachers' federations, education worker unions and trustees' associations, to continue dialoguing on the planned changes contained in this guide, upon request.

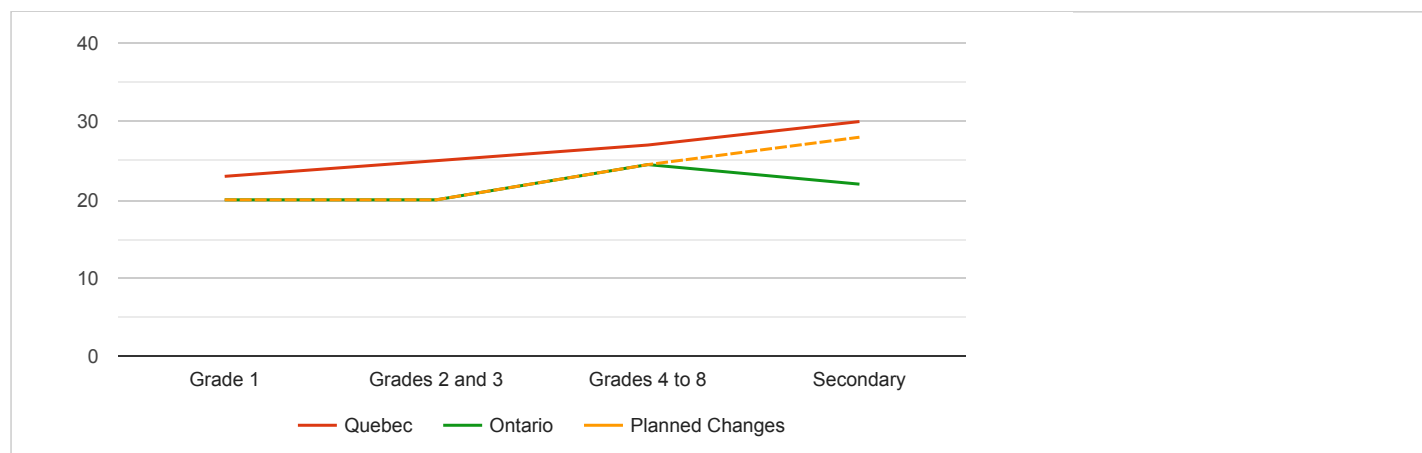
We are committed to supporting students and families as we modernize education funding in a responsible manner while ensuring that funding decisions are having the greatest impact in the classroom.

Thank you for taking the time to read this guide. Once again, we look forward to working with our sector partners and your continued feedback.

Appendix A

- Ontario has among the lowest class size averages and caps compared to other provinces in Canada with restrictions on class sizes.
- In other Canadian jurisdictions, class sizes tend to increase as students move through the education system. This means that average class sizes in higher grades tend to be larger, as the maturity of learners grows.
- The trend toward increasing class sizes is shown in the example of Quebec, in the tables below. This is compared with the current average class sizes for the different panels in Ontario and the planned changes.
 - Currently, in Ontario, classes follow a similar increasing until the junior-intermediate grades, at which point the average class size drops again at the secondary level.

Figure 1: Average Class Sizes - Current and Planned Changes



| Group | Quebec | Ontario | Planned Changes |
|----------------|--------|---------|-----------------|
| Grade 1 | 23 | 20 | 20 |
| Grades 2 and 3 | 25 | 20 | 20 |
| Grades 4 to 8 | 27 | 24.5 | 24.5 |
| Secondary | 30 | 22 | 28 |

Notes on Ontario Class Sizes:

- Funded average class size of 19.8 to support school boards to meet the class size caps (90% of classes must have 20 or fewer students, up to 10% of classes up to 23).

Notes on Quebec Class Sizes:

1. The class size averages and maximums indicated on this table are in reference to "regular groups" of students as stated in the Provincial Collective Agreement 2015-2020, Quebec has significantly lower class size requirements for groups of students with different characteristics and need (i.e. economically disadvantaged areas or special education needs).

2. Class size requirements as they relate to secondary general education courses, Quebec has denoted different class size requirements for other secondary programs (i.e. technical exploration courses or temporary individualized paths for learning)

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School Board Hiring Practices Consultation Guide

About this Consultation

The ministry concluded this year's consultation on the Grants for Student Needs (GSN) in December 2018. As a follow-up, the ministry undertook a further consultation on teacher hiring practices, which recently concluded on February 22, 2019.

The current process for hiring occasional and permanent teachers to bargaining units represented by the Ontario English Catholic Teachers' Association (OECTA), the Elementary Teachers' Federation of Ontario (ETFO) or the Ontario Secondary School Teachers' Federation (OSSTF) is governed by Ontario Regulation 274/12 and complemented by local collective agreement language and local hiring policies. In addition, Regulation 298, Operation of Schools – General sets out rules for the assignment of teachers to teaching positions based on qualifications, safety, and program quality.

This guide is intended to support stakeholders in understanding the government's proposed changes to school board hiring practices of teachers in Ontario. This guide sets out some considerations and questions with the aim of supporting a dialogue and stakeholder submissions on the government's proposed changes.

The government is committed to discussing teacher hiring practices to allow stakeholders, including education sector labour partners, to provide the benefit of their expertise, experience, and ideas.

The ministry wishes to meet with education sector labour partners to continue the discussion on the proposals contained in this guide. If your organization is willing to participate in an in-person meeting, please contact us to make arrangements. To ensure your feedback is considered, please forward your electronic submission by May 31, 2019 to: PTPSB@Ontario.ca. Please send any questions about the process to the email address noted above.

