



COSBO (Council of Senior Business Officials)



# Student Information System Reference Architecture for Ontario District School Boards (SIS RA)

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**Status:** Final

## Document Revision History

Version	Date	Summary of Changes	Author
0.1	Jan 20, 2021	SIS RA functional scope. Identification and clarification of the SIS business functions and processes, based on the DSB inputs and the GO ITS standards and best practices.	Bruce Gazley, Dana Constantinescu, Helen Westlake
0.2	Feb-March, 2020	Development of all functions, processes and scenarios. Identification of data exchange parties and information exchanged.	Bruce Gazley, Dana Constantinescu, Helen Westlake
1.0	Mar. 12, 2021	Version release for Steering committee review.	Bruce Gazley, Dana Constantinescu, Helen Westlake
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2.0	Mar 31, 2021	Final Version	Bruce Gazley, Andrey Taranets, Dana Constantinescu, Helen Westlake
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## SIS RA Development Team

Name	Title	Organization
Bruce Gazley	Project Manager	ECNO
Andrei Taranets	Data Architect	Government of Ontario, Central Agencies I+IT Cluster
Dana Constantinescu	Business Analyst	Peel District School Board
Helen Westlake	Business Analyst	York District School Board

## Referenced Documents

This document was developed using a wide range of business documents and architecture references, including:

REF ID	Document Category	Title	Date	Author
1.	DSB SIS RA Document	SIS Project Charter		ECNO, GO CSC, OASBO
2.	DSB SIS RA Document	Business Functions and Processes		SIS RA Team
3.	DSB SIS RA Document	Business Processes and Scenarios		SIS RA Team
4.	DSB SIS RA Document	Data Exchange Model		SIS RA Team
5.	DSB SIS RA Document	Architectural (Non-functional) Requirements		SIS RA Team
6.	Auditor General 2018 Annual Report	3.12 School Boards - IT Systems and Technology in the Classroom	Dec 2018	Auditor General of Ontario
7.	GO Documents	Ontario.ca Portal: Education Act, R.S.O. 1990, c. E.2		Government of Ontario
8.	MOE Documents	Ontario.ca Portal: Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016	2016	Ontario Ministry of Education
9.	MOE Documents	Ontario.ca Portal: Growing Success: Assessment, Evaluation, and Reporting in Ontario's Schools, Kindergarten to Grade 12		Ontario Ministry of Education
10.	MOE Documents	Ontario.ca Portal: Growing Success: The Kindergarten Addendum		Ontario Ministry of Education
11.	MOE Documents	Ontario.ca Portal: Course Codes 2010	2010	Ontario Ministry of Education
12.	MOE Documents	Ontario.ca Portal: Course Codes for Alternative (Non-Credit) Courses		Ontario Ministry of Education
13.	MOE Documents	Ontario.ca Portal: Ontario Student Record (OSR) Guideline, 2000 (revised 2020)	2020	Ontario Ministry of Education
14.	MOE Documents	Ontario.ca Portal: Special Education in Ontario, Kindergarten to Grade 12, Policy & Resource Guide	2017	Ontario Ministry of Education
15.	MOE Documents	Ontario.ca Portal: Special Education Funding Guidelines Special Equipment Amount (SEA)	2016-2017	Ontario Ministry of Education
16.	GO Documents	Ontario.ca Portal Information Technology Standards		Ontario Public Service (OPS)
17.	GO-ITS Standard	Ontario.ca Portal: GO-ITS 25.0 General Security Requirements		OPS

18.	GO-ITS Standard	Ontario.ca Portal: GO-ITS 25.11 Security Design Requirements	OPS
19.	GO-ITS Standard	Ontario.ca Portal: GO-ITS 25.1 Security Requirements for Routers and Switches	OPS
20.	GO-ITS Standard	Ontario.ca Portal: GO-ITS 25.6 Security Requirements for Firewalls	OPS
21.	GO-ITS Standard	Ontario.ca Portal: GO-ITS 25.7 Security Requirements for Remote Access Services	OPS
22.	GO-ITS Standard	Ontario.ca Portal: GO-ITS 25.8 Security Requirements for Servers	OPS
23.	GO-ITS Standard	Ontario.ca Portal: GO-ITS 25.12 Security Requirements for the Use of Cryptography	OPS
24.	GO-ITS Standard	Ontario.ca Portal: GO-ITS 25.13 Security Requirements for Web Applications	OPS
25.	GO-ITS Standard	Ontario.ca Portal: GO-ITS 25.21 Cloud First Principles and Security Requirements	OPS



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## 1. Introduction

### 1.1. SIS RA Project Background

In June 2018, the Ontario Education Collaborative Marketplace (OECM) initiated a procurement project seeking a Student Information System (SIS) to support District School Boards (DSB) in Ontario. The RFP was awarded to Fujitsu Consulting (Canada) Inc., for their Aspen software in January 2019 for a period of 10 years. School Boards may choose to engage with Fujitsu through the OECM Master Agreement, or they may seek an alternate solution.

In 2019, Community Services CIO Soussan Tabari introduced the concept of developing a Reference Architecture (RA) for a Student Information System in Ontario to provide standardised functions and processes, information architecture and application interfaces to support the needs of both school boards and the Ministry of Education [1].

ECNO (Education Computing Network of Ontario) working in conjunction with the Ontario Ministry of Education and Ontario Association of School Business Officials (OASBO) representatives will undertake the development of the SIS Reference Architecture (SIS-RA). This reference architecture will provide guidance on the implementation of standardised processes and application interfaces, as well as defining the data elements captured. Additionally, this standardised reference architecture will be a reference that can lead the expectations of a horizontal, sector-wide approach versus local, disparate undertakings.

The SIS RA will:

- Facilitate consistency in the configuration of a new solution and the transition from a legacy solution to a new platform for Boards,
- Inform Vendors of the standards for future development and direction of their product(s) in Ontario,
- Provide standards for future development and data integration,
- Provide consistency and efficiency for future releases,
- Improve the consistency and accuracy of data and metadata supporting the positioning of the SIS as an authoritative data source for all student data.
- Gain efficiencies in one time and sustainment costs, and
- Address the Auditor General’s recommendations from the December 2018 report [6].

## 1.2. SIS RA Objectives and Documents

The objectives of the SIS RA [1] are to

- 1) Lead the expectations of horizontal, sector-wide approach (versus local, disparate undertakings).
- 2) Standardize common functionalities and processes across the sector including the Ministry of Education and School Boards.
- 3) Facilitate consistency in configuration of solutions and transition from the legacy systems to new platforms.
- 4) Provide consistency and efficiency for future releases.
- 5) Improve consistency and accuracy of data and metadata to support the future development of Ontario Student Information System (OnSIS) data processes for the Ministry of Education.
- 6) Gain efficiencies in one time and sustainment costs.

This document is the first in the series of SIS RA documents. It includes the identification and specification of all common SIS business functions and processes of Ontario DSBs (Objectives 1 and 2). The functional model presented in this document underlines the need for an integrated view of all SIS functions of Ontario DSBs. Also, it is independent of the current and future vendor products, and generic to enable its further customization for specific needs of each school board.

The high-level functional requirements specified in this document will be further elaborated in other SIS RA documents:

- Business Processes and Scenarios,
- Data Exchange Model, and
- Architectural (Non-functional) Requirements.

Document SIS RA Business Processes and Scenarios [3] further details the specifications of significant common DSB SIS business processes (Objectives 1, 2) in the form of process diagrams and their specifications. These specifications refer to the business roles involved in each process, documents used in the process, process outcomes, steps for normal and exceptional scenarios, triggering events, business rules etc. All these specifications are vendor products agnostic as well.

In the current state, the SIS may be supported by several vendor products. Their databases typically replicate the same data items, encoded in different formats, which requires frequent manual data exchange operations, prone to various errors. The whole SIS IT system should be supported by highly inter-operable vendor products that provide a seamless integration of the SIS databases by utilizing efficient data exchange protocols.

SIS RA Data Exchange Model [4] is focused on the specification of typical data flows between the DSB SIS systems and external parties that provide various services for the school boards (such as Ministry of Education, municipal public health, university and college application services, local transportation consortia, and others). Currently, many of these data interactions require manual protocols. This artefact will include recommendations how the future DSB SIS systems can use data exchange protocols, both internally and externally (Objective 5).

Finally, document SIS RA Architectural (Non-functional) Requirements [6], depicts a vision of the future state DSB SIS systems, expressed in the form of architectural qualities they should have. Common DSB SIS solutions

that meet these criteria will also enable significant reduction of the development, maintenance and upgrade costs of all Ontario DSB SIS systems (Objectives 3 and 6).

All the above SIS RA documents will be aligned with the Government Ontario IT-S Standards [13].

### 1.3. SIS RA Scope

Specific references to extended metadata elements such as volatility and volumetrics, are not contained in this document, as they depend on the size of each school board, the total number of users and local school board IT infrastructure.

Also, specific references to extended metadata elements such as data sensitivity and document retention, are not contained in this document. However, it is recommended that school boards follow current guidelines around data sensitivity (especially in an SAAS hosting environment where the vendor is responsible for security) and document retention periods (using PIM Toolkit and OPS GO-ITS standards as a guideline for best practices) and local school board policies.

It is also recommended that school boards follow FIPPA/MFIPPA as well as advice from the Information Privacy Commissioner.





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## ***Part 1 - Business Functions and Processes***

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## 1. Introduction

The intent of this document is to collect the SIS business functions and processes that are most common to all Student Information Systems (SIS) from the school boards across Ontario.

In order to achieve a well-rounded overview of how SIS currently works, and what would be the desirable future SIS moving forward, workshops and interviews were conducted with Subject Matter Experts (SME) from the selected Ontario District School Boards (DSB).

### 1.1 Overview of this Document

This document is organized as follows:

**Section 1** gives a summary with the purpose of this document.

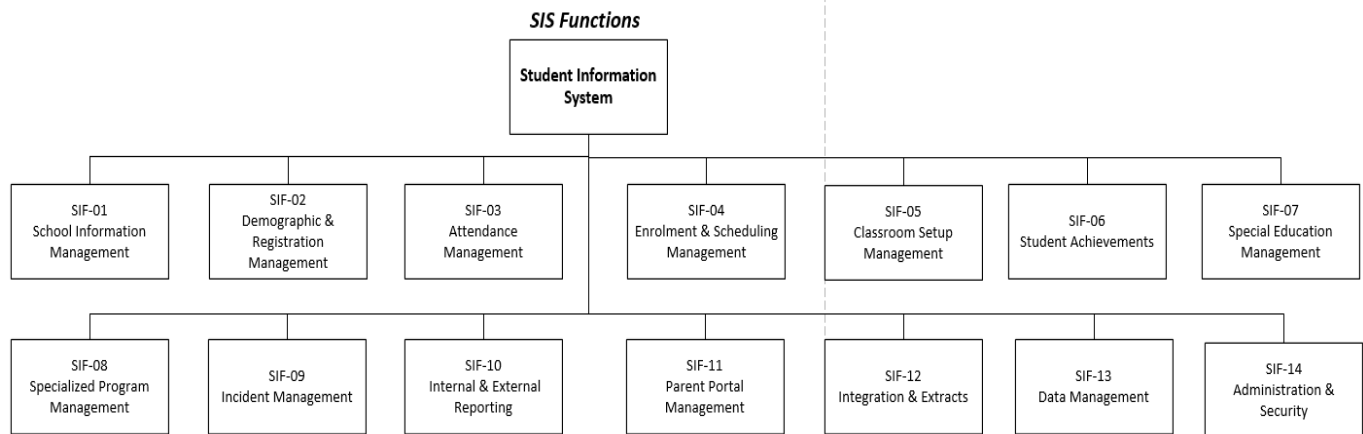
**Section 2** introduces the most common DSB SIS functions. These functions are specified in the form of diagrams and tabular descriptions.

**Section 3** introduces and elaborates the SIS business processes related to each SIS function specified in Section 2. The textual descriptions of each process identify the typical business roles, prerequisites, documents, outcomes and steps of these processes.

The SIS-RA team prepared this version of the document after the workshops and consultations with the Subject Matter Experts (SME) of the selected Ontario DSBs were conducted and finalized, as well as based on the analysis of the available documentation provided by the participating school boards' SMEs and based on the resources provided by the SIS-RA team members.

This document will be further refined after the first review with the Steering Committee and after the review with selected DSBs. The reviews will include recommendations and comments of the reviewers.

## 2. DSB SIS Business Functions



**Figure 1: Student Information System Functions**

**Table 1: Student Information System Function Descriptions**

ID	Name	Description
SIF-01	<b>School Information Management</b>	This function includes the setup and maintenance of all school data. This includes school setup information, school year & calendar information. It also contains information on rooms, lockers and other facility information.
SIF-02	<b>Demographic &amp; Registration Management</b>	This function encapsulates all processes related to student enrolment data, either it is a first-time enrolment such as kindergarten, or enrolment for specialized programs such as French Immersion, IB, etc. Enrolment may be done online by the parents or guardians (P/G) or by the student (if applicable). Enrolment also captures transfer or withdrawal of the student from a program or school. This function is applicable for students inside and outside Canada.
SIF-03	<b>Attendance Management</b>	This function covers all attendance processes for schools, whether done in a classroom, by an attendance secretary or other Board staff. Attendance Management also includes the timely notification to the parents or guardians (P/G) of student absences.
SIF-04	<b>Enrolment &amp; Scheduling Management</b>	For secondary schools (and alternative education), this function begins with the development/maintenance of the course catalog. For all schools, the next steps are the creation of the master schedule, setting the students' courses and schedules.
SIF-05	<b>Classroom Setup Management</b>	This function supports the management of students taking online and in-class learning courses, inside and outside of the school property. Each classroom learning environment might have a different setup, work process or requirements.
SIF-06	<b>Student Achievements</b>	This function includes the assessment and evaluation of student performance, the assignments and standards which they align with the Ministry of Education's goals. Reporting of student achievement through report cards, provincial assessments and transcripts are also included, having the main focus on the student success.

<b>SIF-07</b>	<b>Special Education Management</b>	This function oversees the management of students who are receiving special education programs and services, the management of IST, IPRC, Services and Transportation, as well as the annual review of these students.
<b>SIF-08</b>	<b>Specialized Program Management</b>	This function is referring to students who have various needs and interests and who are engaged in specialized (pathway) programs. School boards offer a variety of program options and learning opportunities, each designed with student success in mind.
<b>SIF-09</b>	<b>Incident Management</b>	This function is referring to inappropriate student behaviour when schools need to use a progressive discipline approach to promote positive student behaviour and well-being. Schools should consider a range of options to determine the most appropriate way to respond to each incident situation and in some cases, a suspension or an expulsion may be necessary.
<b>SIF-10</b>	<b>Internal, External &amp; Ad-Hoc Reporting</b>	This function includes all generated reports that will be used to support internal departmental tasks such as monitoring, controlling & validation as well as to represent data that will be exchanged with external parties.
<b>SIF-11</b>	<b>Parent Portal Management</b>	This function is referring to online parent portal which provides P/G access to school services online and receive important information about their children like: school alerts and information, track real time absence reporting, view current and historic elementary report cards, get busing information, review secondary school credit history and diploma status.
<b>SIF-12</b>	<b>Integration &amp; Extracts</b>	This function is managing the internal and external applications (APIs) used by a school board, and how the data from these applications is extracted from one system and integrated into other related systems (internal and external). Sometimes the data is blended from multiple sources. Data downloads and uploads are reoccurring activities (daily, weekly, monthly) well scheduled in advance and documented.
<b>SIF-13</b>	<b>Data Management</b>	This function oversees the data migration from one system to another, as well as how the data is warehoused and consolidated into one single and secure place. The data could be extracted from multiple places, transformed, mapped and validated knowing the database platform and by using tools that manipulate, centralize and store the data. Data must be always protected.
<b>SIF-14</b>	<b>Administration &amp; Security</b>	This function covers the School and Student Information System administration and security, which includes the high-level activities that are ran by the Senior Level Management, IT Database Administrators (DBAs), Security Administrators, School Administrators and Application Interface Administrators, as well as each end-user access to the SIS, based on their job description and roles assigned.

### 3. DSB SIS Business Processes

#### 3.1. SIF-01 School Information Management

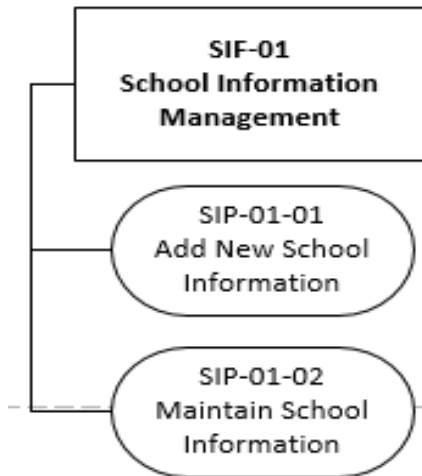


Figure 2: School Information Management Business Processes

Table 2: School Information Management Business Process Definitions

Process ID	Process Name	Process Definitions
SIP-01-01	Add School Information	<p><b>Description:</b> The purpose of this process is to add the new school information in the SIS. The information is including but not limited to: Ministry School Identification Number (MIDENT)/Board School Identification number (BSID), Board’s School Number &amp; School Name, Address, School Type (Elementary/Secondary), Principal, Vice-Principal, Superintendent, Grades Taught, Reporting Cycles, First and Last Day of School, Non-School Days, Departments, Homerooms, Teachers. A school may be an in-person, virtual or hybrid school. It may be a day school, night school, summer school, or adult school. A physical building may have more than one program (e.g. a secondary hybrid day school runs a virtual summer school program).</p> <p><b>Prerequisite:</b> There is no other record with the same School Name and Ministry School ID in the system.</p> <p><b>Trigger:</b> New school has been built and information must be added into the system in order to allocate resources and open to students.</p> <p><b>Outcome:</b> A new school record with a unique number and name is created in the SIS.</p> <p><b>Roles:</b> Administrator (School Office Administrator), Principal, Vice-Principal</p>

		<p><b>Documents:</b> Ministry School Identification Number (MIDENT), new Address from Planning and Accommodations Department</p> <p><b>Responsibilities and Steps:</b> The Administrator must remain aware of decisions that are made across multiple functional areas (such as Director's office, Planning and Accommodations, Human Resources, Facilities etc.) that may necessitate a new school record added. They examine the existing school records in order to determine if a new record must be created. They ensure that the appropriate action is taken and that the specific schools' records are added accordingly.</p> <p>When setting up a new school in the SIS, the Administrator will need to add the following information:</p> <ul style="list-style-type: none"> <li>- School Board Identification Number (BSID) and Ministry Defined School Number (MIDENT) released by the MOE. The Ministry identification numbers are generated for the Board during the funding/construction phase of the building.</li> <li>- Board's School Number and Name released by the school board.</li> <li>- School address, Contact information, Principal, Vice-Principal, Superintendent.</li> <li>- School's calendar, noting the school's start date &amp; end date for the school year, the semester &amp; term dates, non-school days (e.g., PA days, holidays, winter break and March break).</li> <li>- School type (Elementary/Secondary) and any specialized programs the school offers, such as Arts, Co-op, French Immersion, International Baccalaureate, Specialist High Skills Major (SHSM), etc.</li> <li>- Rooms designated for instructional purposes, including other internal facilities (e.g., gymnasium, cafeteria, main office, library, guidance office etc.).</li> <li>- School's staffing will be assigned through the Board's ERP data feed.</li> </ul> <p>The Vice Principal will assist with:</p> <ul style="list-style-type: none"> <li>- New school staff, Teacher Homeroom allocation, Homerooms List, Locker assignment (where applicable).</li> </ul>
SIP-01-02	Maintain School Information	<p><b>Description:</b> The purpose of this process is to update the existing school information in the SIS.</p> <p><b>Prerequisite:</b> A school record must exist in the current SIS.</p> <p><b>Trigger:</b> The necessity to update the existing school information.</p> <p><b>Outcome:</b> The school information record is updated in SIS.</p> <p><b>Roles:</b> Administrator (School Office Administrator/SIS Senior Analyst)</p> <p><b>Documents:</b> List from HR with new school staff allocation and retirements, changes of school contact information (web site, names and phone numbers), school closure. For school closure, the Board must</p>

		<p>follow the Ontario Regulation 444/98 - <i>Disposition of Surplus Real Property</i> (O. Reg. 444/98).</p> <p><b>Responsibilities and Steps:</b> The Administrator must remain aware of the decisions that are made across multiple functional areas (such as Director's office, Planning and Accommodations, Human Resources, Facilities etc.) that may necessitate a school record update. The Administrator must examine the existing school record in order to determine what information must be modified. (e.g., new address (school relocation), new assigned Principal/VP, semester start and end dates, school closures), Teacher maintenance.</p>
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### 3.2. SIF-02 Demographic & Registration Management

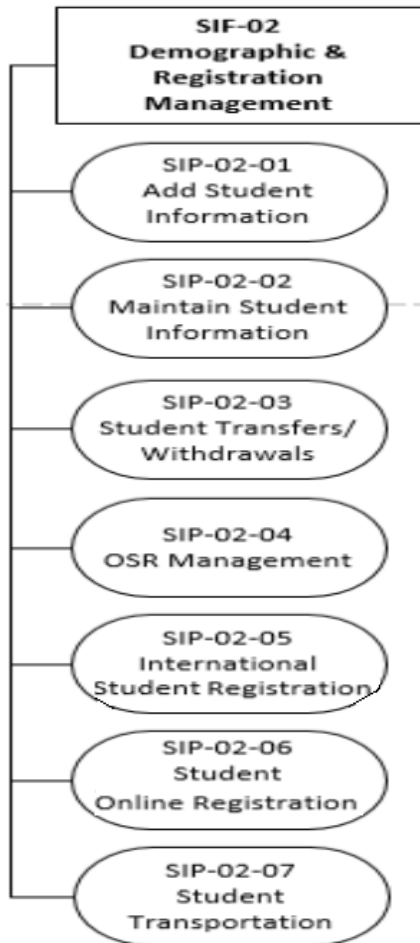


Figure 3: Demographics & Information Management Business Processes

Table 3: Demographic & Registration Management Business Process Descriptions

Process ID	Process Name	Process Definitions
SIP-02-01	Add Student Basic Information	<p><b>Description:</b> The purpose of this process is to add student basic information in the SIS. This process includes:</p> <ul style="list-style-type: none"> <li>- First time students who are registering with the board</li> <li>- New students transferred from another Ontario school board (Student has an OEN)</li> <li>- New students coming from outside province or outside Canada (OEN must be generated)</li> <li>- Returning students (previously registered with the board)</li> <li>- Shared student taking courses at more than one location (e.g. dual credits, eLearning, etc.)</li> <li>- Home schooled students</li> </ul>

		<p><b>Prerequisite:</b> Registration forms must be available (hardcopy or electronic). For students transferring from another Ontario school board, their Ontario Education Number (OEN) must be provided.</p> <p><b>Trigger:</b> The P/G wishes to register the student for new student for school.</p> <p><b>Outcome:</b> The student information has been entered into the SIS as a new student, all demographic and contact information has been added. The student will be assigned a class (elementary) or be able to enrol in classes (secondary).</p> <p><b>Roles:</b> P/G, Registration Officer (School Office Secretary), Ministry of Education (MOE), Transportation Co-ordinator, OEN Specialist</p> <p><b>Documents:</b> Registration Form, Office Index Card (OSR), <u>The Ontario Student Record (OSR) Guideline (gov.on.ca)</u></p> <p><b>Responsibilities and Steps:</b> The P/G completes the <i>Student Registration</i> form (on paper or online) with all required information.</p> <p><b>New Student</b> The required information will include:</p> <ul style="list-style-type: none"> <li>- Student Legal First, Middle and Last Name &amp; Preferred First, Middle &amp; Last Name</li> <li>- Student OEN (for student’s transferring from another school board in Ontario)</li> <li>- Student Home Address &amp; Phone Number</li> <li>- Student Birthdate</li> <li>- Gender (Male, Female, Self-Identified, Not Disclosed)</li> <li>- School they wish to attend, Start Date, and Grade (JK, SK, 1-12)</li> <li>- Country of Birth (Kindergarten only)</li> <li>- Languages Spoken at Home (Kindergarten only)</li> <li>- Indigenous Ancestry (Kindergarten only)</li> <li>- Sibling(s) in the same school</li> </ul> <p><b>Returning student</b> For a student previously registered with the Board, and who has been inactive for a while, the required information will include all of the above along with the existing Student Number and OEN.</p> <p><b>Shared Student</b> A student who will be taking courses at more than one location will be registered in their home school, as well as the other locations where they are taking courses. The student must clearly be identified as ‘shared’, so they are only counted at their home location. Once their courses are complete at the alternate location, their registration will be ended at that location.</p> <p><b>Kindergarten Student</b></p>
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		<p>The required information will include all of the above. A Student Number and OEN will be generated for the new student. The P/G may optionally complete the <i>'Early Years Experience'</i> questionnaire.</p> <p><b>Home-Schooled Student</b></p> <p>The required information will include all of the above. A Student Number and OEN will be generated if the student is new in the system. If the student is switching from regular day school to homeschooling, they will keep the Student Number and OEN. Elementary and Secondary Home-schooled students are admitted in the system in a school using a Board School Number designated only for homeschooling. Student status is flagged as 'Non-Registered' in the SIS.</p> <p>Once the P/G has completed the registration form, they will submit it <i>Online, In-Person</i> to the home school or to the <i>School Services Department</i>.</p> <p>The submitted registration form is received by the Registration Officer who reviews the form for completeness. The Registration Officer meets with the P/G (virtually or in person) to verify the documentation for student eligibility to attend the school and collect any missing information. Once all the information has been verified, the Registration Officer will create the new student record in the SIS with the data from the registration form.</p> <p>For new students that do not have an OEN already, an OEN is assigned by the MOE. Some Boards have a designated OEN Specialist located at the central board office and they generate the OENs based on the school request, while other boards have the OENs created during monthly OEN reporting.</p> <p>The Registration Officer will also check on and record student information such as:</p> <p><b>Parent Information:</b></p> <ul style="list-style-type: none"> <li>- Phone and Email</li> <li>- Has Custody</li> <li>- Lives with Student</li> <li>- Pick up Student</li> <li>- Receives Mail</li> <li>- Access to Records</li> <li>- Family Alerts/Sheltered Student (if the student information is to be hidden from everyone except from the current school's administrators/office staff)</li> <li>- Removed from Parental Control (as per Bill 212 Suspensions &amp; Expulsions)</li> </ul>
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		<p><b>Emergency Contacts</b> may also be added to the student record, with both phone and email data. Once all contact information has been added, school staff will be able to access an Office Index Card, as required for the student's OSR.</p> <p><b>OSR received</b> (if coming from others school or board - Yes/No)</p> <p><b>Medical Information</b> (e.g., Health factors, General Medication, Emergency Medical Information, Life Threatening, Plan of Care).</p> <p><b>Note:</b> The MOE requires all school boards in Ontario to have a <i>Plan of Care</i> for students with asthma, anaphylaxis, diabetes and epilepsy in schools. In case of emergencies related to these four conditions, school staff needs to refer to the child's individualized Plan of Care which contains vital information about the child's condition and emergency contacts. Each Plan of Care developed must be printed and placed in the OSR and in the Emergency Management folder.</p> <p>The School Administrator must verify and update this data in the SIS and other related places.</p> <p><b>Immigration Information</b> (where applicable)</p> <ul style="list-style-type: none"> <li>- Entry Date into Canada</li> <li>- Immigration Status</li> <li>- Country of Birth</li> <li>- Language at Home - this info helps placing the student in an ESL/FSL program later on, if there is the need</li> </ul> <p><b>Transportation</b> (where applicable) If the student will be taking the bus to school, Registration Officer will enter some preliminary information such as:</p> <ul style="list-style-type: none"> <li>- Address: where the student will be picked up or dropped off, if different from home</li> <li>- Type: either Pick-Up or Drop-off (multiple locations are allowed)</li> <li>- Comment: Additional note about the Type (e.g., Mon/Wed/Fri, Tues/Thu, etc.)</li> </ul> <p>The Transportation information will be updated by the Transportation data import. See process <b>SIP-02-07 Student Transportation Consortium</b>.</p> <p>The data in the transportation section may include:</p> <ul style="list-style-type: none"> <li>- Route number</li> <li>- Bus Operator or Company</li> <li>- Location of bus stop</li> <li>- Usual pick up or drop off time for the stop</li> </ul> <p><b>Fees Administration</b> (Student fee payments and balances)</p> <p>Once all data will be entered, the student is fully registered in school, and they are now able to enrol in classes. See process <b>SIP-04-01 Add/Maintain Student Enrolment</b>.</p>
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SIP-02-02	Maintain Student Basic Information	<p><b>Description:</b> The purpose of this process is to maintain the student information of active and withdrawn students in the SIS.</p> <p><b>Prerequisite:</b> A student record must exist in the SIS.</p> <p><b>Trigger:</b> Student information has changed</p> <p><b>Outcome:</b> The student information has been updated in the SIS</p> <p><b>Roles:</b> Administrator (School Office Secretary)</p> <p><b>Documents:</b> Office Index Card</p> <p><b>Responsibilities and Steps:</b></p> <ul style="list-style-type: none"> <li>- A request from the P/G is received to update the student basic information record.</li> <li>- The school office administrator validates the requested 'new' value. If the value appears valid, they update the student's record in the SIS to reflect the change.</li> <li>- In the meantime, information can be added to the existing student record such as: Extra-Curricular Activities (School Clubs); Student Awards</li> </ul>
SIP-02-03	Student Transfers / Withdrawals	<p><b>Description:</b> Students may withdraw from the current school and transfer to another school within the same board or other board in Ontario or outside the province. Upon graduation or withdrawal, a current and accurate copy of the student's Ontario Student Transcript (OST) must be stored in the Ontario Student Record (OSR) folder for school use.</p> <p><b>Prerequisite:</b> A student record must exist in the SIS in order to withdraw a student.</p> <p><b>Trigger:</b> The student or P/G has indicated they are leaving the school.</p> <p><b>Outcome:</b> The student's record in the SIS has been updated with the student's status and withdrawal information (e.g., Withdrawal Date, Withdrawal Reason, Planned Destination, Next School, Expulsion, Information for New School, No-Show). The OSR has been updated.</p> <p><b>Roles:</b> Student, P/G, School Office Secretary</p> <p><b>Documents:</b> Ontario Student Record (OSR), Ontario Student Transcript (OST)</p> <p><b>Responsibilities and Steps:</b> An active student (or their P/G) in school has indicated that they are leaving the school. This can be for one of the following reasons:</p> <ol style="list-style-type: none"> <li>1. Student transfers to another school in the same board – it may be a single student transfer or Mass Transfer (e.g. grade 8-9)</li> <li>2. Student transfers to another public-school board in Ontario</li> <li>3. Student withdraws &amp; goes to a private school or First Nation school in Ontario</li> <li>4. Student withdraws &amp; moves out of Ontario</li> <li>5. Students graduates from high school – Mass Demit (all grade 12s)</li> </ol>

		<p>6. Student becomes deceased</p> <p>7. Registered Student never physically attends ('No Show')</p> <p>The School Office Secretary will indicate the date of the transfer/withdrawal for all cases and will select the type of transfer/withdrawal.</p> <ol style="list-style-type: none"> <li>1. <b>Transfer - Another school in the same board:</b> Select the new School the student will be attending and the Start Date. For a group of students, the staff will be able to select the group of students using a defined criteria (e.g. grade 8, class, or P/G selected option on student profile) that will be attending the same new school, then transfer the group. The receiving school will be able to see the students transferring in and register them. The sending school can cancel the transfer of any student done in error, if not yet registered at the new school. The OSR(s) for the students will be transferred to the new school. Student and P/G accounts will be transferred to the new School on the start date.</li> <li>2. <b>Withdraw - Another public school in Ontario:</b> Select the new School Board the student will be attending and the Start Date. The new school will need to receive the student's OSR.</li> <li>3. <b>Withdraw – Private or First Nation School in Ontario:</b> Indicate the Reason for the withdrawal and enter the Withdrawal Date. Obtain a current Ontario Student Transcript (OST) for the student and store it in the OSR. Once a written request from the receiving school has been received and the P/G has provided consent (digitally or physically) to transfer the OSR, the student's OSR can be transferred to the new school.</li> <li>4. <b>Withdraw – Outside of Ontario:</b> Indicate the Reason for the withdrawal and enter the Withdrawal Date. Obtain a current Ontario Student Transcript (OST) for the student and store it in the OSR. Once a written request from the receiving school has been received and the P/G has provided consent (digitally or physically) to transfer the OSR, a copy of student's OSR can be transferred to the new school, but the original OSR stays with the Board.</li> <li>5. <b>Withdraw - Mass Demit:</b> For a group of students, first select all the students, then select the withdrawal. Enter the Reason (e.g., Post-Secondary) and the Withdrawal Date. Obtain current Transcripts (OST) each student and store them in the student's OSR.</li> <li>6. <b>Withdraw – Student becomes deceased:</b> Indicate the Reason for withdrawal and the date. Obtain a current Transcript (OST) for the student and store it in the OSR.</li> </ol>
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SIP-02-04	OSR Management	<p><b>Description:</b> The purpose of this process is to establish, maintain, retain, transfer and dispose the OSR of each student enrolled in any school within the school board. The process also ensures the security of each OSR and that the persons who must perform clerical functions with respect to the establishment and maintenance of the OSR, are aware of the confidentiality provisions in the Education Act and the relevant freedom of information and protection of privacy legislation. The OSR may be maintained physically or electronically, according to appropriate security and privacy restrictions and all relevant legislation.</p> <p><b>Prerequisite:</b> Student has or had an enrolment record in the SIS.</p> <p><b>Trigger:</b> Student changes schools, leaves the school board system or has sensitive information that needs to be added into the file.</p> <p><b>Outcome:</b> Student OSR is updated accordingly</p> <p><b>Roles:</b> Only supervisory officers, principal and teachers of the school have access to the OSR. Additional access may be permitted under municipal and provincial freedom of information legislation, under specified and limited circumstances.</p> <p><b>Documents:</b> OSR; <a href="http://gov.on.ca">The Ontario Student Record (OSR) Guideline (gov.on.ca)</a></p> <p><b>Responsibilities and Steps:</b> OSRs are retained at the last school the student attended for five years post-retirement. Annually, staff responsible for the OSR review should identify the OSRs that have been retired five years and prepare these for offsite storage/archive. The only records that should remain in the OSR folder are the final transcript and the Office Index Card. Include a credit counseling summary for each special education student if they achieved non-credit courses that do not show on the OST. The OSR is maintained for 55 years past the student’s retirement at the central storage location.</p> <p>Board and School staff should be able to run reports to determine:</p> <ul style="list-style-type: none"> <li>- <i>OSR History</i> - Lists all the places the OSR has been within the same school board. It does not have the ability to list any school out of the school board. The report could be used by the school to assist auditors with the paper trail of the OSR.</li> </ul>

		<ul style="list-style-type: none"> <li>- <i>OSR Statistics</i> - Lists the number of requests for the OSR from various schools in the same school board or outside the school board, based on a defined date range.</li> <li>- <i>Notification of OSR Creation</i> – Lists all new OSRs when admitting new kindergarten students at the beginning of school year.</li> <li>- <i>Notification of OSR Requests from the feeder school</i></li> <li>- <i>Notification of OSR submission to the next school</i> (e.g., from primary elementary to middle school; from middle to secondary school)</li> </ul>
SIP-02-05	International Student Registration	<p><b>Description:</b> This process gives a view of all students who are coming to study from outside Canada and received a valid study permit from the Government of Canada. International students can begin their studies in Canada at any point in their school career.</p> <p>There are two types of international students:</p> <ul style="list-style-type: none"> <li>- Visa/Study Permit Students</li> <li>- Exchange Program Students</li> </ul> <p><i>VISA/Study Permit Students</i> can select the <i>adaptive model</i> which is a blend of in-person and at-home learning or they can also decide to select the <i>fully online learning</i> experience that will be taught by the selected school board teachers using the Ontario Curriculum.</p> <p>During the pandemic and while Canadian borders remained closed, the DSB will allow current international students who have a valid study permit to engage in their learning from the country they are currently residing in. However, there are <b>important items</b> the VISA students, families and guardian must be aware of:</p> <ul style="list-style-type: none"> <li>- All instructions will only be offered to students in Eastern Standard Time.</li> <li>- Learning will be split into Quadmesters and students will be taking two courses at a time.</li> <li>- This online learning will be a FULL course and requires students to be working approximately 5.5 - 6 hours a day on school work for five days a week.</li> <li>- For the Adaptive Model - the learning will potentially take place on one or more than one platform.</li> <li>- For the Online Model - the learning will potentially take place on one or more than one platform.</li> <li>- The fully online learning model will place very difficult challenges in front of English Language Learners (ELL).</li> <li>- It is highly recommended that if students are already in Canada that they stay in Canada and do not return to their home country.</li> <li>- Students will require a stable and reliable internet connection to successfully engage in fully online learning.</li> </ul>

		<p><i>Exchange Programs</i> allow a registered student in good academic standing to take a limited number of courses at a selected Ontario school board, without completing further admission formalities.</p> <p><b>Prerequisite:</b> An application must be completed and submitted by the international student. The application must be received by the school board via online application portal or via School Services department.</p> <p><b>Trigger:</b> International student shows the interest to study in a school board from Ontario.</p> <p><b>Outcome:</b> International student is admitted in a school that is within boundaries of their residence address in Ontario.</p> <p><b>Roles:</b> P/G, Student, Registration Officer (School Office Secretary)</p> <p><b>Documents:</b> The Ontario Association of School Districts International (OASDI): <a href="https://www.oasdi.ca/">https://www.oasdi.ca/</a>; Valid study permit from the Government of Canada for VISA/Study Permit students.</p> <p><b>Responsibilities and Steps:</b></p> <p><b>Visa/Study Permit Students</b> who wish to enter Canada from another country must:</p> <ul style="list-style-type: none"> <li>- Understand, complete and submit all information required by the Government of Canada, to the selected school board. Provide a Canadian contact and address if known.</li> <li>- Receive notification from the Government of Canada for a study permit.</li> <li>- Review and sign the <i>Student and P/G declaration</i> that they understand the Canadian acts and regulations, international pre-departure &amp; arrival guide.</li> <li>- <i>Travelers Self-Isolation</i> guidelines must be followed, where applicable. Information like: Daily Self-Monitoring, Primary Student Contact Information, Travel Information, Self-Isolation plan must be provided.</li> </ul> <p><b>Exchange Program Students</b> who enter Canada from another country must know the following information:</p> <ul style="list-style-type: none"> <li>- Exchange programs are usually offered to visiting student, and the program is between 6 to 9 months.</li> <li>- A registered student in good academic standing is allowed to take a limited number of courses at an Ontario school board without completing further admission formalities.</li> <li>- Once the application is accepted by the School Service Program Coordinator from the selected DSB, the exchange student is registered directly in the SIS by the Registration officer.</li> <li>- <i>Travelers Self-Isolation</i> guidelines must be followed, where applicable.</li> </ul>
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<p>SIP-02-06</p>	<p>Student Online Registration</p>	<p><b>Description:</b> This process supports the registration of students taking online or in-class learning courses, in and out of the school board. The SIS application manages this process by providing all students a school portal to register online. Some students have the opportunity to register for the first time in the SIS, like the kindergarten students, while some others are active students or returning students within the school board.</p> <p><b>Prerequisites:</b></p> <ul style="list-style-type: none"> <li>- P/G must have an electronic device</li> <li>- P/G must have access to internet and to the online registration portal</li> <li>- P/G must have a valid email address, username and password</li> </ul> <p><b>Trigger:</b> Student must register in order to have access to education.</p> <p><b>Outcome:</b> Student is registered</p> <p><b>Roles:</b> P/G, School Office Secretary</p> <p><b>Documents:</b></p> <ul style="list-style-type: none"> <li>- Immigration papers, Birth Certificate, contact information (e.g., for Kindergarten Students),</li> <li>- OEN, Student Number, email address for returning students, and active students from within the same board and try to register for specialized programs,</li> <li>- OEN, School, email address, Board Name, School Name, Program Councillor Name for students coming from outside school board and try to register for specialized programs (e.g., Summer programs).</li> </ul> <p><b>Responsibilities and Steps:</b> Students from the same school board or outside the school board, returning students or first-time students must follow the next steps in order to register online:</p> <p><b>Visit the student online registration page:</b> Find the link to the registration page available on the board website, school websites (usually it is shared with P/G and students through social media and parent portal). The online registration page must display a notice of the Board’s collection and storage of personal student information, and that the Board may maintain an online Ontario Student Record (OSR).</p> <p><b>Create a P/G account:</b> P/G will be required to sign up on the registration portal using an email address and password. Once P/G signed up, a confirmation email will be sent to the email address they used. They will be required to click on the link in the confirmation email to confirm their email address and move ahead with the registration process.</p>
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		<p><b>Begin the registration:</b></p> <p>Once the link in the email address has been confirmed, P/G can begin the student online registration process. Most online registrations must include information like:</p> <ul style="list-style-type: none"> <li>- Student information</li> <li>- Residential and mailing address information</li> <li>- Parent/legal guardian information</li> <li>- Emergency contact(s)</li> <li>- Consent for electronic communication (CASL)</li> <li>- Supporting documents (e.g., fillable Forms, program questionnaire, self-identification, essays, resumes)</li> </ul> <p><b>Confirmation email:</b></p> <p>Once families have completed the registration form and submitted it, they will automatically receive a confirmation email.</p> <p><b>Schools receive the registration:</b></p> <p>A Guidance Counsellor and Program Coordinator will receive and analyse the applications.</p> <p><b>Connect with the P/G:</b></p> <p>Once the application is processed, the school will use the appropriate email templates to communicate with the family and inform them about the status of their application.</p> <p><b>Note:</b> If the P/G is unable to complete the online registration independently, schools must provide guidance as needed. Families can contact the school by phone to receive support in completing their application. Schools can work with the family directly to register their child in the selected program.</p>
SIP-02-07	Student Transportation Consortium	<p><b>Description:</b> Student Transportation is typically a joint venture between School Boards and a Transportation Consortium. Each Board/Transportation Services determine eligibility guidelines for elementary and secondary students based on safe walking distances to school, and, in some Boards, availability of public transportation for secondary students. Notwithstanding distance, students with specialized needs may be eligible for specialized transportation, while enrolled in a specialized program, as deemed appropriate by an IPRC decision.</p> <p><b>Prerequisite:</b> The student is enrolled and active and lives within the eligible transportation boundary, or the IPRC decision includes special transportation. The P/G has indicated the student will be taking the bus.</p> <p><b>Trigger:</b> The Board provides required data on students eligible for transportation to the Transportation Consortium.</p> <p><b>Outcome:</b> The Transportation Consortium provides the Board details of transportation data for the eligible students on a regular basis. The data is</p>