Goals

We are pleased to share with you our proposed teacher hiring practices plans and next steps which are guided by the following key goals:

1. **Student Achievement:** Success and well-being of every child.
2. **Protect Front Line Staff:** Improve access to employment opportunities for teachers.
3. **Fiscal Responsibility:** Deliver services in an effective and efficient manner.
4. **Evidence-based Decision Making:** Grounded in sound policy and empirical research.
5. **Diverse teaching staff:** Enhance the quality of student education through a diverse teaching staff.

School Board Hiring Practices

| Topic | Current Status | Proposed Changes |
|--------------------------------|--|--|
| Teacher Mobility | <ul style="list-style-type: none"> A teacher wishing to move between school boards would lose seniority and must apply to be placed on the occasional teacher (OT) roster again. A relocating permanent teacher from any board may apply to be placed on an <u>ETFO</u> long-term occasional (LTO) list and shall be granted an interview. | <ul style="list-style-type: none"> Teachers are able to apply to a school board's single hiring pool for permanent positions in any Ontario school board for which they are qualified. New teachers have direct access to apply to permanent positions in any school board. |
| Right Teacher for the Job | <ul style="list-style-type: none"> School boards must follow hiring processes set out in <u>O. Reg. 274/12</u>, which are largely based on seniority. | <ul style="list-style-type: none"> Hiring is responsive to local needs and is based on transparent criteria including teacher qualifications, experience and due regard for the provision of the best possible program for students as determined by principals. Remove maximum number of interviewees required. |
| Simplifying the Hiring Process | <ul style="list-style-type: none"> Currently the regulation differs for every union/federation. | <ul style="list-style-type: none"> Require boards to maintain a single hiring pool of Ontario College of Teachers certified teachers who are eligible to be |

| | | |
|---|---|--|
| | <ul style="list-style-type: none"> The requirements for the OT roster and LTO list including the interview caps, entitlements to debrief interviews, and the importance of seniority in hiring to LTO and permanent positions differ for every union/federation. | <ul style="list-style-type: none"> hired for any available position including occasional, long-term occasional, or permanent, as determined by the principal, instead of the current staged entry requirements. There will no longer be an OT roster and LTO list. Instead, the regulation will provide the parameters for a separate OT hiring process. |
| Reducing Bias in Teacher Hiring Practices | <ul style="list-style-type: none"> O. Reg. 274/12 highlights the importance of seniority in the hiring process, which is intended to reduce bias. | <ul style="list-style-type: none"> Boards are required to include measures to address conflicts of interest as part of the local hiring process. |
| Addressing diversity and equity in hiring | <ul style="list-style-type: none"> The hiring process in the regulation is based primarily on seniority. | <ul style="list-style-type: none"> Regulatory amendments to enable boards to include diversity and equity considerations in hiring decisions. Policy and Program Memorandum (PPM) to be developed on equity and diversity in hiring practices. |

What We Heard

- The majority of stakeholders expressed a desire for increased mobility, including the flexibility to move between teaching panels and school boards in different regions without having to start at the beginning of the hiring process again.
- Stakeholders would like to have flexibility in hiring practices to:
 - Allow principal discretion in considering factors beyond seniority when selecting interview candidates.
 - Put school and school board local needs at the forefront of hiring, to improve student achievement.
- Stakeholders said:
 - There is no need for both a roster and a list;
 - Do not increase interview cap; and
 - Allow principal discretion in how many candidates to interview.
- Stakeholders are concerned about bias in the hiring process and suggest creating consistent policies that acknowledge experience, include prescribed rubrics, and include explicit declarations of conflict of interest.

Some stakeholders reported that the process requirements of the regulation can hinder attempts to foster equity and diversity. In some cases, they felt candidates, who reflect the diversity of the local community or the students themselves, may not be considered as they have less seniority than other candidates.

In response to the feedback provided, the proposed model would:

- Provide increased mobility for teachers in Ontario
- Ensure that teaching positions are filled by the right candidate
- Simplify the hiring process to reduce turn over in the classroom
- Reduce bias in hiring by addressing conflict of interest
- Be complemented by a Policy and Program Memorandum (PPM) on equity and diversity in hiring practices
- Apply to all school systems (French Language boards included)

Consultation Questions

- What are the implications of the proposals on hiring practices of teachers in Ontario in relation to the five key goals?
- Regarding this proposal, what issues will need to be considered for implementation?
- Are there alternative approaches that you would like to put forward that would achieve the government's five key goals?
- Are there any other comments you would like to provide, keeping in mind the five key goals?

Conclusion

In formulating the proposed changes set out above, the government is approaching these issues with five goals to guide decision making:

1. **Student Achievement**
2. **Protect Front Line Staff**
3. **Fiscal Responsibility**
4. **Evidence-based Decision Making**
5. **Diverse teaching staff**

In addition to these goals, we were guided by your feedback in the first consultation. This feedback was extremely valuable and helped shape the proposed changes.

The ministry would be pleased to meet with education sector labour partners, which includes the teachers' federations, education worker unions and trustees' associations, to continue dialoguing on the planned changes contained in this guide, upon request.

We are committed to supporting students and families as we modernize education in a responsible manner while ensuring that decisions are having the greatest impact in the classroom.

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Caution: This consultation draft is intended to facilitate dialogue concerning its contents. Should the decision be made to proceed with the proposal, the comments received during consultation will be considered during the final preparation of the regulation. The content, structure, form and wording of the consultation draft is subject to change as a result of the consultation process and as a result of review, editing and correction by the Office of Legislative Counsel.

Rowan's Law (Concussion Safety), 2018

Regulatory Registry Consultation Draft Feedback Form

Purpose of this Consultation

On March 7, 2018, Ontario enacted *Rowan's Law (Concussion Safety), 2018*¹ (hereafter referred to as *Rowan's Law*), as well as amendments to the *Education Act*. The intent of these provisions is to protect amateur athletes, including students, by improving concussion safety on the field and at school.

The requirements set out in *Rowan's Law* were informed by a report from an expert Advisory Committee that was tasked with providing recommendations about measures to increase awareness and improve prevention, detection and management of concussions in amateur sport. The *Rowan's Law* Advisory Committee was created in the name of Rowan Stringer, a 17-year-old high school student who died as a result of concussions she suffered while playing rugby. The Committee's report *Creating Rowan's Law: Report of the Rowan's Law Advisory Committee* was tabled in the Ontario Legislature in September, 2017.

The Ontario government is now seeking your feedback through this consultation draft, on the proposed draft regulation under *Rowan's Law*. The proposed draft regulation is intended to provide details and provide clarity about the requirements set out in the legislation.

Amendments to the *Education Act* give the Minister of Education authority to require school boards to comply with policies and guidelines about concussions involving students. The Ministry of Education already has a policy that expects all school boards, school authorities and provincial and demonstration schools to have concussion policies

¹ Only Section 5 of the Act has been proclaimed into force.

in place: Policy and Program Memorandum (PPM 158). The passage of amendments to the *Education Act* means that PPM 158 will be updated to ensure consistency with the requirements in *Rowan's Law (Concussion Safety), 2018*. The revised PPM 158 will then be re-issued by the Minister of Education as a mandatory requirement for school boards, school authorities and provincial and demonstration schools.

Because PPM 158 will be updated and re-issued to ensure consistency with *Rowan's Law*, this consultation draft is also intended to seek feedback from school boards, school authorities and provincial and demonstration schools on the *Rowan's Law* regulation proposal.

Your Feedback is Important

All input is welcomed and appreciated. The feedback will be used to confirm the direction set out in the proposed regulation. This may involve disclosing some or all comments or materials, or summaries to other interested parties during and after the consultation. Personal details such as your name and contact information will not be disclosed by the ministry without your consent, unless required by law. The collection, use, and disclosure of information is subject to the *Freedom of Information and Protection of Privacy Act*.

If for any reason you feel your feedback should not be shared with other parties, or if you have any questions about this consultation, please email the Ministry of Tourism, Culture, and Sport at Sport@Ontario.ca

You can review the proposed contents of the draft regulation in several ways:

1. You can review this Consultation Draft which provides a plain language overview of the contents of the proposed draft regulation. The information contained in this Consultation Draft is presented in a "question and answer" format and does not necessarily follow the chronology of the draft regulation; and/or
2. You can review the proposed wording of the proposed draft regulation which can be accessed separately, through the regulatory registry website.

For either method, to obtain a complete picture of how the *Rowan's Law (Concussion Safety), 2018* legislative requirements intersect with the proposed draft regulation, you are encouraged to refer to the legislation throughout your review of the proposed draft regulation. The *Rowan's Law* legislation, can be accessed through the regulatory registry website.

You can provide input in several ways:

1. Provide comments on the Consultation Draft and/or proposed draft regulation at the bottom of the regulatory registry page by clicking the link titled “Comment on this proposal via email”.
2. Email your comment(s) on the Consultation Draft and/or proposed draft regulation by completing the respective feedback section(s) of the Consultation Draft and submitting it to sport@ontario.ca with “Consultation under Rowan’s Law” as the subject line.
3. Mail your comment(s) on the Consultation Draft and/or proposed draft regulation by completing the respective feedback section(s) of the Consultation Draft, printing it, and submitting it to:

ATTN:

Rowan’s Law Consultation

Sport, Recreation and Community Programs Division

Ministry of Tourism, Culture and Sport

777 Bay Street, 18th Floor

Toronto, ON, M7A 1S5

Note: This Consultation Draft provides a plain language overview of the contents of the proposed draft regulation. The information contained within it is presented in a “question and answer” format and does not necessarily follow the chronology of the proposed draft regulation.

We look forward to receiving your input no later than April 18, 2019

Overview of the Act

Rowan's Law includes an annual concussion awareness day (*Rowan's Law Day*), and establishes mandatory requirements for amateur competitive sport organizations to ensure:

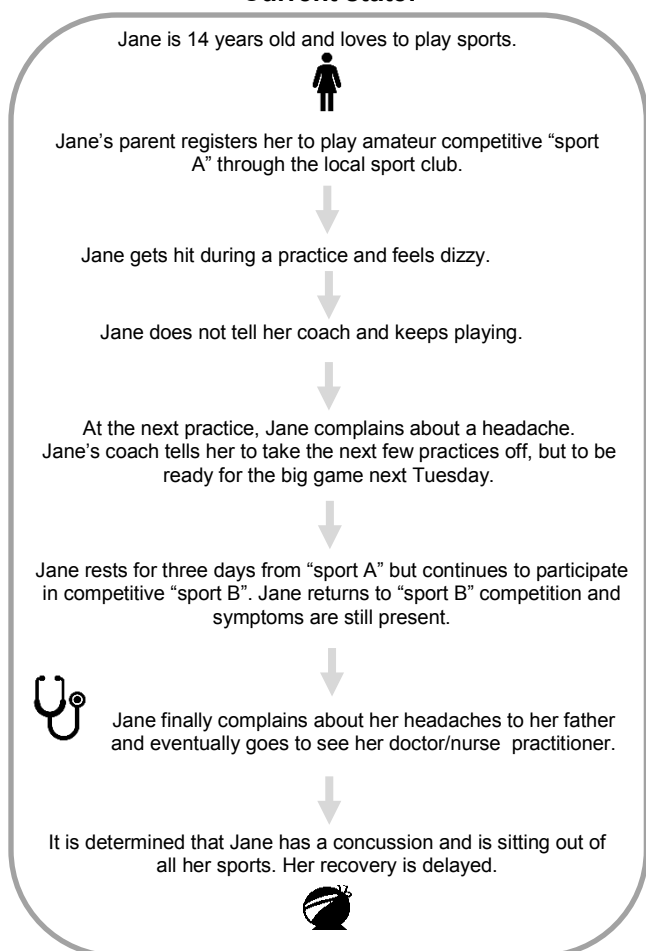
- Annual review of concussion awareness resources by athletes, coaches, and parents/guardians of athletes under 18 years of age;
- Establishment of removal-from-sport and return-to-sport protocols, so that athletes are immediately removed from sport if they are suspected of having sustained a concussion; and
- Establishment of concussion codes of conduct that will set out rules of behavior to minimize concussions while playing sport.

Amendments to the *Education Act* give the Minister of Education authority to require school boards to comply with policies and guidelines consistent with *Rowan's Law* requirements about concussions involving students.

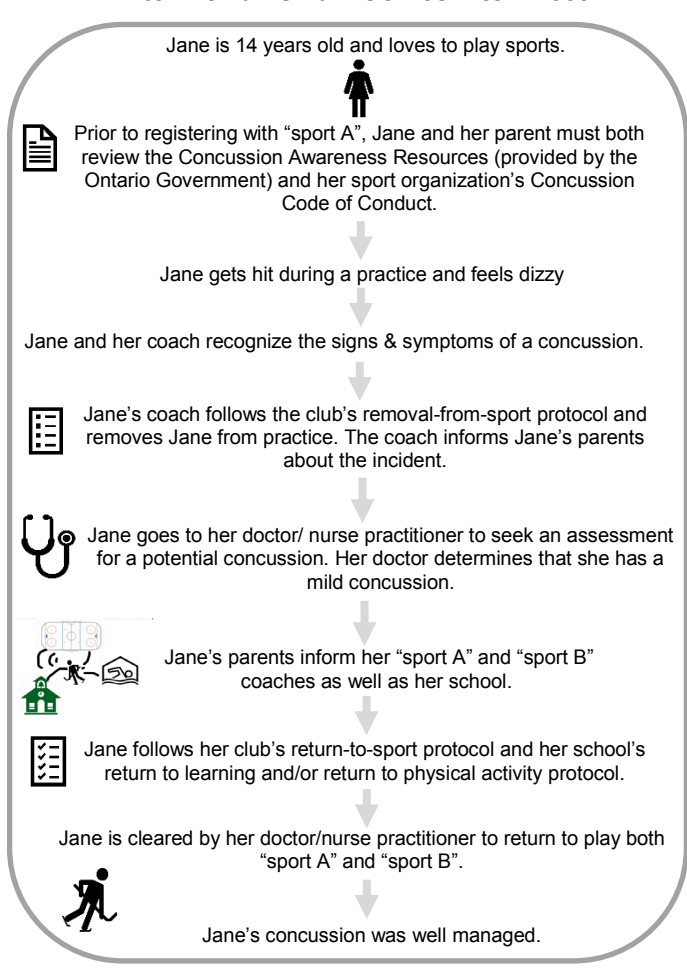
The goal of *Rowan's Law*, and amendments to the *Education Act*, is to increase awareness on the field, at school, in communities and in our homes and minimize the risk of concussion, so that all children and youth can participate safely in amateur sport.

The diagrams below are intended to demonstrate a typical scenario within a sport organization before and after *Rowan's Law* and proposed regulation under *Rowan's Law* take effect.

Current state:



After Rowan's Law Comes into Effect:



Your Feedback on the Proposed Draft Regulation under Rowan's Law

About You or Your Organization

(please check the appropriate box)

I am responding in my primary role as a/or on behalf of:

- ☐ Not-for-Profit Sport Organization
- ☐ For-Profit Sport Organization
- ☐ Athlete
- ☐ Coach
- ☐ Official
- ☐ Parent/guardian of an Athlete
- ☐ Postsecondary Institution
- ☐ Municipal staff or municipal association representative
- ☐ Health Care Provider
- ☐ Provincially funded school board, school authority, provincial and demonstration school
- ☐ Other _____

SECTION A: Consultation Draft - A Plain Language Overview

Overview

1. Scope
2. Concussion Awareness Resources
3. Concussion Code of Conduct
4. Removal-from-Sport & Return to Sport Protocols
5. Manner of Implementation of Regulation

1. Scope

There are several sections in the draft regulation that clarify the scope of sport organizations that would be required to comply with the Act based on the type of amateur competitive sports and activities the organization delivers, as well as ages of athletes registered. This means that a sport organization under the Act could include for-profit or not-for-profit entities, municipalities, Universities, Colleges of Applied Arts and Technology or other Post-Secondary Institutions if they meet the specific criteria outlined in the regulation. Questions 1-7 describe the intent of those sections of the regulation.