		<p>recorded for each eligible student, in their Student Information, Transportation area.</p> <p><b>Roles:</b> Information Technology Data Analyst (Programmer, Database Analyst), Transportation Co-ordinator, Special Education Co-ordinator</p> <p><b>Documents:</b> Student Safety Plan</p> <p><b>Responsibilities and Steps:</b> For student’s records where the indicator shows they will be taking the bus to school, the IT Data Analyst extracts the student’s demographic information to send to the Transportation Consortium to allow them to determine the student’s bus route information.</p> <p>The data will include:</p> <ul style="list-style-type: none"> <li>- Student ID (OEN and optionally an SIS ID)</li> <li>- Student Name</li> <li>- Student Address</li> <li>- Type (pick up or drop off – multiple locations are allowed)</li> <li>- Comment (optional per type, e.g., Monday/Wednesday/Friday)</li> </ul> <p>The Transportation Co-ordinator will process the data in their system, and return a data file with all of the above information, as well as the route information:</p> <ul style="list-style-type: none"> <li>- Route Number</li> <li>- Bus Operator or Company</li> <li>- Location of bus stop</li> <li>- Usual pick up or drop off time for the stop</li> </ul> <p>Each student’s transportation record in the SIS will be updated with the transportation data.</p> <p><b>IPRC Special Transportation</b></p> <p>For students’ who have been recommended for special transportation from the IPRC decision, additional details for the Transportation Co-ordinators have been captured within the Special Education IPRC process. This may include requests for seatbelts or harnesses, instructions for pickup or drop-off, taxis, health information, etc. There may also be documentation specific to bus drivers (e.g., Safety Plan – what to do in case of an emergency). All of this is also sent to the Consortium to assist in their transportation planning. The Transportation Co-ordinators will process the data in their system and return the data file to update the student’s record in the SIS.</p>
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### 3.3. SIF-03 Attendance Management

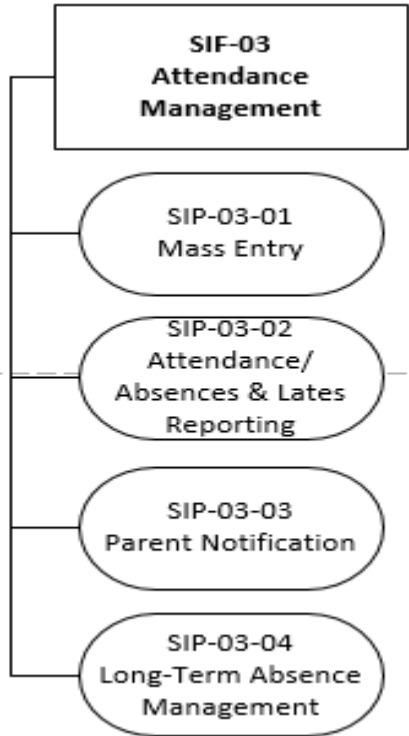


Figure 4: Attendance Management Business Processes

Table 4: Attendance Management Business Process Descriptions

Process ID	Process Name	Process Definitions
SIP-03-01	Attendance Mass Entry	<p><b>Description:</b> This process gives a view of all the attendance records entered in the system simultaneously on a specific date and reason code, for a specific group of students from the school.</p> <p><b>Prerequisite:</b> An active student record must exist in the SIS.</p> <p><b>Trigger:</b> School events organized inside or outside school property (e.g., class trip), School closures due to inclement of weather, School bus cancellations, District School Board closing, Students being late for class.</p> <p><b>Outcome:</b> Mass attendance records are entered in the SIS</p> <p><b>Roles:</b> School Attendance Counsellor, School Office Secretary</p> <p><b>Documents:</b> database script that updates automatically the student record in the SIS, based on a selection criterion.</p> <p><b>Responsibilities and Steps:</b> Attendance Counsellor has the update role to access the student attendance module in SIS, and to use 'Mass Entry' functionality.</p>
SIP-03-02	Attendance/ Absences & Lates Reporting	<p><b>Description:</b> This process gives a view of the attendance records entered in the SIS on a specific date for a group of students by teacher, grade, class, period or AM/PM, reason and contact information. The process includes the 'Absent' and 'Late' students.</p>

		<p><b>Prerequisite:</b> An active student enrolment record must exist in the SIS.</p> <p><b>Trigger:</b> Student is absent or late in the class without P/G notification.</p> <p><b>Outcome:</b> Student is marked 'Absent' or 'Late' in the SIS</p> <p><b>Roles:</b> School Attendance Counsellor, School Office Secretary, Classroom Teacher</p> <p><b>Documents:</b> Class attendance list</p> <p><b>Responsibilities and Steps:</b> Classroom Teacher takes the classroom attendance and inputs absences and lates online in the Attendance application.</p>
SIP-03-03	Parent Notification	<p><b>Description:</b> This process gives a view of the absence records entered in the SIS based on P/G notification on a specific date for a specific student. P/G uses an online or calling system (school messenger) to report a student's absence or late.</p> <p><b>Prerequisite:</b> P/G must inform the school to report that a student is absent or late.</p> <p><b>Trigger:</b> Student cannot attend school for a period of time.</p> <p><b>Outcome:</b> Student is marked 'Absent' or 'Late' in the SIS.</p> <p><b>Roles:</b> School Office Secretary, P/G, Classroom Teacher</p> <p><b>Documents:</b> Call-in system or Online parent reporting, Daily Attendance Call List report</p> <p><b>Responsibilities and Steps:</b></p> <p><b>Elementary school students</b></p> <p>A full/partial day of absence or being late must be reported by P/G, having the student's name, grade, day of absence or being late, homeroom teacher and reason of absence.</p> <p>P/G could give the note in advance to their child, so they can bring it to school prior to the day of absence and hand it in to the classroom teacher. In this situation, the P/G still must report to the school their child absence.</p> <p><b>Secondary school students</b></p> <p>A full/partial day of absence or being late must be reported by P/G, having the student's name, grade, day of absence or being late, period and reason of absence.</p> <p>Students who are 18 or older may report their own absences or being late.</p>
SIP-03-04	Long-Term Absence Management	<p><b>Description:</b> This process gives a view of the long-term absence records entered in the SIS based on the student's name, grade and the length of consecutive absences. There are a variety of reasons that may impact the student's ability to attend school regularly.</p> <p>Long term absences could be:</p> <ul style="list-style-type: none"> <li>- Reported by the P/G who excuses the student in advance,</li> </ul>

		<ul style="list-style-type: none"> <li>- Not reported by the P/G, and the student is absent for 15 or more consecutive days.</li> </ul> <p><b>Prerequisite:</b> An active student record must exist in the current SIS.</p> <p><b>Trigger:</b> Student is absent from school for more than 15 consecutive days</p> <p><b>Outcome:</b> Students with long term absences are appropriately tracked by the Principal and School Social Workers.</p> <p><b>Roles:</b> Attendance Counsellor, Social Worker, Principal, Classroom Teacher, P/G, Adult Student.</p> <p><b>Documents:</b> P/G's note with expected return date of return to school, Doctor's note, Social Worker's report, other related documentation.</p> <p><b>Responsibilities and Steps:</b></p> <p><b>Absence Reported</b></p> <p>When the P/G reports and excuses the student in advance, the following steps should be followed:</p> <ul style="list-style-type: none"> <li>- Documentation with a reason and an expected date of return to school must be provided by the P/G and handed in to the Attendance Counsellor.</li> <li>- Classroom Teacher and Principal must be notified.</li> <li>- These students do not need to be referred to the School Social Worker</li> </ul> <p><b>Absence Not Reported</b></p> <p>When P/G does not report and excuse the student in advance (documentation with an expected date of return is not provided to school), and student is absent for more than 15 consecutive days the following steps should be followed:</p> <ul style="list-style-type: none"> <li>- Principal must write a referral if the student is in a day school and under 18 years old.</li> <li>- The Principal will refer the student to a School Social Worker.</li> <li>- For the Student to maintain registered in school, the Social Worker must contact the P/G of the student for more information.</li> <li>- A record of the contacts and written documentation from P/G and Social Worker are saved in the system.</li> <li>- To maintain a student on the register, the School Social Worker must follow-up with P/G and review the status of the student, and then must provide a report for each subsequent 15-day period.</li> <li>- If the student has left the school or if the School Social Worker has been unable to make contact with student's P/G, the Principal will determine if the student must be withdrawn or not.</li> </ul>
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### 3.4. SIF-04 Enrolment & Scheduling Management

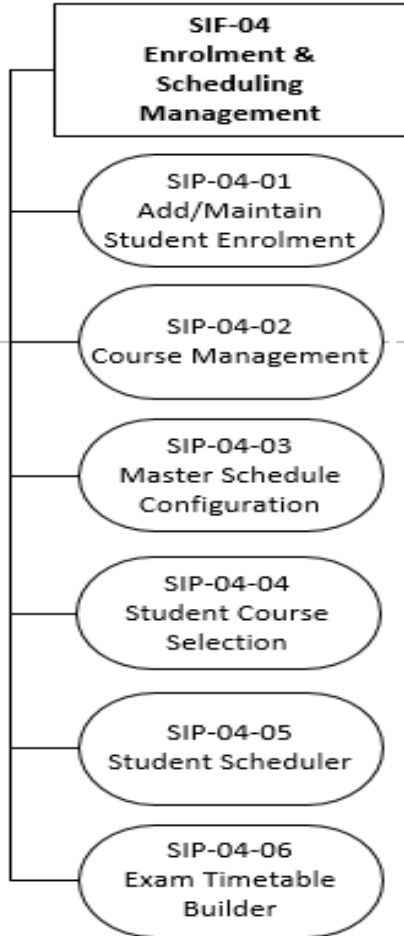


Figure 5: Enrolment & Scheduling Management Business Processes

Table 5: Enrolment & Scheduling Management Business Pocess Descriptions

Process ID	Process Name	Process Definitions
SIP-04-01	Add/Maintain Student Enrolment	<p><b>Description:</b> Student enrolment is the process of adding students to courses or a class (in elementary), or maintaining student enrolment. Student enrolment can be done manually by a Guidance Counsellor, Teacher or School Office Administrator for an individual student or cohort enrolment by the School Office Administrator.</p> <p><b>Prerequisite:</b> A student record must exist in the SIS, and the student must be active.</p> <p><b>Trigger:</b> The student(s) requires a change to their enrolment record or is being enrolled because:</p> <ul style="list-style-type: none"> <li>- A student is new to the school;</li> <li>- A student needs to add/drop a class;</li> </ul>

		<p>- A class needs to be cancelled or combined. The students may enrol in another course.</p> <p><b>Outcome:</b> The student(s) enrolment record has been added or updated.</p> <p><b>Roles:</b> Student, P/G, Enrolment Officer (Guidance Counsellor, Office Administrator), School Administrator (Principal, Vice-Principal)</p> <p><b>Documents:</b> Timetable (secondary)</p> <p><b>Responsibilities and Steps:</b> The Enrolment Officer reviews the enrolment record for the student.</p> <p><b>New Elementary Student</b></p> <p>For a new elementary student, the Enrolment Officer will review the classes to determine which class has space and is appropriate for the student’s grade level. The student will be assigned a class which will also be their homeroom teacher.</p> <p><b>New Secondary Student</b></p> <p>For a new secondary student, the Enrolment Officer will review the student’s OSR to determine which courses the student has completed and has outstanding for their grade. Based on the student’s required courses, student and P/G preferences for electives, and availability of spaces in scheduled courses, the Enrolment Officer builds the student’s timetable. The student will also be assigned a homeroom teacher based on their timetable.</p> <p><b>Secondary Student - Drop Class</b></p> <p>The School Administrator sets a timeline each semester when students may, if conditions permit, change their course schedule. In the allowed timeframe, the student requests an appointment with an Enrolment Officer to review their timetable and course selections. Before the student is able to drop a course, the Enrolment Officer ensures that the course will not negatively affect their graduation requirements or their plans for post-secondary. If it is a required course, the Enrolment Officer ensures they have a plan to pick up the course in another period (e.g., summer school, night school, e-learning, next semester). Dropping a course may require an approval from a P/G, unless the student is 18 or older. Once all conditions are met, the course can be removed from the student’s timetable and will not be recorded on the student’s transcript.</p> <p><b>Secondary Student - Add Class</b></p> <p>The School Administrator sets a timeline each semester when students may, if conditions permit, change their course schedule. In the allowed</p>
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		<p>timeframe, the student requests an appointment with an Enrolment Officer to review their timetable and course selections. Before the student is able to add a requested course, the Enrolment Officer reviews the student’s graduation requirements and plans for post-secondary. The Enrolment Officer also determines if there is any space in the requested course. If there is space, and the P/G has approved the addition of the course, the course can be added to the timetable. If there is no space, but it is a required course, or the student requires it for their post-secondary goals, the Enrolment Officer may put the student on a waitlist, in case other students drop out of the course in the allowed timeframe. If there is no space, or the timeframe for adding a class runs out, the student cannot add the class, and will have to take it in a different period (summer school, night school, e-learning, next semester).</p> <p><b>Secondary – Cancel or Combine Classes &amp; Reschedule Students</b>                  In some cases, a scheduled class may have to be cancelled (e.g., the class did not meet the minimum enrolment), or two classes may need to be combined. The Enrolment Officer notifies the affected students. The Enrolment Officer will work with the individual student to find an alternate course, if appropriate (see Drop &amp; Add class above). In the case of Summer or Night School students, the student may be able to take the same course in a different location.</p>
SIP-04-02	Course Management	<p><b>Description:</b> This process gives a view of the courses entered in the system and encapsulates components like course code validation and changes, course information and course maintenance.</p> <p>All Course Codes must follow the most current Ontario Ministry of Education curriculum. The courses are organized by grade and subject.</p> <p><b>Prerequisite:</b></p> <ul style="list-style-type: none"> <li>- School details such as: School type (Elementary or Secondary), Semester or Non-Semester School, School Year, Semester, Terms, Days, Periods, Reporting Periods, and Scheduling Cycles must be saved in the SIS.</li> <li>- Teacher Information</li> <li>- Timetable Layout</li> <li>- Ministry Defined Courses (MDC), Locally Developed Courses (LDC) and Dual Credit Courses (DCC) from the MOE.</li> </ul> <p><b>Trigger:</b> New ministry course codes, changes of the course information.</p> <p><b>Outcome:</b> Course information is saved in the SIS, by grade and subject.</p> <p><b>Roles:</b> Vice-Principal, Teacher, School Guidance Counsellor, Principal, School Office Administrator</p>

		<p><b>Documents:</b> <a href="#">Ontario Curriculum, Grades 9 to 12: Course Descriptions and Prerequisites (gov.on.ca)</a>  <a href="#">Course Codes (gov.on.ca)</a>  <a href="#">Ontario Schools: Kindergarten to Grade 12 (gov.on.ca)</a></p> <p><b>Responsibilities and Steps:</b></p> <p>At the beginning of each school year, Principal and Vice-Principal must prepare for September start-up and the following components in the SIS must be checked: school Information, timetable layout, teacher information and course information.</p> <p>Vice Principal, School Guidance Counsellor and School Office Administrator should have the access to save the course information in the system.</p> <p>Course Information has the following components:</p> <p><b>Course Code Maintenance</b> will include:</p> <p><b>Course Code Validation</b></p> <p>All MOE course codes are added and reviewed.</p> <p>The first three letters of the Ministry course codes are used to indicate the subject.</p> <p>The fourth character refers to the grade level, 1= grade 9 and 4 = grade 12.</p> <p>The fifth character refers to the course type and program pathway (e.g., Grades (9&amp;10 D = Academic, P = Applied, O = Open, N = non-credit; Grades 11&amp;12 U=university, C=college, M =university/college, E = workplace preparation, O = Open).</p> <p>The sixth character is considered a placeholder for some courses. Incorrect course codes will cause issues with OUAC/OCAS &amp; Ministry reporting.</p> <p><b>Course Information</b></p> <p>The Course information is added, verified and maintained in the SIS. The information is including but not limited to: School Year, Course Code, Title, Short Name, Credit Value, Number of Hours, Description, Department, Sub-Department, Language of Instruction, Format (Semester/Full Year/Alternate Days), Course Identification, Compulsory, Pre-Requisites, Number of Sections, Minimum Enrolment, Maximum Class Size and Gender Request, Co-op (Yes/No).</p> <ul style="list-style-type: none"> <li>- Course Identification field is mandatory and refers on how the course is delivered (e.g., Regular Day Course, Independent Study, Co-op Course, Dual Credit Course, ESL/ELD, Credit Recovery) and it is used to group classes and calculate the Class Size Averages. October and March Ministry reporting use the course identification as well.</li> </ul>
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		<ul style="list-style-type: none"> <li>- Compulsory Code Definitions will be added in the SIS with the following information: Compulsory Description, Compulsory Code, Applies to the Diploma of: Ontario Secondary School Diploma (OSSD), (Ontario Schools Intermediate and Senior) OSIS Transition (Yes/No).</li> </ul> <p><b>Course Identification Type</b></p> <p>There is a standard identification for courses with specific code. Courses are coded with three letters to indicate the subject.</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li>- GLE is used to identify Special Education courses, ESL /ELD is used to identify ESL courses.</li> <li>- Course Codes for Alternative (Non-Credit) beginning with 'K' indicate courses consisting of alternative expectations, which do not lead to credits. These codes are structured differently: the fourth character indicates the year of attendance in secondary school (A for the first year, B for the second, etc.); and the fifth character, N, indicates a non-credit course.</li> </ul> <p>The course titles for each course type will be also provided.</p> <p><b>Course Codes Extra Character(s)</b></p> <p>Many DSB in Ontario added the 6<sup>th</sup> character to the MDC or LDC to identify a particular emphasis in a course, for secondary schools. The school may offer the same course with two or more emphases, using the 6<sup>th</sup> character to distinguish between emphases.</p> <p>For example, a student working towards one single credit (1.00) for TTJ20 - Transportation, can either take:</p> <p>TTJ20A – Transportation–Auto Service, or          TTJ20G – Transportation–Auto Body, or          TTJ20K – Transportation–Small Engines</p> <p>If a student needs to work towards 2.00 credits for TTJ20 – Transportation, then they could take TTJ207 – a two credit application course.</p> <p><b>Course Section Maintenance</b></p> <p>Once the school year begins, all class changes must be done through Course Section Maintenance.</p> <p>Based on a Course Code, there is an associated Section Letter, Teacher Name, Room, Class Capacity, a Minimum &amp; Maximum Number of Students, Course Closed (Yes/No), Total Enrolled, Total Male, Total Female), Gender Restriction (Yes/No) and Schedule</p>
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		<p>(Year, Semester, Term, Day, Period, Start Date &amp; End Date, Start Time &amp; End Time). Course section letter can be added or deleted. If a course section is deleted and there are already students assigned to that course section, then the School Counsellor must remove the students first from that class, prior deleting the course section. Classes with insufficient enrolment are cancelled.</p> <p><b>Other course related information</b> is found in:</p> <ul style="list-style-type: none"> <li>- <i>Attendance</i> – an attendance sheet will be generated for each course code.</li> <li>- <i>Exam Timetable</i>– the course code will be listed in the exam timetable builder.</li> <li>- <i>Report Card</i> – a mark entry and report card will be generated with the course code on it.</li> <li>- <i>Student History</i> – the course code will move to either complete or incomplete credit detail when student completes the course, and then added to the student record.</li> <li>- <i>OnSIS Ministry Reporting</i> – the course code and credit will be added to the student record, and submitted to the ministry at reporting time.</li> <li>- <i>Timetable building</i> – the course code and period will be added to the timetable layout.</li> <li>- <i>Student Diploma Calculation</i> – student diploma will be generated with the credit earned and compulsory course code on it.</li> <li>- <i>Class Size Average</i> reports count the number of students assigned to a course/class.</li> <li>- <i>Option Sheets Course Codes List</i></li> </ul>
SIP-04-03	Master Schedule Configuration	<p><b>Description:</b> Master schedule configuration is the process that oversees all information about teacher and class time-slot allocation during the school day, without overlapping classes.</p> <p><b>Prerequisite:</b> Course Information, Teacher information, School information and Timetable layout must be updated and saved in the SIS.</p> <p><b>Trigger:</b> Master timetable must be generated for the new school year.</p> <p><b>Outcome:</b></p> <p><b>Roles:</b> Vice-Principal, Teacher, School Guidance Counsellor, Principal, School Office Administrator</p> <p><b>Documents:</b></p> <p><b>Responsibilities and Steps:</b> Before the master schedule is generated, the Principal and Vice-Principal must check if school information, timetable layout, teacher information, rooms, course and course section information, period lengths, period start</p>

		<p>&amp; end times, attendance tumble, teams/groups, mass counsellor assignment, student transfer forms are updated and saved in the system. This information will help do the FTE calculation and build the teacher's timetable and their homeroom assignments.</p> <p>Master Schedule (or Master Timetable) encapsulates the following components:</p> <p><b>Teacher Maintenance</b></p> <p>Teacher Name and Employee Number are added and maintained in the SIS. This information allows to find teaching staff and their employee number. Employee Number is required for report card downloads and ministry reporting.</p> <p><b>Teacher Timetable Codes</b></p> <p>Each course code is linked to a department and sub-department in the school (e.g., ESL-ESL/ESD, GLE-Special Ed, CHS – History, MAT - Mathematics), a course grade, course level (for secondary courses: D-Academic, P-Applied, U-university, C-college, M – mix, O – Open, N-Non-Credit) semester, term, day, period, course section letter, pre-requisite courses, and a teacher name. The first 3 letters of the course code are used for staffing allocations. After March 2019, secondary schools in Ontario have changed the course period to full day course (Period=Day).</p> <p>Once the course information and teacher timetables are done, the elementary and secondary school timetables can be configured.</p> <p><b>Elementary Master Schedules</b></p> <p>For the elementary school, usually the school Vice-Principal (VP) is in charge to build the Master Timetable and do the training to the staff. The Vice-Principal is granted the update role to configure and control the master timetable.</p> <p>In order to build the Elementary Master Schedule for the next school year and to manage those schedules during the school year, the following steps should be considered:</p> <ul style="list-style-type: none"> <li>- Create courses and course programs</li> <li>- Define the student groups and associate them to the course programs.</li> <li>- Create build scenarios and define lunch parameters, terms and days.</li> <li>- Initialize sections (e.g., Class, Activity, Duty, Lunch, Program Study, Team) based on selected courses, departments and grade level, and then assign staff members to course sections.</li> <li>- Recalculate enrollment totals</li> </ul>
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		<ul style="list-style-type: none"> <li>- Synchronize the schedule</li> <li>- Populate schedule attributes</li> </ul> <p><b>Secondary Master Schedules</b></p> <p>For the secondary school, usually the school Vice-Principal (VP) is in charge to build the Secondary Timetable and do the training to the staff. The Vice-Principal is granted the update role to configure and control the master timetable.</p> <p>In order to build the Secondary Master Schedule for the next school year and to manage those schedules during the school year, the following step should be considered:</p> <ul style="list-style-type: none"> <li>- Enter student courses that they requested for the next school year.</li> <li>- Define the parameters of the schedule for students, staff members, courses, and rooms.</li> <li>- Define scheduling rules to enter constraints the system must follow.</li> <li>- Build the Schedule, tweaking if it is necessary, to get the best schedule possible.</li> <li>- During the school year, VP will manage the master schedule. VP will work with the Head Guidance Counsellor for possible course additions or changes to the current year’s schedule, drop classes, and enter student requests for the next year.</li> </ul>
SIP-04-04	Student Course Selection	<p><b>Description:</b> This process covers secondary student course selection where the courses offered in the next school year are listed by grade, course code, course name, course description, course level. Student course selection must be submitted first in order to create an individual student scheduler.</p> <p><b>Prerequisite:</b></p> <ul style="list-style-type: none"> <li>- Course codes must be saved in the SIS, and available in the Course Selection application.</li> <li>- Active student enrolment record must exist in the SIS.</li> <li>- Student must have valid credentials in order to login to the online Course Selection application.</li> <li>- Student must have access to internet.</li> </ul> <p><b>Trigger:</b> The time of the year when secondary school students must select their courses for the next school year.</p> <p><b>Outcome:</b> Student has selected and submitted the courses for the next school year.</p> <p><b>Roles:</b> Student, School Guidance Counsellor, Teacher, P/G</p> <p><b>Documents:</b> List of available courses for the next school year, Guidelines from school on how to use the Course Selection application.</p>

		<p><b>Responsibilities and Steps:</b></p> <p>In order to select courses for the next school year, a high school student will do the following steps:</p> <ul style="list-style-type: none"> <li>- Use valid student identification credentials to access the Student Course Selections application.</li> <li>- Search based on student’s grade to see available courses for next school year, and the prerequisite courses where applicable.</li> <li>- Add courses to the list, when find the preferred course.</li> <li>- Review courses when the course selection is complete.</li> <li>- An approval from the P/G will be required if the student is under the age of 18.</li> <li>- Student submits the approved/signed course selection to the School Guidance Counsellor or Homeroom Teacher.</li> </ul> <p><b>Note:</b> Student will not be able to modify the course selections once submitted (unless the guidance counsellor re-allows submission).</p>
SIP-04-05	Student Scheduler (Student Timetable)	<p><b>Description:</b> This process covers elementary and secondary student schedulers and it is initiated after the student course selection is submitted.</p> <p><b>Prerequisite:</b> An active student enrolment record must exist in the SIS. A secondary school student must complete Course Selection and submit it to school prior to student’s timetabling.</p> <p><b>Trigger:</b> At beginning of the school year, each non-withdrawn student should receive the student timetables.</p> <p><b>Outcome:</b> Elementary and Secondary Student Timetable</p> <p><b>Roles:</b> Elementary and Secondary Homeroom Teacher, School Guidance Counsellor</p> <p><b>Documents:</b> Secondary Student Course Selection, Timetable Layout, Master Schedule Configuration</p> <p><b>Responsibilities and Steps:</b></p> <p>The scheduler allows students to know the exact time and duration of each class period during each day of the week, semester, teacher and room.</p> <p><b>Elementary Student Timetable</b> is the process that schedules elementary and middle school students in classes for the next school year. Using an elementary timetable builder, a teacher could schedule by grade level, homeroom and leveled classes, and even combine different scheduling methods, to reflect the school model. In elementary schools, usually a class of students follows the same schedule.</p> <p><b>Secondary Student Timetable</b> is the process that schedules high school students in classes, for the next school year. Secondary</p>

		<p>school timetable allows students to know the exact time and duration of each class period. Usually, students have individualized schedules where they know the teacher's name, course code, room number and time period.</p>
SIP-04-06	Exam Timetable Builder	<p><b>Description:</b> This process is initiated after the Master Schedule and Student Timetables are finalized. The Exam Timetable Builder calculates the exam schedule for each student based on Semester, Course Code and Classroom Teacher, and eliminates scheduling conflicts.</p> <p><b>Prerequisite:</b> Master Schedule Configuration, Student Course Selection, Student Timetables</p> <p><b>Trigger:</b> End of semester exams for secondary school students</p> <p><b>Outcome:</b> Exam Timetable Schedule</p> <p><b>Roles:</b> ice Principal, School office Administrator, Classroom Teachers</p> <p><b>Documents:</b> Master Schedule, Student Schedulers</p> <p><b>Responsibilities and Steps:</b></p> <p>This process is specific for secondary schools only. Usually, the Vice Principal of each secondary school is running a procedure that generates the Exam Timetable for each Subject and Teacher.</p> <p>The Exam Timetable should include information like:</p> <ul style="list-style-type: none"> <li>- School</li> <li>- Semester</li> <li>- Exam Block Number</li> <li>- Date and Time (e.g., Monday, June 14, 2021 at 8:30 AM)</li> <li>- Course Code</li> <li>- Total Enrolment per Course</li> <li>- Exam Length</li> <li>- Exam Room</li> <li>- Teacher's Name</li> </ul> <p>A maximum number of students must be defaulted for each block (e.g., 500 students). Based on the total number of active students in the school who will participate in the exams and the number of students in each block, the number of blocks will be calculated. Students who participate in the exams, are grouped in blocks.</p> <p>The final exam schedule must show no conflicts prior beginning of the exams.</p>

### 3.5. SIF-05 Classroom Setup Management

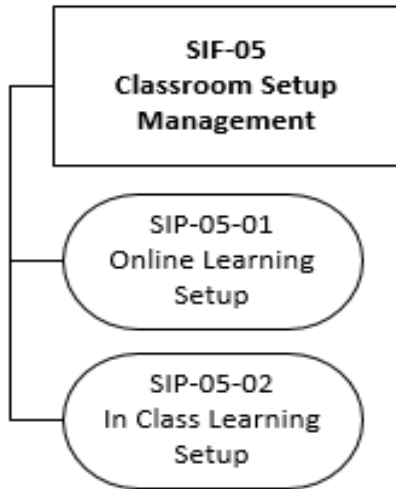


Figure 6: Classroom Setup Management Business Processes

Table 6: Classroom Setup Management Business Process Definitions

Process ID	Process Name	Process Definitions
SIP-05-01	Online Learning Setup	<p><b>Description:</b> This process supports the enrolment of students taking online learning courses, inside and outside of the school board in a Virtual Learning Environment (VLE). Each online learning environment might have a different virtual setup, online work process or requirements. BYOD/e-Learning Applications</p> <p><b>Prerequisite:</b></p> <ul style="list-style-type: none"> <li>- An active student enrolment record must exist in the SIS.</li> <li>- P/G must notify the school the intention that student is studying online.</li> </ul> <p><b>Trigger:</b> DSBs give students in elementary and secondary school the option to choose attending school ‘online’ or ‘in-class’.</p> <p><b>Outcome:</b> Principal approves student online learning. Student enrolment record is flagged as ‘Online’ learning in the SIS. Student has access to:</p> <ul style="list-style-type: none"> <li>- Electronic devices</li> <li>- Internet</li> <li>- Secure Student account (valid credentials)</li> <li>- School email</li> <li>- School technology</li> </ul> <p>The online learning is also provided to Summer School and Continuing Education students.</p> <p><b>Roles:</b> Principal, P/G, School Guidance Counsellor, Classroom Teacher, School Office Secretary</p>

		<p><b>Documents:</b> School application and approval by the Principal.</p> <p><b>Responsibilities and Steps:</b></p> <p>Once the student has been approved online study, the classroom teacher must prepare for teaching online and assure that:</p> <ul style="list-style-type: none"> <li>- Good communication between student, P/G and teacher is established.</li> <li>- Class education and interaction happen in real time, at the same time. Teachers should provide online learners with opportunities to interact with colleagues, through discussions and group work.</li> <li>- Use effectively Time Management and Class Participation.</li> <li>- Attendance is taken accurately (some students do not like to put the camera on during classes online).</li> </ul>
SIP-05-02	In Class Learning Setup	<p><b>Description:</b> This process supports the enrolment of students taking in-class learning courses on a school property, in a Face-to-Face Learning Environment or in a Hybrid Environment (half week at school and half week online outside of the school property).</p> <p><b>Prerequisite:</b></p> <ul style="list-style-type: none"> <li>- An active student enrolment record must exist in the SIS.</li> <li>- P/G must notify the school the intention that student is taking 'in-class' learning courses.</li> </ul> <p><b>Trigger:</b> DSBs give elementary and secondary students the option to choose attending school 'online' or 'in-class'.</p> <p><b>Outcome:</b></p> <ul style="list-style-type: none"> <li>- P/G must notify the school the intention that student is attending school in person.</li> <li>- Principal approves student attending school in person.</li> <li>- Student enrolment record is flagged as 'attending in-class' in the SIS.</li> </ul> <p><b>Roles:</b> Principal, P/G, School Guidance Counsellor, Classroom Teacher, School Office Secretary</p> <p><b>Documents:</b> Principal approval for the student to attend school in person.</p> <p><b>Responsibilities and Steps:</b></p> <ul style="list-style-type: none"> <li>- Student must present daily <i>Student Daily Self-Monitoring</i> form with primary Student Contact information on it. They can use the online or printable/downloadable tool available on each DSB website. If students do not pass the screening, they cannot attend school.</li> <li>- Student must follow Ministry of Health (MOH) guidelines and regulations on school property.</li> <li>- Teacher must follow the 'face-to-face' classroom routine and schedule, and monitor student well-being and safety.</li> <li>- Student must follow the classroom routine unless otherwise advised by the classroom teacher.</li> </ul>

### 3.6. SIF-06 Student Achievement

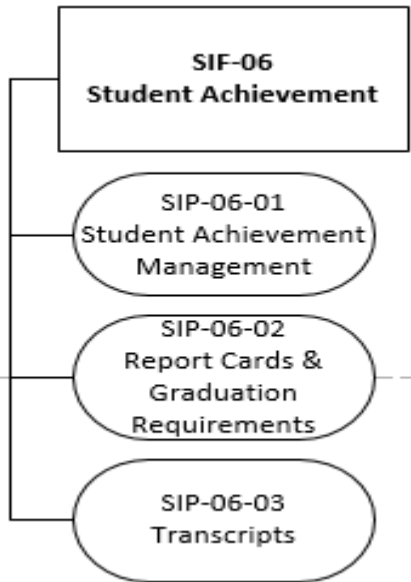


Figure 7: Student Achievement Business Processes

Table 7: Student Achievement Business Process Descriptions

Process ID	Process Name	Process Definitions
SIP-06-01	Student Achievement Management	<p><b>Description:</b> This process is covering the information of all student’s achievements during the school year according to their own interests, abilities and goals while they have the opportunity to earn their diplomas.</p> <p><b>Prerequisite:</b></p> <ul style="list-style-type: none"> <li>- Student enrolment record must exist in the SIS,</li> <li>- Class List, Class List with Marks, Report Card Default Comment Codes with Description</li> <li>- Student Absences</li> </ul> <p><b>Trigger:</b> Ministry reporting, Research &amp; Accountability Statistics and Trends, Student Census</p> <p><b>Outcome:</b> Board statistics and define criteria to meet the provincial curriculum expectations.</p> <p><b>Roles:</b> Teacher, Principal, Senior Management (Superintendents, Director of Education)</p> <p><b>Documents:</b></p> <p><a href="#">Growing Success: Assessment, Evaluation and Reporting in Ontario Schools. First Edition, Covering Grades 1 to 12(gov.on.ca)</a></p> <p><a href="#">Assessment and Evaluation (gov.on.ca)</a></p> <p><b>Responsibilities and Steps:</b></p>

		<p><b>Student progress and marks</b> are usually recorded in the teacher’s gradebook or directly in the SIS. In here, based on the reporting period, teacher name, course code and section, the teacher is starting entering:</p> <ul style="list-style-type: none"> <li>- Student Number</li> <li>- Student First and last Name</li> <li>- Student Final Mark (calculates the student average mark)</li> <li>- Course Credit Value</li> <li>- Student Credit Earned</li> </ul> <p>Once the Mark Entry for all students in the class is inputted and completed in the SIS (sometimes changes are made), the class teacher calculates the mark median. Based on the student final mark and mark median, student level of achievement is evaluated.</p> <ul style="list-style-type: none"> <li>- If the level is below the provincial curriculum expectations (level 1, R, I) and the student has not achieved the credit, a Credit Recovery program is offered to the student.</li> <li>- If the student’s level of achievement is above provincial curriculum expectations (level 4 and above) and above mark median, student has grades to meet the honour roll status.</li> </ul> <p><b>Mark Entry Statistics</b> reports can be generated to help identify students who are at risk, students who excel in school or overall average.</p> <ul style="list-style-type: none"> <li>- <i>Master Grade Summary for All Students</i> report identifies individual students, courses, grades, overall mark average, absences and lates to date.</li> <li>- <i>Master Grade Summary Honour Students</i> report identifies students that have grades to meet the honour roll status.</li> <li>- <i>Master Grade Summary Potential Failures</i> report identifies any student that may not qualify for their Secondary School Diploma because they are failing a course required for the diploma to be granted.</li> </ul> <p><b>Other reports</b> that identify student achievements are: <i>Potential Graduates</i> report, <i>Ontario Scholars List</i> report.</p>
SIP-06-02	Report Cards and Graduation Requirements	<p><b>Description:</b> This process is covering information related to Student Report Cards, Credits, Diploma and Certificates, Provincial Assessments and Graduation requirements in concordance with the MOE and provincial curriculum expectations.</p> <p><b>Prerequisite:</b> Marks, Comments, Assignments’ scores must be saved in the Teacher’s gradebook or in the SIS; Attendance; Provincial Assessments results; Student Status Sheet; Student Transcript</p> <p><b>Trigger:</b> Time of the school year to generate Student Report Cards, Student graduates from high school.</p> <p><b>Outcome:</b> Student Report Cards are submitted to P/G and Students</p>