Q.1 What types of coaches would be required to comply with the Act?

Any reference to "coach" in the Act would apply to any type of sport organization coach, including a head coach or an assistant coach.

Q. 2 Would a sport organization be subject to the provisions of the Act for all of the sport programs it offers?

The proposed regulation would clarify that sport organizations would only be required to comply with the obligations under the Act for activities that meet ALL of the criteria outlined in Qs 3, 4 and 5 for (i.e., types of sports, nature of sport activities and ages of athletes) and are not excluded activities.

Q. 3 What specific types of amateur competitive sports would be subject to the provisions of the Act?

The proposed regulation includes a list of 63 higher-risk sports (including parasport equivalents, if applicable) that would be considered amateur competitive sports under the Act (“amateur competitive sport(s)”). The 63 sports are listed in Table 1- Amateur Competitive Sports List. Sport organizations that offer programs involving these sports would be required to comply with the Act in relation to activities that are covered by the Act.

Table 1 - Amateur Competitive Sports List

| | | |
|----------------------|-----------------------|----------------------|
| 1. Alpine Skiing | 23. Goalball | 45. Ski Jumping |
| 2. Artistic Swimming | 24. Grappling | 46. Snowboarding |
| 3. Track & Field | 25. Gymnastics | 47. Soccer |
| 4. Ball Hockey | 26. Handball | 48. Softball |
| 5. Baseball | 27. Ice Hockey | 49. Special Olympic |
| 6. Basketball | 28. Jiu-Jitsu | Floor Hockey |
| 7. Biathlon | 29. Judo | 50. Speedskating |
| 8. BMX Freestyle | 30. Karate | 51. Sport Climbing |
| 9. Bobsleigh | 31. Kickboxing | 52. Squash |
| 10. Boxing | 32. Lacrosse | 53. Surfing |
| 11. Broomball | 33. Luge | 54. Swimming |
| 12. Canoe & Kayak | 34. Marathon Swimming | 55. Taekwondo |
| 13. Cricket | 35. Modern Pentathlon | 56. Triathlon |
| 14. Cross Country | 36. Muaythai | 57. Volleyball |
| Skiing | 37. Pankration | 58. Water Polo |
| 15. Curling | 38. Racquetball | 59. Water Ski & |
| 16. Cycling | 39. Ringette | Wakeboarding |
| 17. Diving | 40. Rowing | 60. Wheelchair |
| 18. Equestrian | 41. Rugby | Basketball |
| 19. Field Hockey | 42. Sailing | 61. Wheelchair Rugby |
| 20. Figure Skating | 43. Skateboarding | 62. Wrestling |
| 21. Football | 44. Skeleton | 63. Wushu |
| 22. Freestyle Skiing | | |

Q. 4 What types of activities would be subject to the provisions of the Act, and which would be exempted?

The proposed regulation clarifies that sport organizations would be subject to the Act when carrying out the following activities:

- training athletes; and/or
- conducting practices among athletes; and/or
- organizing or holding one or more tournaments, contests or other competitions among athletes.

The intent is to exclude activities that focus on fundamental movement or sport skills, as well as sport activities that are more informal in nature. As such, the proposed regulation clarifies that a sport organization would not be subject to the Act for any of the following activities:

- those which focus primarily on the development of fundamental movement or sport skills and that are not focused on competition; or
- those which satisfy all the following criteria:
 - athletes of various skill, or experience or ages ordinarily play/practice together;
 - do not involve coaches/officials;
 - composition of members may change between games; and
 - do not involve keeping track of individual or team standings between games or practices.

Q. 5 What ages of athletes would be impacted by the Act?

The proposed regulation clarifies that a sport organization with at least one amateur athlete under 26 years of age would be required to comply with *Rowan's Law*. The proposed regulation further clarifies that:

- sport organizations must register athletes under 26 years of age unless the athlete and their parent/guardian (if the athlete is under 18 years of age) have confirmed that they reviewed the government issued concussion awareness resources and their sport organization's concussion code of conduct within 12 months before the registration;
- sport organizations would not be required to receive confirmation of review of concussion awareness resources and the concussion code of conduct from athletes who are 26 years of age or older, when they are registered in the same activities as those athletes under 26 years of age;
- sport organizations must meet removal and return-to-sport protocol requirements when they have registered at least one athlete under 26 years of age in an amateur competitive sport and activity covered by the Act. Protocols would then apply to all athletes (irrespective of age) registered in that activity.

Note: A University, College of Applied Arts and Technology or other Post-Secondary Institution would be exempt from this age provision, and must comply with the provisions of the Act for any age of amateur athletes in respect of amateur competitive sport and activities that are subject to the Act.

Q. 6 How would the proposed regulation address the following scenario: A sport organization is not required to comply with the requirements under the Act because all of its registered athletes are 26 years of age or older. Subsequently, an athlete under the age of 26 initiates registration with that organization.

The proposed regulation describes a special rule for this circumstance. The rule would require the sport organization to comply with the Act when they initiate registration of the athlete under the age of 26. This includes, at the time of registration, that the sport organization would be required to ensure that the athlete under the age of 26 satisfies the requirements for registration (confirmation of review

of both the concussion awareness resource and the sport organization's concussion code of conduct), and the sport organization would be required to have removal and return-to-sport protocols in place for all athletes. The sport organization would not be required to ensure that athletes 26 years of age or older satisfy the concussion awareness resource or concussion code of conduct requirements.

Q. 7 Does the draft regulation include any special rules for athletes, parents/guardians, coaches and officials who are not ordinarily residents in Ontario and participate in a sport competition organized by an Ontario sport organization? Does the draft regulation include any special rules for an out of province sport organization that organizes a competition in Ontario?

The proposed regulation clarifies that:

- a. athletes (and parents/guardians of athletes under 18 years of age) who are not ordinarily residents in Ontario would not have to confirm review of concussion awareness resources or codes of conduct when they register for an Ontario amateur competitive sport competition;
- b. coaches not ordinarily residents in Ontario would not have to confirm review of concussion awareness resources or codes of conduct when they serve in that capacity with a sport organization holding an Ontario amateur competitive sport competition;
- c. officials not ordinarily residents in Ontario would not have to confirm review of concussion awareness resources when they serve in that capacity with a sport organization holding an Ontario amateur competitive sport competition.

However, the removal and return-to-sport protocols for the Ontario amateur competitive sport competition would apply in the context of competition and therefore would apply to all participants including the individuals referenced in bullets a-c.

The proposed regulation clarifies that an out of province sport organization (i.e., a corporation that is not incorporated in Ontario), that holds a competition in Ontario does not have to comply with concussion awareness and code of conduct requirements under the Act. However, the out of province sport organization would be required to establish and comply with the requirements for the removal and return-to-sport protocols under the Act.

Q. 8 Does the draft regulation define elementary/secondary schools and private schools as sport organizations subject to *Rowan's Law*?

The proposed regulation provides that a school and a private school within the meaning under the *Education Act* is not a sport organization.

Do you have any comments about the intent of the sections of the proposed regulation that clarify the scope of *Rowan's Law* (Questions 1-8)?

(insert comments)

2. Concussion Awareness Resources

There are several sections in the draft regulation that clarify the requirements in the Act related to the review of concussion awareness resources (which will be made available by the government). Questions 8-14 summarize the intent of these sections.

Q. 9 Aside from athletes, parents/guardians and coaches, would any other individuals be required to review concussion awareness resources on an annual basis?

The proposed regulation would specify that individuals identified as “designate(s)” under a sport organization’s removal/return-to-sport protocol, as well as officials, such as umpires, referees or judges, who preside over the field of play, would be required to review concussion awareness resources.

Q. 10 How would the proposed regulation address the following scenario: A sport organization requires only initial registration by an individual and does not require subsequent re-registration for a sport activity in order for the individual to continue to participate in the activity. In this instance, would the sport organization have obligations to confirm review of the concussion awareness resources on an annual basis?

The proposed regulation would require sport organizations that do not require re-registration for a sport activity to receive confirmation of review of concussion awareness resources from the individual in every subsequent year on or before the anniversary of the date of the individual’s most recent registration.

Q. 11 When must coaches and officials confirm to their sport organization that they have reviewed the concussion awareness resources?

The proposed regulation specifies that sport organizations may permit a coach or official to serve in that position in a calendar year only if they confirm, in the same calendar year, but before the first time they serve as coach or official, that they have reviewed concussion awareness resources within the last 12 months.

Q.12 Does the proposed regulation include any transitional provisions (for the first year only) that would allow coaches and officials to continue to serve with a sport organization for a limited period of time, without having to review concussion awareness resources?

The proposed regulation provides a grace period of up to two months for coaches and officials to confirm their review of concussion awareness resources after the law comes into effect.

Q.13 Would a coach or official be required to review the concussion awareness resources if he/she serves a sport organization who undertakes amateur competitive sport and activities covered under the Act, but whose athletes are 26 years of age or older?

The proposed regulation clarifies that coaches and officials working exclusively with individuals 26 years of age or older are not required to review concussion awareness resources.

Q. 14 How would individuals confirm review of concussion awareness resources with their sport organization?

The proposed regulation specifies that individuals (athletes, parents/guardians of athletes under age 18, coaches, designate(s) and officials), may confirm their review of the concussion awareness resources with their sport organization either in writing or electronically.

Do you have any comments about the intent of the sections of the proposed regulation that relate to concussion awareness resources (Questions 9-14)?

(insert comments)

3. Concussion Code of Conduct

Some of the sections of the draft regulation serve to clarify requirements in the Act related to Concussion Codes of Conduct. The government will make a sample Concussion Code of Conduct template available for adaptation by sport organizations to support implementation. Questions 15-22 summarize the intent of these sections.

Q. 15 What are the minimum content requirements for a Concussion Code of Conduct?

Table 2 – Minimum Requirements for a Concussion Code of Conduct, sets out the minimum requirements for a concussion code of conduct as proposed in the draft regulation. The proposed regulation also clarifies that a sport organization must ensure that every individual listed in Column 3 – “Individuals Required to Make the Commitment or Give the Acknowledgement”, is required to make a commitment or give acknowledgement about the items listed in Column 2 – “Description of Commitment or Acknowledgement”.