	<p><b>Roles:</b> Kindergarten/Elementary/Secondary Administrator, Homeroom/Classroom Teacher, Designated Early Childhood Educator (DECE), Principal, SERT, Teaching Assistants</p> <p><b>Documents:</b> Progress Report Card and Provincial Report Card Templates for Elementary and Secondary panels;</p> <p><a href="#">Report Card Templates (gov.on.ca)</a></p> <p><a href="#">The Ontario Student Transcript Manual (gov.on.ca)</a></p> <p><a href="#">Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016 (gov.on.ca)</a></p> <p><a href="#">Specialist High Skills Majors (gov.on.ca)</a></p> <p><b>Responsibilities and Steps:</b></p> <p><b>REPORT CARDS</b></p> <p>The provincial report cards have the purpose to inform P/G of student’s development on learning skills and work habits, as well as student’s general progress in working towards the achievement of the curriculum expectations for each subject.</p> <p><b>Kindergarten Communication of Learning Report Cards</b> are designed for students in Junior and Senior Kindergarten grades.</p> <p>Kindergarten Administrator has the access to administer kindergarten teachers to their homerooms, as well as assign DECE, SERT and Teaching Assistants where applicable. All resources have an essential contribution to student’s achievement.</p> <p>The Homeroom Teacher will require the update role in order to access their assigned homerooms and students to complete their reporting.</p> <p><b>Progress Report Cards</b> are designed for students in grades 1 to 8. The Report Card Administrator and Classroom Teachers must have the access to the report card module and update the report for each student with information. One of the following must be checked for each subject, to indicate progress:</p> <ul style="list-style-type: none"> <li>- Progressing with Difficulty</li> <li>- Progressing Well</li> <li>- Progressing Very Well</li> </ul> <p>Some school boards in Ontario adapted the progress report cards for the secondary school panel. The report is sent to secondary school students at mid-term (e.g., Early Progress Report, Mid-Term Report). As this is not MOE mandated, the decision must be taken and approved by the teacher federation from the respective English and French school boards (OSSTF and FEESO).</p> <p><b>Elementary Report Cards</b> are designed for students in grades 1 to 8. There are two main versions of the Elementary Report Card: One version for Grades 1 to 6 and one version for Grades 7 and 8. There is also a version</p>
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	<p>of each for the use of Catholic schools that includes a section called Religious and Family Life Education’. The provincial report card for Grades 1 to 6 provides information for P/G about letter grades and levels of achievement. The provincial report card for Grades 7 and 8 provides information about percentage marks and levels of achievement. Both reports provide information about ESL/ELD, IEP, French and the codes ‘R’, ‘I’, and ‘NA’, and the report for Grades 7 and 8 provides information about the ‘course median’.</p> <p><b>Secondary Report Cards</b> are designed for students in grades 9 to 12. There is one provincial report card for Grades 9 to 12 for both Catholic and public schools. There are two versions of this report card – one for semestered schools and one for non-semestered schools. Semestered schools will use the Provincial Report Card, Grades 9–12, for formal written reports to P/G two times a semester. Non-semestered schools will use the Provincial Report Card, Grades 9–12, for formal written reports to P/G three times a year. The first report must be issued during the fall.</p> <p>The first two pages of all versions of the secondary report card list the student’s courses and his or her percentage marks for each course. On the last two pages of the first report in semestered schools and of the first and second reports in non-semestered schools, information is provided for P/G about learning skills and work habits; percentage marks and levels of achievement; ESL/ELD, IEP, FRENCH, and SHSM boxes; and the terms ‘I’, ‘W’, and ‘course median’.</p> <p>‘Total Days Absent and Total Times Late for each course must be displayed.</p> <p>In the final secondary report card in both secondary semestered and non-semestered schools, the third page of the report is the ‘<i>Completion of Requirements for Graduation</i>’ page, and information for P/G appears on the fourth page of the report card. A space for the principal’s signature appears at the bottom of the first page of the first report card in semestered and non-semestered secondary schools, and also of the second report card in non-semestered secondary schools. In the final report card in both types of schools, the principal’s signature appears only on the third page for ‘<i>Completion of Requirements for Graduation</i>’.</p> <p><b>Note:</b> All versions of Report Cards must include a ‘tear-off’ section, to be returned to the student’s homeroom teacher, which is to include the student’s comments and the P/G’ acknowledgement of receipt of the report card and/or a request to be contacted by the teacher to discuss their child’s report. These sections are to be returned to the student’s</p>
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		<p>teacher. For students studying online, the last page can be scanned and sent electronically to the student’s homeroom teacher.</p> <p>Reports must be signed by the principal or his or her representative (usually the vice-principal). A rubber stamp or facsimile of the signature must not be used.</p> <p><b>Individual Educational Plan Reports</b> also known as <i>Alternative Report Card</i>, and are issued as an addendum to the Progress/Provincial Report Card where the IEP box is checked for at least 1 subject.</p> <p>The Special Education Administrator and Special Education Resource Teacher (SERT) must have the access to the Special Education module to save the information. There are integrated applications with the SIS, where the special education data is retrieved on daily basis, and from where the IEP report is generated for each Special Education student.</p> <p>This report, besides the school and student information, includes:</p> <ul style="list-style-type: none"> <li>- Last IPRC/Annual Review Date</li> <li>- Exceptionality</li> <li>- IPRC Placement</li> <li>- Placement Start Date</li> <li>- SEA Claim (Yes/No)</li> <li>- Class Type (Withdrawal Assistance, Indirect Support, Resource Assistance, Partial Integration, Full-Time Integration)</li> <li>- Reasons for Developing an IEP</li> <li>- IEP Team (Staff Members and Position)</li> <li>- Health Support Services</li> <li>- Sources Consulted in the Development of the IEP</li> <li>- Individualized Equipment or SEA Equipment</li> <li>- Health Professional Assessments (Date, Type of Assessment, Summary of Results)</li> <li>- Educational Assessments (Date, Summary of Results, Strengths and Assessed Needs)</li> </ul> <p>For the subject(s) where an IEP is required, accommodations, modifications or alternative programs are offered for the students as follow:</p> <ul style="list-style-type: none"> <li>- <i>AC (Accommodated)</i> Student is accommodated, with changes in teaching, classroom/school environment, and assessment methods, human supports, and/or individualized equipment. In a subject or course identified in the student’s IEP as ‘Accommodated Only’, the provincial curriculum expectations are not altered.</li> <li>- <i>MOD (Modified Curriculum)</i></li> </ul>
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		<p>4. Certificate of Accomplishment (COA) If the student achieves an average of 80% or greater in their six best Grade 12 courses, they will also receive:</p> <p>5. Ontario Scholar Certificate (OSC)</p> <p><b>1. Ontario Secondary School Diploma (OSSD)</b> This diploma type is the most common diploma type that students achieve when they finish a secondary school. For this type of diploma, a student must complete:</p> <ul style="list-style-type: none"> <li>- 18 compulsory credits</li> <li>- 12 optional credits</li> <li>- Ontario secondary school literacy test (OSSLT)</li> <li>- 40 hours of community involvement activities</li> </ul> <p><u>18 compulsory credits</u> must include:</p> <ul style="list-style-type: none"> <li>- 4 credits in English (1 credit per grade)</li> <li>- 3 credits in mathematics (1 credit in Grade 11 or 12)</li> <li>- 2 credits in science</li> <li>- 1 credit in Canadian history</li> <li>- 1 credit in Canadian geography</li> <li>- 1 credit in the arts</li> <li>- 1 credit in health and physical education</li> <li>- 1 credit in French as a second language</li> <li>- 0.5 credit in career studies</li> <li>- 0.5 credit in civics</li> </ul> <p>Plus, one credit from each of the following groups:</p> <p><i>Group 1:</i></p> <ul style="list-style-type: none"> <li>- English or French as a second language</li> <li>- a Native language</li> <li>- a classical or an international language</li> <li>- social sciences and the humanities</li> <li>- Canadian and world studies</li> <li>- guidance and career education</li> <li>- cooperative education</li> </ul> <p><i>Group 2:</i></p> <ul style="list-style-type: none"> <li>- health and physical education</li> <li>- the arts</li> <li>- business studies</li> <li>- French as a second language</li> <li>- cooperative education</li> </ul> <p><i>Group 3:</i></p> <ul style="list-style-type: none"> <li>- science (Grade 11 or 12)</li> </ul>
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		<ul style="list-style-type: none"> <li>- technological education</li> <li>- French as a second language</li> <li>- computer studies</li> <li>- cooperative education</li> </ul> <p>In <i>Groups 1, 2, and 3</i>, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.</p> <p>A maximum of 2 credits in cooperative education can count as compulsory credits.</p> <p><u><i>The 12 optional credits</i></u></p> <p>Students must earn these credits by successfully completing courses that they have selected from the courses listed as available in their school’s program and course calendar. The optional credits may include up to 4 credits earned through approved dual credit courses.</p> <p><u><i>The Ontario Secondary School Literacy Test (OSSLT)</i></u></p> <p>This test is the usual method for assessing the literacy skills of students in Ontario for the purpose of determining whether they meet the provincial secondary school literacy requirement for graduation. The test identifies students who have demonstrated the required skills in literacy as well as those who have not demonstrated the required skills and will need to do further work. The test identifies the specific areas in which these students need remediation.</p> <p>The test is scheduled by and administered through the Education Quality and Accountability Office (EQAO) once each year, usually in the spring.</p> <p>Students will usually take the OSSLT in the school year following the school year in which they enter Grade 9, unless a deferral is granted by the Principal.</p> <p>Students who do not successfully complete the OSSLT will have opportunities to retake the test in subsequent years, on dates scheduled by the EQAO. Once students have successfully completed the OSSLT, they may not retake it.</p> <p>Students who are English Language Learners (ELL) may be entitled to special provisions.</p> <p>For students with special education needs, accommodations specified in the student’s IEP must be available on the day of the test.</p> <p><u><i>40 hours of community service activities</i></u></p> <p>Students must complete a minimum of 40 hours of community involvement activities as part of the diploma requirements. The purpose of this requirement is to encourage students to develop an</p>
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		<p>awareness and understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities. Students will plan and select their community involvement activities in consultation with their parents and as part of the <i>Individual Pathways Plan</i> process</p> <p><b>2. Specialist High Skills Major (SHSM) seal</b></p> <p>The Specialist High Skills Major (SHSM) is a Ministry of Education approved program that allows students to gain credits toward their Ontario Secondary School Diploma (OSSD) and focus their learning on a specific economic sector at the same time.</p> <p>Students receive the SHSM seal on their diploma when they:</p> <ul style="list-style-type: none"> <li>- complete a specific bundle of 8-10 courses in the student's selected field.</li> <li>- earn industry certifications like first aid and CPR qualifications.</li> <li>- gain important skills on the job through cooperative education placements.</li> </ul> <p>SHSMs are available in a variety of industry sectors, leading to well-paying skilled trades careers (e.g., agriculture, arts, constructions, environment, health, manufacturing, transportation).</p> <p>Students who successfully complete an SHSM receive:</p> <ul style="list-style-type: none"> <li>- an Ontario Secondary School Diploma (OSSD) with an embossed SHSM seal</li> <li>- a SHSM record documenting their achievement</li> <li>- formal recognition on their Ontario Student Transcript</li> </ul> <p><b>3. Ontario Secondary School Certificate (OSSC)</b></p> <p>This certificate is granted, on request, to students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma.</p> <p>To be granted an OSSC, a student must have earned a <u>minimum of 14 credits</u> distributed as follows:</p> <ul style="list-style-type: none"> <li>- 7 required compulsory credits</li> <li>- 2 credits in English</li> <li>- 1 credit in mathematics</li> <li>- 1 credit in science</li> <li>- 1 credit in Canadian history or Canadian geography</li> <li>- 1 credit in health and physical education</li> <li>- 1 credit in the arts, computer studies, or technological education</li> <li>- 7 required optional credits</li> <li>- 7 credits selected by the student from available courses</li> </ul>
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		<p>The provisions for making substitutions for compulsory credits also apply to the Ontario Secondary School Certificate, and they are:</p> <ul style="list-style-type: none"> <li>- English as a second language and English literacy development courses may not be used to substitute for a compulsory credit. (They may be used, however, to meet the compulsory credit requirements for three English credits in accordance with the MOE regulations.</li> <li>- No more than one learning strategies course, from the guidance and career education curriculum policy document, may be used through substitution to meet a compulsory credit requirement.</li> <li>- Credits earned for cooperative education courses may not be used through substitution to meet compulsory credit requirements.</li> <li>- A locally developed compulsory credit (LDCC) course may not be used as a substitute for a compulsory credit; it may be used only to meet the compulsory credit requirement that it has been designed to meet</li> <li>- Each substitution will be noted on the student’s Ontario Student Transcript.</li> </ul> <p><b>4. Certificate of Accomplishment (COA)</b></p> <p>Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the <i>Ontario Secondary School Diploma</i> or the <i>Ontario Secondary School Certificate</i> may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain kinds of further training, or who plan to find employment directly after leaving school. The Certificate of Accomplishment is to be accompanied by the student’s Ontario Student Transcript (OST). For students who have an Individual Education Plan (IEP), a copy of the IEP will be included in the OST.</p> <p>Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly but will <u>not</u> be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when the returning student has fulfilled the appropriate requirements.</p>
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		<p><b>5. Ontario Scholar Certificate (OSC)</b></p> <p>This certificate is offered to the high school graduates in the Ontario province who attain an average of 80% or greater in their six best Grade 12 courses.</p> <p>The award is granted by the Ontario MOE and it is distinct from other academic acknowledgements such as an <u>Honour Roll</u>.</p> <p><b>Note:</b> Student’s Ontario diploma or certificate are released by the MOE and can be received in person on the graduation day or the school will send it by courier.</p> <p><b>RETIREMENTS</b></p> <p>Once the student is completing the secondary school cycle and graduates, they are officially withdrawn from the SIS.</p> <ul style="list-style-type: none"> <li>- The student electronic data from the SIS will be archived and backed up.</li> <li>- The data is submitted to the MOE during the Ministry reporting cycles.</li> <li>- The hard copies of student information (OST, Provincial assessments, medical and other notes) will be kept in the OSR and the file is retained at the last school student attended for five years post-retirement.</li> <li>- After the five (5) years, the OSR will be moved to the central board storage and it will be kept for fifty-five (55) years.</li> <li>- The OSR will only keep the <i>Office Index Card</i> and the <i>Ontario Student Transcript (OST)</i>.</li> </ul>
SIP-06-03	Transcripts	<p><b>Description:</b> The Ontario Student Transcript (OST) is the official and comprehensive record of a student’s academic achievement at the secondary school level in the Province of Ontario. An OST must be established for each student enrolled in an Ontario secondary school course, whether or not they are taking the course for credit. All information recorded on the transcript must be kept up to date, either in print or electronic form, and must be copied onto an official OST form when a printed copy is required. Upon the student’s graduation or retirement, a current and accurate copy of the student’s OST must be stored in the OSR folder.</p> <p><b>Prerequisite:</b> Student record with all related information exists in the SIS;</p> <p><b>Trigger:</b> Student graduation or Student request</p> <p><b>Outcome:</b> Ontario Student Transcript</p> <p><b>Roles:</b> School Office Administrator, Guidance Administrator, Principal, Student or P/G</p> <p><b>Documents:</b> Ontario Student Transcript</p> <p><b>Responsibilities and Steps:</b></p>

		<p>All active secondary school students must receive from the school they last attended, two certified copies of the ONTARIO STUDENT TRANSCRIPT (RELEVÉ DE NOTES DE L'ONTARIO) after they graduate. The OST is generated and released by the school board.</p> <p><b>Ontario Student Transcript (OST)</b> has three main sections:</p> <p><b>Section A - The General Information Section</b> must include the following information:</p> <ul style="list-style-type: none"> <li>- <i>OST Date of Issue</i> (Enter the date (yyyy/mm/dd) on which the transcript was issued to the student or sent to another school).</li> <li>- <i>Page Number</i> (if the OST consists of several pages, enter the appropriate page number on each of Transcript)</li> <li>- <i>Student Surname and Given Name</i> (student's surname first, then the first given name, second given name, and initial, if any)</li> <li>- <i>OEN</i> (Enter the student's Ontario Education Number (OEN) or Ministry Identification Number (MIN), issued by the Ministry of Education. If a retired student requests a copy of his or her transcript and has only an MIN, enter the MIN in the 'OEN/MIN' box).</li> <li>- <i>Student Number</i> (Enter the number assigned by the school or school board, if applicable)</li> <li>- <i>Gender</i> (Use 'M' or 'F')</li> <li>- <i>Date of Birth</i> (Give the student's date of birth, using numerals (yyyy/mm/dd))</li> <li>- <i>Name of the DSB</i> (Enter the name of the district school board or school authority in whose jurisdiction of District School the school is located).</li> <li>- <i>Ministry School Board ID</i> (Enter the identification number assigned to the board or school Board/School authority by the MOE)</li> <li>- <i>Name of the School</i> (Enter the name of the school that the student is currently attending or last attended)</li> <li>- <i>Ministry School ID</i> (Enter the identification number assigned to the school by the MOE)</li> <li>- <i>Grade 9 Entry Date</i> (Enter the date (yyyy/mm/dd) on which the student began or resumed studies in the school that they are currently attending or last attended).</li> </ul> <p><b>Section B - The Academic Information Section</b> must include the following information:</p> <ul style="list-style-type: none"> <li>- <i>Date</i> (Year &amp; Month of each reporting period)</li> <li>- <i>Course</i> (Grade &amp; Level of each course taken - Enter the grade of the course (9, 10, 11, or 12), not the grade in which the student is</li> </ul>
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		<p>enrolled). For a student with an IEP who is taking an alternative course, which does not lead to a credit, enter 'N/A' in this column.</p> <ul style="list-style-type: none"> <li>- <i>Course Title</i></li> <li>- <i>Course Code</i></li> <li>- <i>Percentage Grade</i> (obtained by the student)</li> <li>- <i>Credit</i> (Credit earned - The course credit is displayed as a number with two decimal places (e.g., 1.00, 0.75, 0.50, 0.25))</li> <li>- <i>Compulsory</i> (Mandatory - A maximum of seven locally developed compulsory credit courses can be recorded as compulsory credits)</li> </ul> <p><b>Note</b> (Enter the special indicator if applicable):</p> <ul style="list-style-type: none"> <li>- 'F' - course taught in French in Core, Extended, or Immersion program</li> <li>- 'C' - cooperative education</li> <li>- 'I' - interdisciplinary studies</li> <li>- 'X' - substitution for a compulsory credit course</li> <li>- 'H' - required Specialist High Skills Major course</li> <li>- 'T' - team-taught dual credit course</li> <li>- 'P' - credit earned at an inspected private school by a student registered in a publicly funded school)</li> <li>- 'M' - modified curriculum expectations that do not lead to a credit, as described in the student's IEP</li> <li>- <i>SUMMARY OF CREDITS</i> (Enter the total number of credits and the total number of compulsory credits in the appropriate columns)</li> </ul> <p><b>Section C - The Diploma Information Section</b> must include the following information:</p> <ul style="list-style-type: none"> <li>- <i>Community Involvement:</i> <ul style="list-style-type: none"> <li>o Completed (Yes/No)</li> <li>o NA (Not Applicable)</li> </ul> </li> <li>- <i>Provincial Secondary School Literacy Diploma Requirement:</i> <ul style="list-style-type: none"> <li>o Completed successfully in English (Yes/No)</li> <li>o Réussi en Français (Oui/Non)</li> <li>o N/A (Not Applicable)</li> </ul> </li> <li>- <i>Specialized program</i> (Enter the name of the school or of the board specialized, or the ministry-approved Specialist High Skills Major program completed by the student).</li> <li>- <i>Diploma or Certificate</i> (Enter the name of the MOE diploma or the certificate awarded to the student).</li> <li>- <i>Date of Issue</i> (Enter the date (yyyy/mm/dd) on which the ministry diploma or certificate was issued).</li> <li>- <i>Authorization</i> (The signature of the school Principal, or of his/her representative, accompanied by the Principal's name).</li> </ul>
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### 3.7. SIF-07 Special Education Management

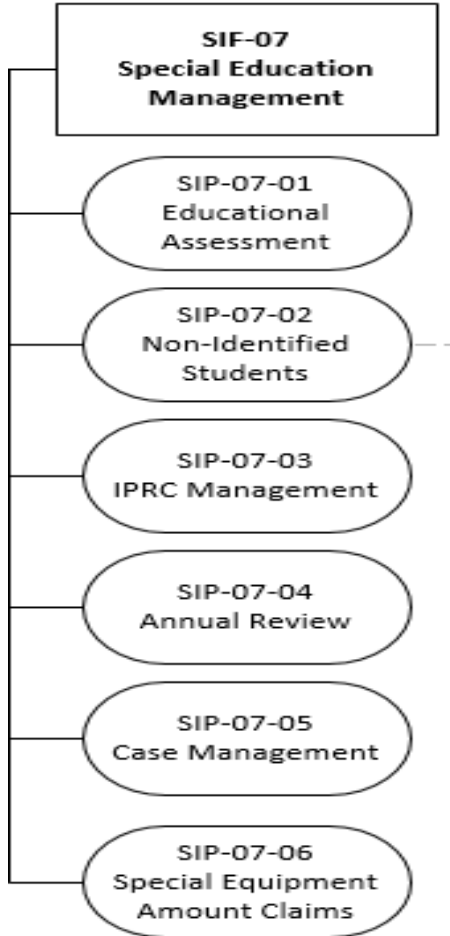


Figure 8: Special Education Management Business Processes

Table 8: Special Education Management Business Process Descriptions

Process ID	Process Name	Process Definitions
SIP-07-01	Educational Assessment	<p><b>Description:</b> An Educational Assessment is a structured evaluation process of a student’s psychological development. It is a thorough assessment of the student’s intellectual, social and emotional development. This process is usually done in order to indicate if a student might benefit from an Individual Education Plan (IEP).</p> <p><b>Prerequisite:</b></p> <ul style="list-style-type: none"> <li>- Medical information saved in the SIS (e.g., Health factors, General Medication, Emergency Medical Information, Life Threatening Plan of Care etc.)</li> <li>- Teacher’s notes</li> </ul>

		<p><b>Trigger:</b> Student requires extra help in class or with school assignments, or student has other medical conditions that cannot perform school activities in a regular class setting.</p> <p><b>Outcome:</b> Healthcare Professionals' assessments</p> <p><b>Roles:</b> Homeroom/Classroom Teacher, Healthcare Professionals, P/G, Principal, Teaching Assistant</p> <p><b>Documents:</b> Emergency Medical information saved in the SIS, Teacher's notes</p> <p><b>Responsibilities and Steps:</b></p> <ul style="list-style-type: none"> <li>- The Homeroom/Classroom Teacher takes notes and shares with Principal and In-School Team (IST).</li> <li>- The IST evaluates and takes decision if an assessment is necessary or not.</li> <li>- School board Healthcare Professionals will assess the student for farther recommendations.</li> </ul>
SIP-07-02	Non-Identified Students	<p><b>Description:</b> This process supports the Non-Identified students who are not formally identified with an exceptionality, but who are provided with special education support and services within the school.</p> <p><b>Prerequisite:</b></p> <ul style="list-style-type: none"> <li>- Medical information saved in the SIS (e.g., Health factors, General Medication, Emergency Medical Information, Life Threatening Plan of Care)</li> <li>- In-School Team (IST) referrals</li> </ul> <p><b>Trigger:</b> Student requires extra help in class or with school assignments.</p> <p><b>Outcome:</b> Student will receive Special Education Support and Services</p> <p><b>Roles:</b> Homeroom /Classroom Teacher, SERT, P/G, Principal</p> <p><b>Documents:</b> Teacher's notes; IST referrals</p> <p><b>Responsibilities and Steps:</b></p> <ul style="list-style-type: none"> <li>- The classroom teacher first refers a student to the In-School Team (IST).</li> <li>- IST Referrals and Minutes are saved in the Special Education Module.</li> <li>- Based on the meeting minutes, a decision is taken by the IST if the student must go through the Identification-Placement Review Committee (IPRC) process or not.</li> <li>- If In-School Team decides that student does not need to go through the IPRC process, they are flagged in the system as 'Non-Identified'.</li> <li>- Once the decision is taken, Non-Identified Students could be placed in a Contained Class and/or provide them a special education support service.</li> </ul>

		<p>The Ministry class types could be one of the followings: Fully Self Contained, Indirect Service, Partially Integrated, Resource Assistance and Withdrawal Assistance. The ministry support services are listed on the MOE site.</p> <ul style="list-style-type: none"> <li>- Non-Identified students could have an IEP developed or not. This is at the discretion of each school board.</li> <li>- Special Education Resource Teachers (SERT) and other designated staff must keep track of all non-identified student records in terms of their progress, strengths and needs.</li> <li>- Non-Identified Students are annually reviewed for the next school year or to seek other recommendations.</li> </ul>
SIP-07-03	IPRC Management	<p><b>Description:</b> IPRC Management is the process that identifies students who are performing above their curriculum grade level, below curriculum grade level or they have special physical needs. In both situations, placements are offered based on the student’s knowledge level, strengths and needs, enabling them to develop skills necessary to perform at their full capacity. Specific procedures for the identification and placement of exceptional students must follow the MOE Guide to Special Education in Ontario. Ultimately, the student’s P/G will give the consent if an identified student is placed in a program or not. SERTs and other designated staff must keep track of all exceptional students in terms of their progress and functional levels.</p> <p><b>Prerequisite:</b></p> <ul style="list-style-type: none"> <li>- Healthcare Professional assessments</li> <li>- Medical information saved in the SIS (e.g., Health factors, General Medication, Emergency Medical Information, Life Threatening Plan of Care)</li> <li>- IST referrals and minutes</li> </ul> <p><b>Trigger:</b> IST or Healthcare Professional has made a recommendation for an IPRC meeting. A P/G may also submit a written request for a referral to an IPRC.</p> <p><b>Outcome:</b> Student is placed in a Program (if P/G provides written consent). If P/G do not provide written consent to the IPRC decision and also do not appeal the decision within the time limit set for appealing, the school board will instruct the Principal to implement the IPRC decision. IEP must be created for each identified student who received P/G written consent.</p> <p><b>Roles:</b> School Principal, SERT, Healthcare Professionals, Homeroom Teacher, P/G, IPRC Committee Members (3 total).</p> <p><b>Documents:</b> IPRC Parent’s Guide, Emergency Medical information saved in the SIS; Professional Assessments (Speech and Language,</p>