Table 2 – Minimum Requirements for a Concussion Code of Conduct

| Column 1 - Item | Column 2 - Description of Commitment or Acknowledgement | Column 3 - Individuals Required to make the Commitment or Give the Acknowledgement |
|--------------------|--|--|
| 1. | Commitment to fair play and respect for all | Athletes, parents and guardians of athletes who are under 18 years of age, and coaches |
| 2. | Commitment to concussion recognition and reporting, including self-reporting of possible concussion and reporting to a designated person when an individual suspects that another individual may have sustained a concussion | Athletes, parents and guardians of athletes who are under 18 years of age, and coaches |
| 3. | Commitment to supporting the return-to-sport process | Athletes, parents and guardians of athletes who are under 18 years of age, and coaches |
| 4. | Commitment to sharing any pertinent information regarding incidents of a removal from sport with the athlete's school and any other sport organization with which the athlete has registered | Athletes, parents and guardians of athletes who are under 18 years of age |
| 5. | Commitment to providing opportunities before and after each training, practice and competition to enable athletes to discuss potential issues related to concussions | Coaches |
| 6. | Commitment to zero-tolerance for prohibited play that is considered high-risk for causing concussions | Athletes, parents and guardians of athletes who are under 18 years of age, and coaches |
| 7. | Acknowledgement of mandatory expulsion from competition for violating zero-tolerance for prohibited play that is considered high-risk for causing concussions | Athletes, parents and guardians of athletes who are under 18 years of age, and coaches |

| | | |
|----|--|--|
| 8. | Acknowledgement of escalating consequences for those who repeatedly violate the concussion code of conduct | Athletes, parents and guardians of athletes who are under 18 years of age, and coaches |
|----|--|--|

Q. 16 Are there circumstances set out in the draft regulation that would allow a sport organization to be exempted from any of the requirements set out in the table in Q. 15?

The draft regulation specifies that sport organizations that have not already adopted a rule on the following matters, would not be required to include the respective provision(s) in their Concussion Code of Conduct:

- zero-tolerance for prohibited play (Table 2, “Description of Commitment or Acknowledgment”, item 6); and/or
- acknowledgement of mandatory expulsion from competition (Table 2, “Description of Commitment or Acknowledgment”, item 7); and/or
- acknowledgement of escalating consequences (Table 2, “Description of Commitment or Acknowledgment”, item 8).

Q. 17 Does the draft regulation specify requirements for sport organizations to review and update their Concussion Codes of Conduct?

The proposed regulation specifies that sport organizations would be required to review their concussion codes of conduct at least annually and update them as soon as reasonably possible to ensure they continue to meet the minimum content requirements outlined in the regulation.

Q. 18 How would the proposed regulation address the following scenario: A sport organization requires only initial registration by an individual and does not require subsequent re-registration for a sport activity in order for the individual to continue to participate in the activity. In this instance, would a sport organization have obligations to confirm review of the concussion code of conduct on an annual basis?

The proposed regulation would require sport organizations that do not require re-registration for a sport activity to receive confirmation of review of the concussion code of conduct from the individual in every subsequent year on or before the anniversary of the date of the individual’s most recent registration.

Q. 19 When must coaches confirm to their sport organization that they have reviewed their concussion code of conduct?

The proposed regulation specifies that sport organizations may permit a coach to serve in that position in a calendar year only if they confirm, in the same calendar year, but before the first time they serve as coach, that they have reviewed the sport organization’s concussion code of conduct within the last 12 months.

Q. 20 Does the proposed regulation include any transitional provisions (for the first year only) that would allow coaches to continue to serve with a sport organization for a limited period of time, without reviewing the concussion code of conduct?

The proposed regulation provides a grace period of up to two months for coaches to confirm their review of concussion code of conduct after the law comes into effect.

Q. 21 Would a coach be required to review the concussion code of conduct if he/she serves a sport organization whose athletes are all 26 years of age or older?

The proposed regulation clarifies that coaches working exclusively with individuals 26 years of age or older are not required to review the sport organization's concussion code of conduct

Q. 22 How will individuals confirm their review of Concussion Codes of Conduct with their sport organization?

The proposed regulation specifies that individuals (athletes, parents/guardians of athletes under age 18 and coaches), may confirm their review of a Concussion Code of Conduct with their sport organization either in writing or electronically.

Q. 23 Which Concussion Code of Conduct would apply in circumstances where sport organizations competing in a sport competition have different codes of conduct?

The proposed regulation clarifies that when an athlete or coach attends a competition held by another sport organization, the concussion code of conduct of the sport organization organizing/holding the competition would apply.

Do you have any comments about the intent of the sections of the proposed regulation that relate to concussion codes of conduct (Questions 15-23)?

(insert comments)

4. Removal-from-Sport & Return-to-Sport Protocols

There are several sections in the draft regulation that clarify the requirements in the Act related to Removal-from-Sport and Return-to-Sport protocols. The government will make sample Removal-from-Sport and Return-to-Sport protocol templates available for adaptation by sport organizations to support implementation. Questions 24-29 summarize the intent of these sections.