		<p>Psychoeducational evaluation); In-School Team referrals and minutes, IPRC Invitation, IPRC Statement of Decision, Individual Education Plan (IEP), Transition Plan, Request for Special Transportation</p> <p><b>Responsibilities and Steps:</b></p> <p>At least 10 days prior to the IPRC meeting, the Chair of the committee sends the P/G notice of the meeting, providing the date, time and place of the meeting, and asks the P/G to attend. An IPRC Parent’s Guide should also be sent to the P/G. The P/G must also receive all the same information regarding their student that the chair of the committee has received (e.g., Professional Assessments, IST referrals and minutes). At the IPRC meeting, the Committee will review all the available information, consider any information about the student provided by the parent or student, and consider any other information relevant to the IPRC.</p> <p>Each member in the committee plays a significant role for each special education student including the referrals, recommendations, placements, appeals and reviews.</p> <ul style="list-style-type: none"> <li>- IPRC members are responsible for the identification of exceptional students and their placement in a special education program.</li> <li>- Once the decision is taken and approved, a student could be placed in a:             <ul style="list-style-type: none"> <li>o regular class with indirect support</li> <li>o regular class with resource assistance</li> <li>o regular class with withdrawal assistance</li> <li>o special education class with partial integration</li> <li>o special education class full time</li> </ul> </li> <li>- Other options exist to meet student’s needs, such as applying to:             <ul style="list-style-type: none"> <li>o Provincial school for students who are deaf, blind, or deafblind</li> <li>o Demonstration school for students who have severe learning disabilities</li> <li>o A facility that provides care and treatment appropriate for the student’s condition Applications to Provincial &amp; Demonstration schools, and Care &amp; Treatment facilities are co-ordinated by the school board.</li> </ul> </li> </ul> <p>Upon making a decision to identify the student as exceptional, the committee shall include:</p> <ul style="list-style-type: none"> <li>- Description of the student’s strengths &amp; needs</li> <li>- Categories &amp; definitions of any exceptionalities identified</li> <li>- Placement decision</li> <li>- Reason for placement in a Special Education class (if required)</li> </ul>
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		<p>After determining the student’s placement, the committee will also consider if the student requires special transportation. If there is a need, a Request for Special Transportation will be generated for Student Transportation (see SIP-04-07).</p> <p>Once the IPRC has made a decision a Statement of Decision document is created, with a 30-day appeal date. Copies of the Statement are given to the P/G, the school principal &amp; the board. The school will implement the decision when either of the following occur:</p> <ul style="list-style-type: none"> <li>- P/G consents in writing to the Statement of Decision</li> <li>- P/G does not appeal the Statement prior to the appeal date</li> </ul> <p>Once the IPRC decision has been implemented, within 30 days the school SERTs will develop an Individual Education Plan for the student, and a Transition Plan if the student is 14 or older.</p> <p>If the P/G filed an appeal within 30 days of the IPRC Statement of Decision, a second IPRC meeting will be held.</p>
SIP-07-04	Annual Review	<p><b>Description:</b> Annual Review is the process that reviews IPRC decisions. For all identified elementary and secondary special education students, it reviews their progress against their Individual Education Plan (IEP), revises if each student’s goals are achieved, and determines if additional assessments are necessary. The annual review is done for each individual student through an IPRC (Identified and Placement Review Committee).-A P/G can dispense with the annual review in which case the student will remain in the current program and location in the next school year.</p> <p>Any student (e.g., Grade 8 students) placed in special education programs who are changing locations in the next school year, must be reviewed with an in-school IPRC at the new school location. A P/G who does not wish to continue their student in a special education program, must indicate this change in placement at an IPRC meeting. Then the student’s Identification and Placement are flagged as ‘Demitted’.</p> <p><b>Prerequisite:</b> The student must be identified and receiving special education support. The student will have:</p> <ul style="list-style-type: none"> <li>- IEP</li> <li>- IST Referrals and Minutes</li> <li>- IPRC Referrals and Minutes</li> <li>- IPRC Statement of Decision</li> </ul> <p><b>Trigger:</b> Time of the year when all students receiving special education must be annual reviewed.</p> <p><b>Outcome:</b></p>

		<ul style="list-style-type: none"> <li>- Register a student in a special education program for the next school year or withdraw a student from a special education program.</li> <li>- Decision Letters sent to P/G</li> <li>- OSR file is updated</li> </ul> <p><b>Roles:</b> SERT, P/G, Homeroom Teacher, Teaching Assistant, Itinerant Teacher, Principal</p> <p><b>Documents:</b> IEP, IPRC Referral and Minutes, IPRC Statement of Decision, OSR</p> <p><b>Responsibilities and Steps:</b></p> <p>This process is applicable for Elementary and Secondary students, and it is usually done at the beginning of the semester two. Prior to the Annual Review process, the next steps should be followed:</p> <ul style="list-style-type: none"> <li>- Identify the students recommended to remain in the same placement and location.</li> <li>- Identify the students recommended to change their placement, location or exceptionalities.</li> </ul> <p>Once the special education students are identified, they can be reviewed.</p> <p><b>For students recommended to remain in the same program at the same location in the next school year,</b> the Annual Review process will create:</p> <ul style="list-style-type: none"> <li>- An IPRC Letter of Invitation to the P/G with an option to dispense with the IPRC meeting and continue with the existing decision</li> <li>- A new IPRC Referral record</li> <li>- A new IPRC Minutes record</li> <li>- If the P/G returns the Letter with the “Continue” option selected, the IPRC meeting does not need to be held. The current decision is renewed for the next year</li> <li>- Generate Decision Letters sent to P/G</li> <li>- Generate Transportation Request Forms for the students who require it</li> <li>- OSR file is updated</li> </ul> <p><b>For students recommended to change any of their placement, location or exceptionalities in the new school year,</b> the Annual Review process will create:</p> <ul style="list-style-type: none"> <li>- A new IPRC Referral record</li> <li>- Generate IPRC Invitation Letters to send to Principal, P/G, SERT, Other Contacts</li> </ul> <p><b>Note:</b> Students changing locations must have their IPRC Review meeting at the new school location.</p> <ul style="list-style-type: none"> <li>- At the IPRC Review meeting, the recommended change will be discussed.</li> </ul>
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		<ul style="list-style-type: none"> <li>- A new IPRC Minutes record (with P/G Attend and Consent option - Yes/No).</li> <li>- A new IPRC Placement Information record with Exceptionality, Placement, Reason</li> <li>- Generate Decision Letters sent to P/G</li> <li>- Generate Transportation Request Forms for the students who require it.</li> <li>- OSR file is updated</li> </ul> <p>Usually, during the annual review process, the most recent IPRC Strengths and Needs are copied over next year records from the most recent IPRC or IEP and then it could be modified if necessary. Once the student is reviewed for the next school year, an 'Annual Review' flag could be displayed on the screen in the SIS.</p>
SIP-07-05	Case Management (TAA, Healthcare Professionals)	<p><b>Description:</b> Case Management is the process that is taking care of planning and monitoring of the services provided by the Teacher Assistants, Itinerant Teachers, Special Education Resource Teachers and Healthcare Professionals to special education students, based on their special needs.</p> <p><b>Prerequisite:</b> Medical information saved in the SIS (e.g., Health factors, General Medication, Emergency Medical Information, Life Threatening Plan of Care).</p> <p><b>Trigger:</b> A Student with special needs requires extra support in school. In-School team will be making a referral to a Healthcare Professional.</p> <p><b>Outcome:</b> Teaching Assistant FTE is allocated. Confidential health files are stored securely.</p> <p><b>Roles:</b> Principal, Healthcare Professionals, Teaching Assistants, SERT, Itinerant Teacher, In-School Team, Special Education Co-ordinator.</p> <p><b>Documents:</b> Healthcare Professional assessments, Educational Assessments, Professional Healthcare Referral, Professional Healthcare Informed Consent, Reports, Waitlists</p> <p><b>Responsibilities and Steps:</b> Prior to a student receiving special education support, they are assessed by a regulated Healthcare Professional (such as a Psychologist, Physical or Occupational Therapist, Speech &amp; Language Pathologist, etc.) This may come out of a recommendation from the In-School Team. The In-School Team will be able to create a referral to a requested Professional department (e.g., Psychology) for a service (e.g., Educational Assessment. Due to a volume of requests, the request may go on a wait list which is managed by a Special Education Co-ordinator. The Co-ordinator will assign referrals to a Health Professional.</p> <p>The Health Professional will contact the P/G to discuss and will request the parent to return a signed Informed Consent form. The Informed Consent</p>

		<p>is valid for the specified department/College (e.g., Psychology) for one year. Upon receiving the signed consent, the Professional may begin the service agreed to by the parent in the consent form (e.g., The Psychologist will perform an Educational Assessment). The Assessment document should be stored securely in the SIS.</p> <p>If another service is recommended (e.g., the Psychologist will provide counselling to the student), the Professional will contact the parent to discuss, and obtain another Informed Consent for the new service.</p> <p>If a second type of Professional is recommended (e.g., a Social Worker), a new referral must be made, and once the Social Worker is assigned, they will also obtain an Informed Consent for Social Work.</p> <p>The Special Education Co-Ordinator will be able to see that there is in place Informed Consent for both Psychology and Social Work, each with their own effective dates (the dates they were signed by the P/G).</p> <p><b>Service Management:</b> Health professional staff should also be able to individually log service visits/calls with the student, P/G or teacher(s). Staff will be able to enter the date and time of the visit, the individuals contacted, the type of contact, length of contact, and the activities performed. Once the service note has been added and submitted it is locked. Modifications would not be allowed and a separate note would have to be added describing any changes needed.</p> <p><b>Security</b> within the Case Management must be such that the Health Professionals only obtain access to the students they have been given referrals to. Only the authors of private health reports have access to the reports, unless they are specifically shared with others.</p> <p>The Informed Consent must be updated annually, if the service by the Healthcare Professional is still required. If the service is no longer required and the Consent is not renewed, then the security must be revoked.</p> <p><b>Case Management Reports:</b> Board staff will be able to run reports to determine:</p> <ul style="list-style-type: none"> <li>- How many students are on wait lists;</li> <li>- How many students have had Educational Assessments;</li> <li>- What types of services are being performed;</li> <li>- Any other reports as desired based on available fields.</li> </ul>
SIP-07-06	Special Equipment Amount (SEA) Claims	<p><b>Description:</b> The Special Equipment Amount (SEA) is the process that MOE provides funding to school boards in order to assist with the costs of equipment essential to support students with special needs.</p>

		<p>The recommendations for a special equipment must be provided by a qualified Healthcare Professional in order to accommodate a student to access the Ontario curriculum and to attend school in the alternative programs.</p> <p>The SEA funding has two components: SEA Per Pupil Amount and SEA Claims-Based.</p> <p>The equipment could be sensory, hearing support, vision support, personal care support and physical assistance support.</p> <p>A Student does not have to be identified as exceptional through the Identification, Placement, and Review Committee (IPRC) process in order to apply for SEA funding, but the need for special equipment must be recommended by a Healthcare Professional.</p> <p><b>Prerequisite:</b> In-School Team (IST), Medical information saved in the SIS (e.g., Health factors, General Medication, Emergency Medical Information, Life Threatening Plan of Care)</p> <p><b>Trigger:</b> The equipment will provide the student accommodations that are directly required and essential to access the Ontario curriculum or Board program.</p> <p><b>Outcome:</b> SEA claim is approved and purchased, student is successfully using equipment to access accommodations</p> <p><b>Roles:</b> Healthcare Professional, P/G, SEA Claim Approver, Assistive Technology Staff</p> <p><b>Documents:</b> SEA student claim, SEA Per Pupil Amount Tracker, SEA Claims Based Tracker, <a href="http://Special Equipment Amount (SEA)(gov.on.ca)">Special Equipment Amount (SEA)(gov.on.ca)</a></p> <p><b>Responsibilities and Steps:</b></p> <p>A list of qualified healthcare professionals could be, but not limited to psychologist, physician, audiologist, speech-language pathologist, augmentative communication therapist, optometrist / ophthalmologist, occupational therapist, physiotherapist.</p> <ul style="list-style-type: none"> <li>- Student is assessed by a Healthcare Professional and a recommendation for appropriate equipment is made.</li> <li>- If the student assessment meets the criteria, the SEA claim is approved by a SEA Claim Approver.</li> <li>- SEA Equipment is ordered through approved vendors according to purchasing agreements.</li> <li>- SEA Equipment is added to the appropriate SEA Per Pupil Amount or SEA Claims Based Amount Tracker.</li> <li>- P/G is notified of the new equipment.</li> <li>- Training is required for P/G, students and Teaching Assistants.</li> <li>- Student receives the equipment.</li> <li>- Equipment is added on inventory list.</li> </ul>
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		<ul style="list-style-type: none"><li>- Maintenance and repair are done based on need or schedule by Assistive Technology Staff.</li><li>- If the student leaves the school to another school within the same board or province, they could carry over the equipment with the receiving board's approval.</li><li>- If the student is leaving the province, the equipment is left with the board.</li><li>- If the student graduates from high school, the equipment is left with the school.</li></ul>
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### 3.8. SIF-08 Specialized Program Management



Figure 9: Specialized Program Management Business Processes

Table 9: Specialized Program Administration Business Process Descriptions

Process ID	Process Name	Process Definitions
SIP-08-01	Specialized Program Registration & Tracking	<p><b>Description:</b> This process is focusing on students’ access to specialized programs that offer unique opportunities and focus on a variety of interests. Each specialized program has specific requirements as well as unique admission criteria. Application to specialized programs is made directly to each program and acceptance is conditional upon selection criteria and space that is available in the appropriate grade and program.</p> <p><b>Prerequisite:</b></p> <ul style="list-style-type: none"> <li>- A student enrolment record must exist in the SIS for active DSB student.</li> <li>- Returning/withdrawn students must have available the Student Name and Number, and OEN at registration time.</li> <li>- Students outside the DSB must have their current DSB and School Name information, their Guidance Counsellor Contact information and OEN available.</li> <li>- For students under 18 years of age, a P/G authentication is required when register online.</li> <li>- Registration forms for a specialized program must be completed and submitted during the time-slot allocated for registration.</li> </ul> <p><b>Trigger:</b> DSB offers a variety of specialized programs, Program package with instructions is sent home with students, Registrations are open for students</p> <p><b>Outcome:</b> Student is registered in the specialized program.</p> <p><b>Roles:</b> Program Co-ordinator, Guidance Counsellor, Principal, P/G, Specialised Program Teacher, Resource Teacher</p> <p><b>Documents:</b> Program package with instructions is sent home with students or is posted online.</p> <p><b>Responsibilities and Steps:</b></p> <ul style="list-style-type: none"> <li>- Each specialized student program requires an application that should meet specific requirements.</li> </ul>

		<ul style="list-style-type: none"> <li>- Students or P/G apply in person or online for specialized programs during the registration time and then submit the application.</li> <li>- A designated School Guidance Counsellor will approve the student’s application based on a selection criterion.</li> <li>- Once the application is approved by the Guidance Counsellor, a confirmation letter (via email or courier) is sent to P/G for approval.</li> <li>- The P/G or Student must ‘Accept’ or ‘Decline’ the offer.</li> <li>- Once the application is accepted, the student is registered in the program.</li> <li>- The Program Co-ordinator will assign Specialized Program Teachers/Resource Teachers to assign students to classes.</li> <li>- Students will receive program information (via email or mail) prior classes start.</li> <li>- If Student is not accepted in the program, P/G could contact GC for recommendations.</li> </ul> <p>Some of the specialized programs approved by the MOE are:</p> <p><b>Dual Credit</b> programs allow students, while they are still in secondary school, to take college or apprenticeship course that counts towards both their Ontario Secondary School Diploma (OSSD) and a postsecondary certificate, diploma, degree, or a Certificate of Apprenticeship.</p> <p><b>French Immersion/Core French/Extended French</b> programs allow students to learn French as a second or additional language. Application and placement to French programs are made directly to each program.</p> <ul style="list-style-type: none"> <li>- <i>Core French</i> – Students learn French as a subject. At the elementary level, students must accumulate a minimum of 600 hours of French instruction by the end of Grade 8. At the secondary level, academic, applied and open courses are offered for Grades 9 and 10; university preparation and open courses are offered for Grades 11 and 12.</li> <li>- <i>Extended French</i> – Students learn French as a subject and French serves as the language of instruction in at least one other subject. At the elementary level, at least 25 per cent of all instruction is provided in French. At the secondary level, academic courses are offered for Grades 9 and 10; university preparation courses are offered for Grades 11 and 12. In the Extended French program, students accumulate seven credits in French: four are FSL language courses and three are other subjects in which French is the language of instruction.</li> </ul>
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		<ul style="list-style-type: none"> <li>- <i>French Immersion</i> – Students learn French as a subject and French serves as the language of instruction in two or more other subjects. At the elementary level, at least 50 per cent of all instruction is provided in French. At the secondary level, academic and applied courses are offered for Grades 9 and 10; university preparation and open courses are offered for Grades 11 and 12. In the French Immersion program, students accumulate ten credits in French: four are FSL language courses and six are other subjects in which French is the language of instruction.</li> </ul> <p><b>Adult Credit/Continuing Education</b> programs allow adult learners to complete their Ontario Secondary School Diploma, prepare for college or university or gain job-related training.</p> <p><b>Specialist High Skills Majors (SHSM)</b> program is a ministry-approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements to graduate from secondary school. It also assists in their transition after graduation to apprenticeship training, college, university or the workplace.</p> <p>The Specialist High Skills Major program helps students to:</p> <ul style="list-style-type: none"> <li>- Customize their secondary school education to suit their interests and talents</li> <li>- Develop specialized knowledge and skills</li> <li>- Earn credits that postsecondary educational institutions and the sector recognize</li> <li>- Gain sector-recognized certification and career-relevant training</li> <li>- Identify, explore and refine career goals and make informed decisions about their future.</li> <li>- Remain flexible, with the option to shift between pathways, should their goals and plans change</li> </ul> <p><b>Co-Op &amp; Summer Co-Op</b> program enable students to earn two compulsory and/or optional credits they need to complete their Ontario Secondary School Diploma (OSSD). These could be the two cooperative education credits required for a Specialist High Skills Major (SHSM). Co-op programs can lead to opportunities for future employment after the placement is completed.</p> <p><b>ESL/ELD</b> programs are offered to all English Language Learners.</p> <ul style="list-style-type: none"> <li>- <i>English as a Second Language (ESL)</i> program gives the opportunity to students born in Canada or newcomers whose first language is a language other than English, to develop age-appropriate English language literacy skills.</li> <li>- <i>English Language Development (ELD)</i> program is designed for English language learners to develop their listening, speaking,</li> </ul>
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		<p>reading, and writing skills in English, and attain proficiency in English.</p> <p><b>ALF/PANA</b> programs are offered to all French Language Learners in the French-language schools in Ontario.</p> <ul style="list-style-type: none"> <li>- <i>Actualisation linguistique en français</i> (ALF) - French Language Refresher program gives the opportunity to students born in Canada whose first language is a language other than French, to develop age-appropriate French language literacy skills, so that they can experience success in French-language school.</li> <li>- <i>Programme d'appui aux nouveaux arrivants</i> (PANA) - Newcomer Support program is designed for students who are newcomers in Canada and who arrived from abroad, especially from countries where French is the language of instruction. These students are in need of support so that they can adapt to Canadian society through the development and acquisitions of language skills.</li> </ul> <p><b>International Language (IL)</b> program provides language instruction in a variety of languages at sites throughout school locations. This program is for kindergarten through grade 12 students, and they can register from inside or outside a school board. Through the IL program, students can develop oral communication, reading and writing skills in languages other than English or French. At the secondary school level, students can earn up to three credits towards the Ontario Secondary School Diploma (OSSD) for the successful completion of IL courses.</p> <p>VISA students, with eight timetabled day school credits, are required to pay a well-defined amount of dollars per each credit.</p> <p><b>Night School</b> program is a good option for students who need to upgrade courses, or are unable to schedule a course into their timetable, or would like to take courses outside of the regular day school.</p> <p>Credit courses are offered for students in grades 11 and 12, including adult learners working towards their high school diploma. Students may take one night school credit at a time.</p> <p><b>Summer program</b> is a great option for day school and adult students who need to upgrade credits or who want to complete additional credits during the summer months.</p> <p><b>Prior Learning Assessment and Recognition (PLAR)</b> for Mature Students program provides a quicker way for adults to acquire credits towards a high school diploma. The assessment process looks at student's life and work experiences since leaving high school and can award credits for that. The student's knowledge and skills for the challenged course are assessed to determine if the student has met the Ontario curriculum expectations. Adult students may earn <i>no more than four</i> credits including a <i>maximum of two</i> credits in any one subject area.</p>
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### 3.9. SIF-09 Incident Management

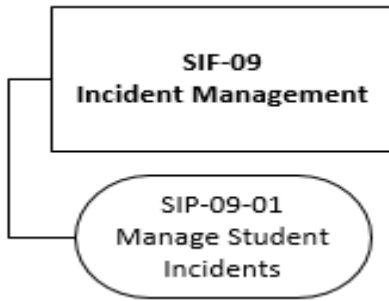


Figure 10: Incident Management Business Processes

Table 10: Incident Management Business Process Descriptions

Process ID	Process Name	Process Definitions
SIP-09-01	Manage Student Incidents	<p><b>Description:</b> This process captures the students' incidents that happened on a school property or outside school property (e.g., school trip) during the school hours.</p> <p><b>Prerequisite:</b> Incident forms, an active student enrolment record must exist in the SIS.</p> <p><b>Trigger:</b> An accident that occurs while a student is attending school.</p> <p><b>Outcome:</b></p> <p><b>Roles:</b> Principal, Superintendent of Education, Teacher, Lunch Supervisor, P/G, Student, Student Discipline Committee</p> <p><b>Documents:</b> Ontario Code of Conduct, Education Act and in Board Policy #668, Incident forms and reports, Suspension Letter</p> <p><b>Responsibilities and Steps:</b></p> <p>The process of analysing and managing each incident is very complex and follows a series of steps:</p> <ul style="list-style-type: none"> <li>- An incident form/report must be completed. Principal must be notified.</li> <li>- School Incident List is updated in the SIS with the new incident.</li> <li>- Student Name, Date of Incident, Place of Incident, Type of Incident (e.g., Discipline, Accident, Illness), detailed Notes, Witness (es) must be entered in the SIS.</li> <li>- If the incident is flagged as 'Critical' and caused significant disruption to the school routine, police or emergency services personnel might be involved.</li> <li>- Prior to issuing any suspension of 10 days or more, the Superintendent of Education must be consulted.</li> <li>- If Student is 'Suspended' for 10 days, P/G must be notified and a suspension letter is sent home. The letter must be signed by the Principal.</li> </ul>

		<ul style="list-style-type: none"> <li>- If Student is ‘Suspended’ for 20 days, this could lead to board full ‘Expulsion’ from the school. P/G must be notified and a letter is sent home. The letter must be signed by the Principal.</li> <li>- A copy of the suspension or expulsion letter is saved to OSR.</li> <li>- A P/G may choose to appeal the suspension by submitting their appeal to the Board’s Student Discipline Committee.</li> <li>- The Student Discipline Committee reviews all suspension and expulsion appeals and can either confirm the original decision and length, or change the duration or withdraw the suspension.</li> <li>- For a 20-day suspension pending expulsion, the P/G and student will attend an expulsion hearing within 20 days of the suspension. If the hearing results in the student being expelled, the student may be offered a placement in the board’s program for expelled students. Once the student has successfully completed the program for expelled students, the student may be able to apply to return to their homeschool.</li> </ul> <p>The Principal approves who can have access to school incidents, student’s notes, incidents and suspensions information.</p> <p>Some end-users could have full access to all information (Notes, Incidents, Suspensions, Expulsions), while others can ‘view only’ partial information (Notes and Incidents).</p> <p>The Ontario MOE has set the grounds rules for expulsion of a student from school, as per the Ontario Code of Conduct. These grounds are identified in Section 311.3 of the Education Act and in Board Policy #668, Safe and Supportive Schools. As such, the Principal will refer the expulsion matter to the Board’s Student Discipline Committee for decision.</p>
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### 3.10. SIF-10 Internal, External & Ad-Hoc Reporting

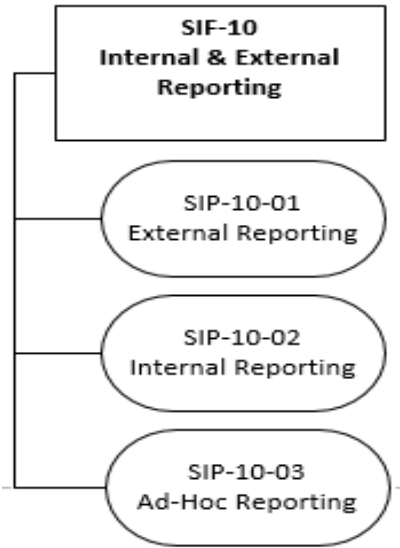


Figure 11: Internal, External & Ad-Hoc Reporting Business Processes

Table 11: Internal, External & Ad-Hoc Reporting Business Process Descriptions

Process ID	Process Name	Process Definitions
SIP-10-01	Internal Reporting	<p><b>Description:</b> The generation of canned reports that are used to support the day-to-day execution of tasks within the school or Board offices.</p> <p><b>Prerequisite:</b> Reports have been programmed and are accessible to the appropriate user.</p> <p><b>Trigger:</b> A user needs data that is presented in an existing report for a regular, reoccurring task.</p> <p><b>Outcome:</b> A report is generated and used as an input to an activity.</p> <p><b>Roles:</b> Report Requestor (School Administrator, School Office Secretary, Teacher, Superintendent, Director, Planner, Research Associate)</p> <p><b>Documents:</b> Standard Report Definitions, Report Result, Exported Report</p> <p><b>Responsibilities and Steps:</b> The Report Requestor selects the report from the list of reports that they are authorized to access, enters any parameters (if required) and generates the report. The user can choose to run the report immediately or schedule to run at another time, if the report is a large report and they wish to run in an off-peak time and pick it up later. If the report is run immediately, the resulting report is viewed on screen and can be exported to a format such as Excel or CSV for further use. If the report is run later, the user returns to the report at after the completed time to view the report and optionally download the report. They use the results of the report to complete a task(s) or</p>

		<p>forward the report other internal users as desired. Some of the frequently used reports are:</p> <p><b>School-based Reports</b></p> <ul style="list-style-type: none"> <li>- Attendance</li> <li>- Achievement records</li> <li>- Average Class Size</li> <li>- Birthday List</li> <li>- Class List</li> <li>- Credit Counseling Summary</li> <li>- Demographic reports</li> <li>- Enrolment</li> <li>- Graduates' reports</li> <li>- Report Cards</li> <li>- Registration reports</li> <li>- Students at Risk</li> <li>- Student Timetables</li> <li>- Transcripts</li> </ul> <p><b>District Level Reports:</b></p> <ul style="list-style-type: none"> <li>- EQAO results</li> <li>- Canadian Cognitive Ability Tests results</li> <li>- ESL/ELL reports</li> <li>- IEP</li> <li>- Gr 1 Reading Assessments</li> <li>- Students at Risk</li> </ul>
SIP-10-02	External Reporting	<p><b>Description:</b> The reporting of data between the school board and external parties.</p> <p><b>Prerequisite:</b> The system has been configured to allow for reporting or data extracts for users with the appropriate permissions.</p> <p><b>Trigger:</b> The external party requests regular data reports.</p> <p><b>Outcome:</b> Data from the SIS is sent to the external party.</p> <p><b>Roles:</b> Report Requestor (School Administrator, School Office Secretary, Superintendent, Director, IT Data Administrator), Ministry of Education, Ministry of Health</p> <p><b>Documents:</b> Data extracts or reports, Data exchange templates</p> <p><b>Responsibilities and Steps:</b> The Report Requestor selects the data from the board's SIS system to be sent. If there are Validation reports that can be run prior to submission, the Report Requestor will review the Validation report, and correct any errors. Once all errors are corrected, the Report can be submitted to the external party. The Report Requestor authenticates with the external system. The Requestor uploads the data to the external application or sends the file to external system. If the</p>

		<p>system sends a resulting file in return, the Requestor loads the returned file back into the SIS. Some of the common external reports are:</p> <ul style="list-style-type: none"> <li>- OnSIS reports</li> <li>- OEN reports</li> <li>- Progressive Discipline/Safe Schools reports</li> <li>- Consecutive Absence reports</li> <li>- Special Services reports</li> <li>- Staff &amp; Student Injury reports</li> <li>- Ministry of Health reports</li> </ul>
SIP-10-03	Ad-Hoc Reporting	<p><b>Description:</b> Ad-hoc reporting is the creation of customized reports based on user-defined criteria for various functional groups. This data can then be used for the purposes of planning, identifying errors and inefficiencies, evaluating performance, forecasting etc.</p> <p><b>Prerequisite:</b> The system has been configured to allow ad-hoc reporting for users with the appropriate permissions to create their own reports.</p> <p><b>Trigger:</b> A user creates a new report.</p> <p><b>Outcome:</b> The user has viewed their report results and optionally downloaded the report.</p> <p><b>Roles:</b> Any authenticated user with the appropriate permissions.</p> <p><b>Documents:</b> Ad-hoc Report Template, Report Result, Exported Report</p> <p><b>Responsibilities and Steps:</b> Any user, with the appropriate permissions can create ad-hoc reports against the appropriate data. For example, a Superintendent or Manager of Research will be able to query all data across all schools. A School Principal will have access only to data for their school and may have further restrictions on specific data areas. Users can create flexible reports against live data by:</p> <ul style="list-style-type: none"> <li>- Selecting the data elements to include in the report (any allowed data element in the system)</li> <li>- Selecting the range of values to include (by date or meeting specified criteria using Boolean operators)</li> <li>- Select any elements to group by (e.g., class, grade, elementary and secondary schools, family of schools, or other group)</li> </ul> <p>Once the user has completed the report definition, they can save the report template for future use under their own profile. A saved report can be shared with another user. The user will run the report, choosing to run immediately or schedule to run at another time, if the report is a large report and they wish to run in an off-peak time and pick it up later. If the report is run immediately, the resulting report is viewed on screen and can be exported to a format such as Excel or CSV for further use. If the report is run later, the user returns to the report at after the completed time to view the report and optionally download the report.</p>

### 3.11. SIF-11 Parent Portal Management

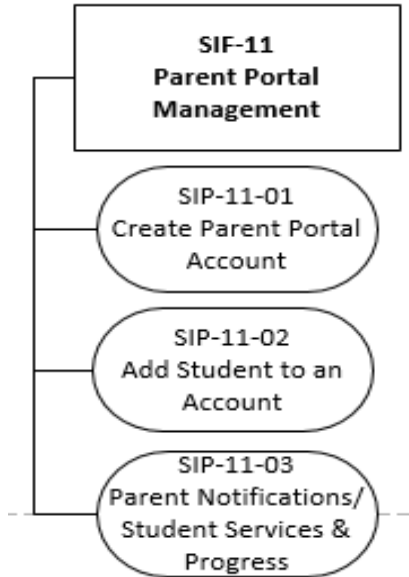


Figure 12: Parent Portal Management Business Processes

Table 12: Parent Portal Business Process Descriptions

Process ID	Process Name	Process Definitions
SIP-11-01	Create Parent Portal Account	<p><b>Description:</b> A parent portal is a secure school website which parents and guardians (P/G) with a single access point, to stay informed and connected to school, to access services online and receive important information about their child(ren). For this reason, they need to create a P/G account.</p> <p><b>Prerequisite:</b></p> <ul style="list-style-type: none"> <li>- P/G has access to student records, based on the student profile</li> <li>- P/G must have an electronic device in order to create an account</li> <li>- P/G must have access to internet</li> <li>- P/G must have a valid and secure email address</li> <li>- P/G request to sign-in on the portal</li> </ul> <p><b>Trigger:</b> P/G needs access student important information and stay connected to school.</p> <p><b>Outcome:</b> P/G has access to the Parent Portal from any computer, smartphone, internet browser and/or tablets.</p> <p><b>Roles:</b> P/G, Parent Portal Administrator, School Office Secretary, Principal</p> <p><b>Documents:</b> Online instructions on how to create an account.</p> <p><b>Responsibilities and Steps:</b> In order to access their child(ren) school information on the parent portal, a P/G must follow few steps:</p> <ul style="list-style-type: none"> <li>- The P/G creates an account.</li> </ul>

		<ul style="list-style-type: none"> <li>- When the P/G first lands on the login webpage, they need to provide a unique Username and Password.</li> <li>- Once the P/G logs in successfully onto the portal, they will also need to provide a secure email address. The P/G email address from the parent portal must be the same as the email address saved in the SIS.</li> <li>- Once the P/G created an account, they will receive an email notification with important instructions on how to access the parent portal, this including a Registration Number.</li> <li>- Once the account is created, the Username and Password must be saved in a secure place.</li> </ul>
SIP-11-02	Add Student to an Account	<p><b>Description:</b> After registering for a Parent Portal account, each P/G must login with the secure credentials and then provide the following information for each student they wish to add to their account:</p> <ul style="list-style-type: none"> <li>- Student Number (located on any official school document, e.g., Report Card)</li> <li>- Date of Birth</li> <li>- Registration Number</li> </ul> <p><b>Prerequisite:</b></p> <ul style="list-style-type: none"> <li>- P/G must have an electronic device</li> <li>- P/G must have access to internet</li> <li>- P/G must have a valid email address saved in the SIS</li> <li>- P/G must have valid parent portal credentials</li> <li>- P/G must have Student Number, Date of Birth, and Registration Number.</li> </ul> <p><b>Trigger:</b> P/G needs electronic access to school and student information. <b>Outcome:</b> Student is added to the parent portal and information associated with each student account is displayed on the screen. <b>Roles:</b> P/G, School Office Secretary, Principal <b>Documents:</b> Online instructions on how to add a student to the P/G account. <b>Responsibilities and Steps:</b> Once the P/G has access to the parent portal account, and to the school and student information, they must keep the information safe.</p>
SIP-11-03	Parent Notifications, Student Services & Progress	<p><b>Description:</b> Once a student has been added successfully to the Parent Portal account, a P/G gets electronic access to information associated to each student account, like:</p> <ul style="list-style-type: none"> <li>- Online forms</li> <li>- School-based alerts and information</li> </ul>

		<ul style="list-style-type: none"> <li>- Student activities and events</li> <li>- Real time absence reporting</li> <li>- Up-to-date busing information</li> <li>- Online registration</li> <li>- Current and historic elementary report card information</li> <li>- Secondary school credit history and diploma status</li> <li>- Online payments (school fees and fundraisers)</li> </ul> <p><b>Prerequisite:</b> P/G must have valid credentials to login onto the parent portal.</p> <p><b>Trigger:</b> P/G needs to connect with school and have access to student information</p> <p><b>Outcome:</b> P/G has access to student and school information</p> <p><b>Roles:</b> P/G, School Office Secretary</p> <p><b>Documents:</b> Online instructions on how to use the portal, and what kind of information can be accessed.</p> <p><b>Responsibilities and Steps:</b> It is the P/G responsibility to search and find the information they need on the portal. If the information is not correct or missing, then the P/G must contact the school office and ask for help.</p>
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### 3.12. SIF-12 Integration & Extracts

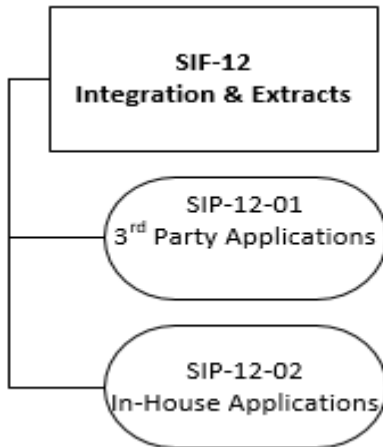


Figure 13: Integrations & Extracts Business Processes

Table 13: Integration & Extracts Business Process Descriptions

Process ID	Process Name	Process Definitions
SIP-12-01	3 <sup>rd</sup> Party Applications	<p><b>Description:</b> There exist various external parties that Boards integrate with to supply data. This data could be on student demographic, program, achievement, attendance or transportation information. Currently, many of these data interactions require manual protocols.</p> <p><b>Prerequisite:</b> The SIS has been configured to allow for reporting or data extracts for users with the appropriate permissions.</p> <p><b>Trigger:</b> The external party requests data or sends data.</p> <p><b>Outcome:</b> Data from the Board has been sent, and data from the external party has been received on time based on schedule.</p> <p><b>Roles:</b> School Administrator (Principal, Vice-Principal, School Office Administrator), IT Data Administrator (IT OnSIS Administrator, Programmer, Database Administrator)</p> <p><b>Documents:</b> Data extracts or reports, Data exchange templates, Data submission schedule</p> <p><b>Responsibilities and Steps:</b> Depending on the type of data exchange, either a School Administrator, or an IT Data Administrator selects the data to be sent to the 3<sup>rd</sup> party. The data could be sent periodically (e.g., OnSIS reporting 4 times per year, OUAC/OCAS reporting 6/7 times) or regularly throughout the year (e.g., OEN reporting, municipal public health). Certain 3<sup>rd</sup> party applications also return data to the board (such as Ministry OEN and EQAO) which is added back into the SIS. The external parties are documented in the Data Exchange document, and include:</p> <ul style="list-style-type: none"> <li>- Ministry of Education;</li> <li>- Provincial and Municipal Public Health;</li> </ul>

		<ul style="list-style-type: none"> <li>- University and College Application Services;</li> <li>- Local Transportation Consortia;</li> <li>- School Photography Vendors;</li> <li>- Classroom Software providers;</li> <li>- Others.</li> </ul> <p>The types of data requested include:</p> <ul style="list-style-type: none"> <li>- Student Demographic Information;</li> <li>- Student Program and Class;</li> <li>- Student Achievement, Credit Accumulation, Transcript Data;</li> <li>- Student Absence Summary.</li> </ul>
SIP-12-02	Internal Applications	<p><b>Description:</b> Due to the complex nature of school board processes, the SIS is supported by several vendor products in house. These products require data from the SIS or may integrate with the SIS. They may be used for reporting or administrative purposes, or within classroom settings.</p> <p><b>Prerequisite:</b> The SIS has been configured to allow for reporting or data extracts for users with the appropriate permissions. The internal application allows for data integrations.</p> <p><b>Trigger:</b> The data integration has been configured.</p> <p><b>Outcome:</b> The data exchange allows for the applications to exchange information and board and school staff to access the tools and systems required.</p> <p><b>Roles:</b> IT System Administrator, School Administrator (Principal, Vice-Principal, School Office Administrator), IT Data Administrator (IT OnSIS Administrator, Programmer, Database Administrator), Teachers, Students</p> <p><b>Documents:</b> Data extracts or imports, Data exchange templates</p> <p><b>Responsibilities and Steps:</b> Once the application has been implemented by an IT System Administrator, an IT Data Administrator can configure the data exchange between the application and the SIS. Some internal applications are documented in the Data Exchange document, and include:</p> <ul style="list-style-type: none"> <li>- Online classrooms software;</li> <li>- Library systems;</li> <li>- Transcript Management systems;</li> <li>- School eCommerce system;</li> <li>- Online Classroom Management software;</li> <li>- Classroom Resource software.</li> </ul> <p>The type of data requested is mainly Student Demographic and Class information.</p>

### 3.13. SIF-13 Data Management

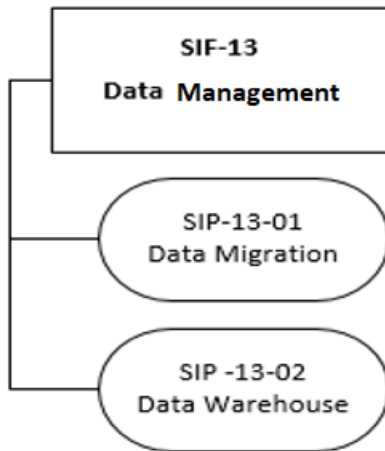


Figure 14: Data Migration & Data Warehouse Business Processes

Table 14: Data Migration & Data Warehouse Business Process Descriptions

Process ID	Process Name	Process Definitions
SIP-13-01	Data Migration	<p><b>Description:</b> This process is overseeing data moving from the existing SIS to a new environment and assuring that during the process the data is properly mapped, clean, compliant, secure and easily accessible.</p> <p>Data migration is also referring to the data storage location where the existing data is moved from a local data center (on premises) to a cloud environment.</p> <p><b>Prerequisite:</b> Have reliable data in the existing SIS, have an agreement with the 3<sup>rd</sup> party</p> <p><b>Trigger:</b> Request to replace the existing SIS with a new one, to meet the provincial standards</p> <p><b>Outcome:</b> Have reliable and trustworthy data migrated from one system to another, or from a data storage location to another.</p> <p><b>Roles:</b> 3<sup>rd</sup> party vendor SME, Director of IT, DBA, SIS Senior Analyst</p> <p><b>Documents:</b> RFP, Project Plan, Business Requirements Document</p> <p><b>Responsibilities and Steps:</b></p> <p>When a board of education plans to launch a new SIS or data storage location, the following steps should be followed:</p> <ul style="list-style-type: none"> <li>- The Project Manager along with Director of IT and the SIS Development Senior Team Leader create a project plan for the data migration and processes, which includes data mapping, risks and future audit impacts on existing data.</li> <li>- The Business Analyst along with the SIS Senior Analyst and the DBA define and collect the data migration requirements.</li> </ul>