Q. 24 What are the minimum content components required in a Removal-from-Sport Protocol?

The following are the minimum requirements for a removal-from-sport protocol proposed in the draft regulation:

- Designate(s) must remove an athlete from further training, practice or competition if the sport organization becomes aware that the athlete has sustained, or is suspected of sustaining a concussion, whether or not the concussion was sustained or suspected of having been sustained during an activity with the sport organization;
- If an athlete is suspected of having sustained a concussion, designate(s) must immediately call 9-1-1, if in their opinion, doing so is necessary;
- Sport organization must document incidents of removal from sport;
- Designate(s) must advise the athlete, or the parent/guardian of an athlete

under 18 years of age, that the athlete is required to undergo a medical assessment by a physician or Registered Nurse in the Extended Class (nurse practitioner) before the athlete will be permitted to return to training, practice or competition as per the return-to-sport protocol; and

- Designate(s) must provide a copy of the sport organization's removal-from-sport and return-to-sport protocols to the athlete or the parent/guardian of an athlete under 18 years of age, when the athlete has been removed-from-sport.

Q. 25 What are the minimum content components required in a Return-to-Sport Protocol?

The following are the minimum requirements for a return-to-sport protocol proposed in the draft regulation:

- An athlete may return to training, practice or competition if the athlete provides confirmation to the designated person(s) that they have:
 - undergone an assessment by a physician or Registered Nurse in the Extended Class (nurse practitioner), and
 - have not been diagnosed as having a concussion, and
 - have been cleared to return to training, practice or competition by the physician or Registered Nurse in the Extended Class (nurse practitioner);
- Athletes with diagnosed concussions must follow the graduated return-to-sport steps that are set out in the protocol;
- The graduated return-to-sport steps may set out activities specific to the sport as well as the intended outcomes of the activities that the athlete must successfully complete before moving on to the next step;
- Athletes who have been removed from sport must not be permitted to participate in unrestricted practice or training, or competition unless they provide confirmation of medical clearance by a physician or Registered Nurse in the Extended Class (nurse practitioner) to designated person(s);
- Athletes who have been removed from sport may not return to graduated stepwise training, practice or competition unless the athlete, or the athlete's parent/guardian (for athletes under 18 years of age), has shared the assessment or recommendations they have received from the physician or Registered Nurse in the Extended Class (nurse practitioner), if any, with the designate(s);
- Designate(s) must inform athletes or the athlete's parent/guardian (for athletes under 18 years of age) of the importance of disclosing the concussion diagnosis to any other sport organization with which the athlete is registered, or the school that the athlete attends; and
- Requirement for sport organization to document an athlete's progression through return-to-sport until confirmation of medical clearance has been received by the designate.

Q. 26 Does the proposed regulation clarify if a designate may rely on the information received from athletes or parents/guardians of athletes, in carrying out their responsibilities under the return-to-sport protocol?

The proposed regulation clarifies that a designated person may rely on the information received from an athlete, or an athlete's parent/guardian (if athlete is under 18 years of age), in carrying out the designated person's responsibilities under their sport organization's return-to-sport protocol.

Q. 27 Are there specific rules for sport organizations to follow related to personal information collected in carrying out a removal-from-sport protocol and a return-to-sport protocol?

The proposed regulation specifies the following rules for sport organizations:

- Limit the collection, use and disclosure of personal information to that which is reasonably necessary for the purposes of the protocols;
- Limit access to the personal information to only those individuals who require it for the purpose of fulfilling their duties under the Act;
- Retain, disclose and dispose of personal information in a secure manner; and
- Create a retention policy for personal information.

Q. 28 Does the draft regulation require sport organizations to provide their removal and return-to-sport protocols to specific types of individuals?

The proposed regulation would require sport organizations to make the protocols available to designate(s) and athletes removed from training, practice or competition or the athlete's parent/guardian (if athlete is under 18 years of age).

Q. 29 Which Removal-from-Sport/Return-to-Sport protocols would apply in circumstances where the sport organizations competing in a sport competition have different protocols?

The proposed regulation clarifies that where an athlete attends a competition held by another sport organization, the protocols of the sport organization organizing/holding the competition would apply.

Do you have any comments about the intent of the proposed regulation related to Removal-from-Sport and Return-to-Sport protocols?

(insert comments)

If you are a health care practitioner or from the health care sector, do you have any comments (as well as evidence) about any of the role(s) presented within the removal and return-to-sport protocols as proposed in the draft regulation?

(insert comments)

5. Manner of Implementation of Regulation

The government is planning a phased implementation of the Act² and regulation. It is proposed that the parts of the Act and associated sections of the regulation related to Concussion Awareness Resources and Concussion Codes of Conduct would come into effect in Spring/Summer 2019. It is proposed that the parts of the Act and associated sections of the regulation related to the Removal-from-Sport and Return-to-Sport Protocols would come into effect in Spring/Summer 2020.

Phasing the Act and regulation would provide sport organizations with additional time to fully comply with the full requirements of the Act and regulation. This phased approach would not preclude sport organizations from implementing all of the provisions of the Act and regulation in Spring/Summer 2019.

Similarly, sections related to Concussion Awareness Resources and Concussion Codes of Conduct in the updated PPM 158 for school boards, school authorities and provincial and demonstration schools are intended to come into effect in Winter 2020 and sections related to the Removal-from-Physical Activity and Return-to-Learning/Physical Activity Protocols are intended to come into effect in Fall 2020. The intention would be to re-issue the fully updated PPM 158 in Fall 2019. This proposed phased approach for the provincially funded elementary and secondary sector would not preclude school boards, school authorities and provincial and demonstration schools from implementing all of the updated sections of PPM158 prior to Fall 2020.

Do you have any comments about this phased approach?

(insert comments)

SECTION B: Proposed Draft Regulation

Do you have any comments about the proposed draft regulation?

(insert comments)

² Only Section 5 of the Act has been proclaimed into force.