		<ul style="list-style-type: none"> <li>- The SIS Development Senior Analyst and the DBA cleanse the data as needed to eliminate the possibilities for issues during data migration.</li> <li>- The DBA creates a backup of existing data.</li> <li>- 3<sup>rd</sup> party SME and Internal &amp; External Specialists coordinate and monitor the activities of data migration as follow:             <ul style="list-style-type: none"> <li>o Start the process of data migration, where data is analyzed, extracted and converted to the right format and moved across platforms.</li> <li>o Test the data governance, like data accuracy, reliability, compliance and security, in the new system after the migration process.</li> <li>o Fix any outstanding issues with the migrated data.</li> <li>o After issues are fixed, if any occur, test the data again until the migration process is successful.</li> <li>o Properly document the processes undertaken, any issues and fixes.</li> <li>o Develop best practice standards and protocols for data migration.</li> <li>o Provide training and provide tools and resources on data migration.</li> </ul> </li> <li>- The DBA archives the old data, for a limited period of time.</li> <li>- When the existing data is currently used, the two systems will work in parallel until the new system is reliable 100%.</li> <li>- The Project Manager will perform lesson learned with the SIS Development and Business teams.</li> </ul>
SIP-13-02	Data Warehouse	<p><b>Description:</b> This process is about storing the current and historical data from multiple sources into one single place. With the cloud storing solution that is currently cheap and easy to store and process data, many school boards tend to put the data into cloud <a href="#">data warehouses</a>. Either the data is on premises or on cloud, the end-user needs to have the ability to pull the data easily, do trends analysis. With the technology available on the market, organizations should have the ability to utilize the data efficiently and effectively.</p> <p><b>Prerequisite:</b></p> <ul style="list-style-type: none"> <li>- Have reliable and quality data in the existing systems</li> <li>- Have a centralized system and be able to query the data without impacting the operational systems</li> <li>- Have materialised views, and unified management and monitoring</li> </ul> <p><b>Trigger:</b> Request to create a centralized database warehouse for senior management reporting.</p>

		<p><b>Outcome:</b> Centralized and reliable database warehouse, Column- and row-level security, fully managed on-cloud or on-prem service that makes it very simple to provision a data warehouse, quickly and easily load data, and query that data using built-in, web-based tools.</p> <p><b>Roles:</b> Data Migration Specialist, SIS Senior Analyst, DBAs, Business Intelligence (BI) Developer</p> <p><b>Documents:</b> Data downloads, dedicated SQLs (Structured Query Language). The data downloads and dedicated SQLs could contain sensitive elemental and aggregate data such as: student demographic, attendance, classrooms setup, enrolment, special education, achievement, transcript (OST).</p> <p><b>Responsibilities and Steps:</b></p> <ul style="list-style-type: none"> <li>- The DBA grants access to the Data Architect to multiple databases.</li> <li>- The Security Analyst grant access to the BI Developer to multiple systems.</li> <li>- The Data Architect creates one single intermediate database warehouse environment.</li> <li>- The DBA maintains the intermediate database, data model and data history.</li> <li>- The BI Developer extracts and transforms the data from multiple source systems and loads it into one database.</li> <li>- The BI Developer restructure and enables one central view of secure data that it makes sense to users across the organization.</li> </ul>
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### 3.14. SIF-14 Administration & Security

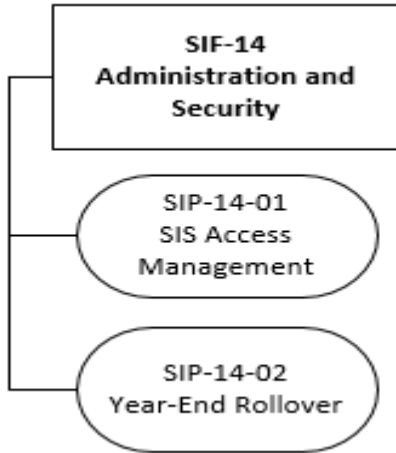


Figure 15: Administration & Security Business Processes

Table 15: Administration & Security Business Process Descriptions

Process ID	Process Name	Process Definitions
SIP-14-01	SIS Access Management	<p><b>Description:</b> SIS Access Management is the process that is monitoring the security and user access to the SIS, in order to ensure protection of the student identity information. Based on each user’s job title and description, different data can be accessed by different users and roles are granted for each user group. Either the access is on-site or remotely, SIS data must be secure along with other internal and external integrated applications.</p> <p>Also, based on the regional auditors' recommendations, each district school board (DSB) is required to perform and complete annually, the SIS user account reviews. This recommended procedure will ensure system security, align each school board internal process with regional policies, and mitigate risk.</p> <p><b>Prerequisite:</b> User’s job title released by HR Officer, Supervisor/School Principal approval, User Profile from the Identity Management System.</p> <p><b>Trigger:</b> User needs access to the SIS in order to perform his/her job.</p> <p><b>Outcome:</b> SIS user is granted the access based on their job title.</p> <p><b>Roles:</b> HR Officer, Supervisor (Superintendent of Education, Principal, SIS Senior Analyst), IT Security Administrator.</p> <p><b>Documents:</b> Approved Security forms (electronic or hardcopy)</p> <p><b>Responsibilities and Steps:</b> In order to ensure protection to the student data, few steps must be followed in regards to the SIS access:</p> <ul style="list-style-type: none"> <li>- After the user’s information (employee’s name and number, job title, user group, security group and location) is saved in the HRIS (Human</li> </ul>

		<p>Resources Information System), a record will be automatically created in the Identity Management System (e.g., Active Directory).</p> <ul style="list-style-type: none"> <li>- Once the Identity Management System is updated with the new user’s profile, the user is authenticated and granted automatically the roles required to access the SIS.</li> <li>- After the user is setup in the HRIS and Identity Management System, the HR Officer notifies the Supervisor.</li> <li>- The Supervisor verifies and confirms the pre-defined user access based on the user profile. (e.g., a School Office Secretary from an elementary school will have the same SIS access as all School Office Secretaries from all elementary schools across the DSB).</li> <li>- The Supervisor will notify the new user that access to the SIS is granted.</li> <li>- If the SIS user leaves the current location to another location, the access to the SIS from the current location is revoked.</li> <li>- If the SIS user leaves the DSB permanently (e.g., retirement or found new job elsewhere), the SIS access is completely revoked.</li> <li>- If the SIS user leaves the DSB temporarily (e.g., going on maternity or prolonged sick leave), the SIS access is removed until their return.</li> <li>- If the SIS user changes the job title/position they will be assigned a new security group.</li> </ul> <p><b>Note:</b> If there is any change to the user profile, the HRIS and Identity Management System will be updated.</p> <p>Exception:</p> <ul style="list-style-type: none"> <li>- If a specific SIS user from a specific location needs extra access to the student data, then the Supervisor must define what type of access they need, approve and sign, and then send the request to the IT Security team.</li> <li>- The IT Security Administrator will assign the role manually only to that user, and notify back the Supervisor.</li> </ul>
SIP-14-02	Year-End Rollover	<p><b>Description:</b> Elementary and Secondary student transition from one grade to the next is the process that it is usually done after the end of the school year, when all student records are moved from the current school year to the next school year in the SIS, and when the homeroom teacher, classmates and homeroom are assigned to each active student.</p> <p>There are three major transitional points in the education system:</p> <ol style="list-style-type: none"> <li>1. Students move from grade to grade</li> <li>2. Students move from elementary to secondary school</li> <li>3. Students graduate high school and leave the school board</li> </ol> <p><b>Prerequisite:</b> Students not returning Next Year have been Identified.</p>

		<p><b>Trigger:</b> Student Data must move to the next school year and the scheduled date for 'Year-End Rollover' has been reached.</p> <p><b>Outcome:</b> Student data is moved to the next school year, based on each student profile.</p> <p><b>Roles:</b> SIS Senior Analyst, DBA, Director of IT</p> <p><b>Documents:</b> Scheduled cron-job; Updated database scripts for Year-End rollover.</p> <p><b>Responsibilities and Steps:</b>          In order to run the Year-End Rollover procedure successfully, few steps must be followed:</p> <ul style="list-style-type: none"> <li>- The SIS Senior Analyst prepares the rollover database scripts.</li> <li>- The SIS Senior Analyst checks with the DBA if the SIS production environment is up and running for the next couple of days.</li> <li>- The SIS Senior Analyst checks with the DBA if there are no other big database jobs running in the same time when the Year-End procedure is scheduled. Usually for school boards with + 100K students, this job is run over the weekend and could take from 2 to 3 days.</li> <li>- The SIS Senior Analyst runs the process and checks for system errors.</li> <li>- The DBA monitors if the database job is running as planned (no system hung/freeze, no database running out of memory errors).</li> <li>- When the process is successfully over, the system should show a message of completion on the screen.</li> <li>- If the process has errors along the rollover, an alert should be displayed with the errors identified during the process. In this case the DBA and SIS Senior Analyst must take action to fix the errors, and then start the process again until successfully done.</li> <li>- After the process is completed successfully, the SIS System Analyst checks randomly in SIS if data looks ok (e.g., school year is correct, no screen errors are coming up when query student data).</li> <li>- The SIS Senior Analyst reports to the Director of IT that the process is completed successfully.</li> </ul>
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COSBO (Council of Senior Business Officials)



# **Student Information System Reference Architecture for Ontario District School Boards (SIS RA)**

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## ***Part 2 - Business Processes and Scenarios***

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## 1. Introduction

### 1.1. Overview of this Document

SIS Business functions and processes are introduced and defined in document [1]. This document further elaborates significant SIS processes in the form of the process diagrams and detailed specification of their normal, alternate and exception scenarios. In addition, the process template includes specification of the process preconditions, postconditions (outcomes), triggers, involved roles, used documents and business rules. The processes in this document were selected taking criteria of their significance for the District School Board (DSB) operations, complexity, and possible requirements for customization of vendor products to meet specific requirements of the DSB.

## 2. DSB SIS Business Processes and Scenarios

This section elaborates the significant SIS Business processes and scenarios.

### 2.1. SIF-02 Demographic & Registration Management

#### 2.1.1 Add Student Basic Information (SIP-02-01)

<b>Business Process</b>	Add Student Basic Information (SIP-02-01)				
<b>Description</b>	<p>The purpose of this process is to add student basic information in the SIS. This process includes:</p> <ul style="list-style-type: none"> <li>- First time students who are registering with the board.</li> <li>- New students transferred from another Ontario school board (Student has an OEN).</li> <li>- New students coming from outside province or outside Canada (OEN must be generated).</li> <li>- Returning students (previously registered with the board)</li> <li>- Shared student taking courses at more than one location (e.g. dual credits, eLearning, etc.)</li> </ul>				
<b>Trigger Event</b>	The parent/guardian (P/G) wishes to register the student for school.				
<b>Roles</b>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 80%;"></th> <th style="width: 20%;">Name</th> </tr> </thead> <tbody> <tr> <td></td> <td>Parent/Guardian (P/G), Registration Officer (School Office Secretary), Transportation Co-ordinator, Ministry of Education, OEN Specialist</td> </tr> </tbody> </table>		Name		Parent/Guardian (P/G), Registration Officer (School Office Secretary), Transportation Co-ordinator, Ministry of Education, OEN Specialist
	Name				
	Parent/Guardian (P/G), Registration Officer (School Office Secretary), Transportation Co-ordinator, Ministry of Education, OEN Specialist				
<b>Preconditions</b>	Registration forms must be available (hardcopy or electronic). For students transferring from another Ontario school board, their Ontario Education Number (OEN) must be provided.				
<b>Post conditions (Expected Outcome)</b>	The student information has been entered into the SIS as a new student, all demographic information has been added, and all contact information has been added. The student will be able to enrol in class.				
<b>Documents</b>	Registration Form, Office Index Card				
<b>Business Rules</b>	<p>The <b>OEN</b> is a 9-digit student identification number assigned by the Ministry of Education to all Ontario elementary and secondary students. This unique number is used as the key identifier on a student's school records and follows the student throughout their elementary and secondary education, in any school in Ontario. An OEN shall not be reused for another student.</p> <p>Boards may also assign an internal/board unique <b>Student ID</b> student identification number to new students upon registration as a unique identifier, as there is a delay between a student registering at school and a student receiving an OEN number.</p>				

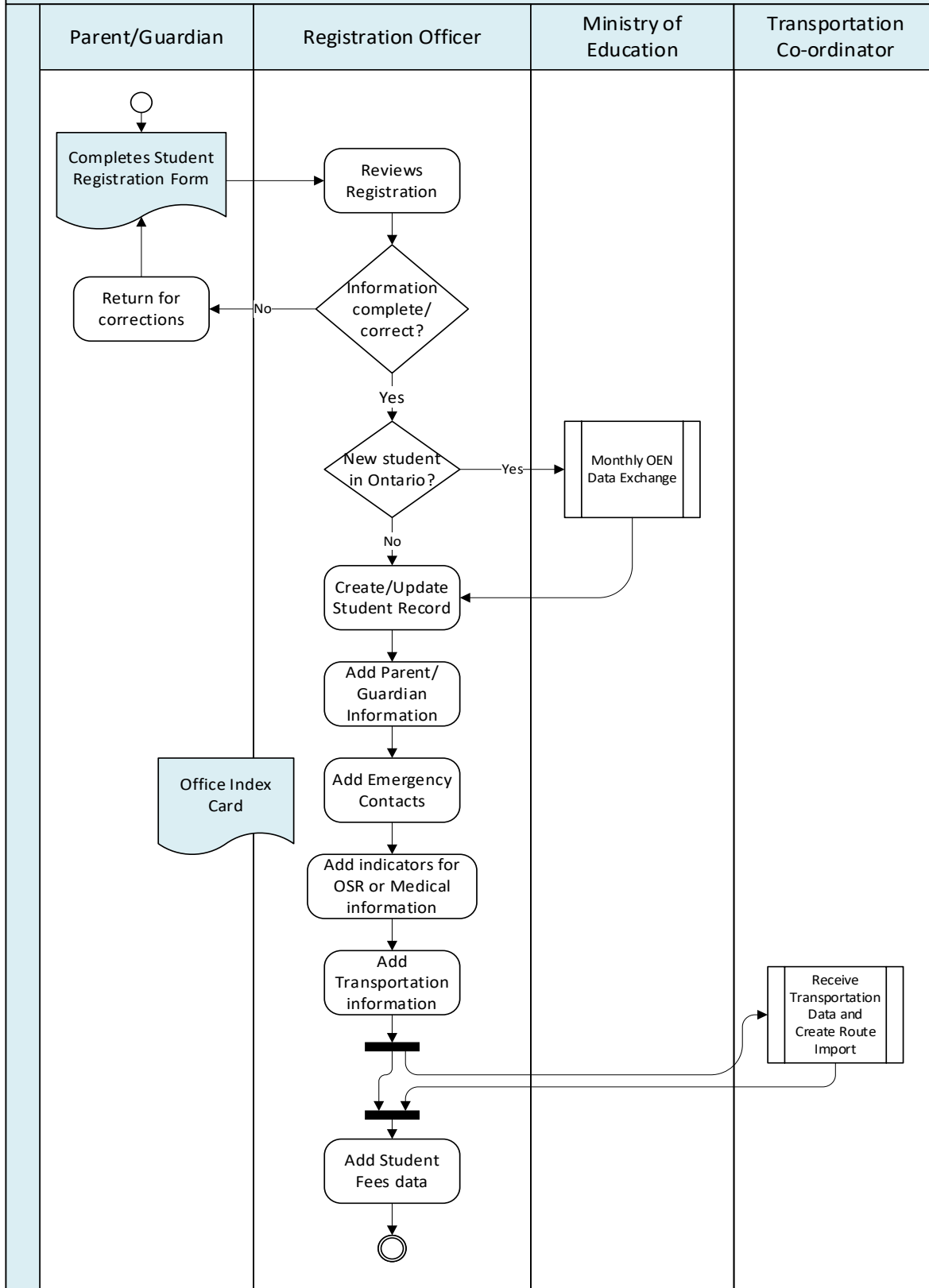
Business Process		Add Student Basic Information (SIP-02-01)	
Cross References to other Processes	Process Reference		Process Name
	SIP-02-07 SIP-04-01 SIP-12-01		Student Transportation Consortium Add/Maintain Student Enrolment 3 <sup>rd</sup> Party Applications
Scenarios			
Normal Scenario			
Steps			
1	The P/G accesses the New Student registration form (paper or online) and completes all required information. Required information will include: <ul style="list-style-type: none"> <li>- Student Legal First, Middle and Last Name and Preferred First, Middle and Last Name</li> <li>- Student OEN (for student's transferring from another school board in Ontario)</li> <li>- Student Home Address &amp; Phone Number</li> <li>- Student Birthdate</li> <li>- Gender (M, F, Self-Identified, Not Disclosed)</li> <li>- School they wish to attend, Start Date, and Grade (JK, SK, 1-12)</li> <li>- Country of Birth (Kindergarten only)</li> <li>- Languages Spoken at Home (Kindergarten only)</li> <li>- Indigenous Ancestry (Kindergarten only)</li> <li>- Sibling(s) in the same school</li> </ul>		
2	Once the P/G has completed the form(s), it is submitted.		
3	The submitted registration form is received by the Registration Officer who reviews the form for completeness.		
4	The Registration Officer meets with the P/G (virtually or in person) to verify the P/G's documentation for eligibility to attend the school and collect any missing information.		
5	Once all the information has been verified, the data from the registration form is entered into the SIS.		
6	The Registration Officer will create the new student record in the SIS and continue to update the student's record, especially noting if there are: <ul style="list-style-type: none"> <li>- Family Alerts/Sheltered Student – if the student information is to be hidden from everyone except from the current school's administrators/office staff</li> <li>- Removed from Parental Control – as per Bill 212 Suspensions &amp; Expulsions</li> </ul>		

Business Process		Add Student Basic Information (SIP-02-01)
7	<p>The Registration Officer will update the student's contact information with information on the <b>Parent/Guardians</b>. Both phone and email contacts should be recorded. Other important fields include:</p> <ul style="list-style-type: none"> <li>- Has Custody</li> <li>- Lives with Student</li> <li>- Pick up Student</li> <li>- Receives Mail</li> <li>- Access to Records</li> </ul>	
8	<p>The Registration Officer will update the student's <b>Emergency Contacts</b> on the student record, with both phone and email data.</p>	
9	<p>Once all contact information has been added, school staff will be able to access an Office Index Card, as required for the student's OSR.</p>	
10	<p>The Registration Officer will also complete:</p> <ul style="list-style-type: none"> <li>- <b>OSR Received</b> (if coming from others school or board -Yes/No)</li> <li>- <b>Medical Information</b> (e.g., Health factors, General Medication, Emergency Medical Information)</li> </ul>	
11	<p>For a student taking the school bus, the Registration Officer collects information on:</p> <ul style="list-style-type: none"> <li>- Address: where the student will be picked up or dropped off, if different from home</li> <li>- Type: either Pick-Up or Drop-off <i>Note: multiple locations and different days are allowed</i></li> <li>- Comment: Additional note about the Type (e.g., Mon/Wed/Fri, Tues/Thu, etc.)</li> </ul>	
12	<p>The Registration Officer may also collect information on any student fees collected or record any balances owing.</p>	
13	<p>Once all data has been entered, the student has been fully registered in school. The student is now able to enrol in classes. See <b>SIP-04-01 Add/Maintain Student Enrolment</b>.</p>	
14	<p>This Process Ends</p>	
<b>Alternative Scenarios:</b>		
<b>Step 1: A1.1 The P/G is registering for Kindergarten</b>		
A1.1.1	<p>For Kindergarten registration, the P/G may optionally also complete the 'Early Years' Experience' questionnaire.</p>	
A1.1.2	<p>Return to step 2.</p>	
<b>Step 1: A1.2 Student previously attended, left the board and is returning</b>		

Business Process		Add Student Basic Information (SIP-02-01)
A1.2.1	The P/G can enter the existing OEN. Continue with steps 2-5.	
A1.2.6	When the Registration Officer reviews the student's record in the SIS, they will enter the existing OEN, find the existing record, see student's status will be "Inactive" and the student will have a Withdrawn date. The Registration will update the existing student record, rather than create a new record.	
A1.2.7	Continue with step 7.	
<b>Step 1: A1.3 New student (any grade) from outside Ontario – does not have an OEN</b>		
A1.3.1	The P/G does not have an OEN to enter on the student registration form. Continue with steps 2-5.	
A1.3.6	The Registration Officer will create the new student record, leaving the OEN blank. This will give an indicator that the student will be assigned an OEN during the next OEN reporting cycle. Some Boards have a designated OEN Specialist located at the central board office and they generate the OENs based on the school request, while other boards have the OENs created during monthly OEN reporting.	
A1.3.6.1	An internal/Board Student ID should be assigned to the student for proper record-keeping.	
A1.3.6.2	After the monthly OEN reporting cycle has completed, all new students who have registered must be assigned an OEN and have the OEN updated in the SIS.	
A1.3.7	Continue with step 7.	
<b>Step 1: A1.4 Shared Student – Student will be taking courses at more than one location</b>		
A1.4.1	P/G indicates on the registration form that the student is registering for a program or course at a location other than the student's home school.	
A1.4.2	When the registration is submitted, and the student is accepted into the program and course, the student is shared with the alternate location. The student is now registered in 2 location. The student's original location is their home location and will count their enrolment. The student can now be enrolled in the appropriate class.	
A1.4.3	This process ends.	
<b>Step 5: A5.1 Student will be home schooled</b>		
A5.1.1	Home Schooled students will be admitted in an Elementary or Secondary school using a Board School Number designated only for homeschooling. Student status is flagged as 'Non-Registered'.	
A5.1.2	This process ends.	

<b>Business Process</b>		Add Student Basic Information (SIP-02-01)
<b>Step 12: A12.1 Optional Student Information</b>		
A12.1.1	The Registration Officer may also collect other student information such as <b>Extra-Curricular Activities</b> (e.g., school clubs or sports the student wishes to participate in), or any <b>Student Awards</b> the student has previously received.	
A12.1.2	This process ends.	
<b>Exception Scenarios: N/A</b>		

### Add Student Basic Information (SIP-02-01)



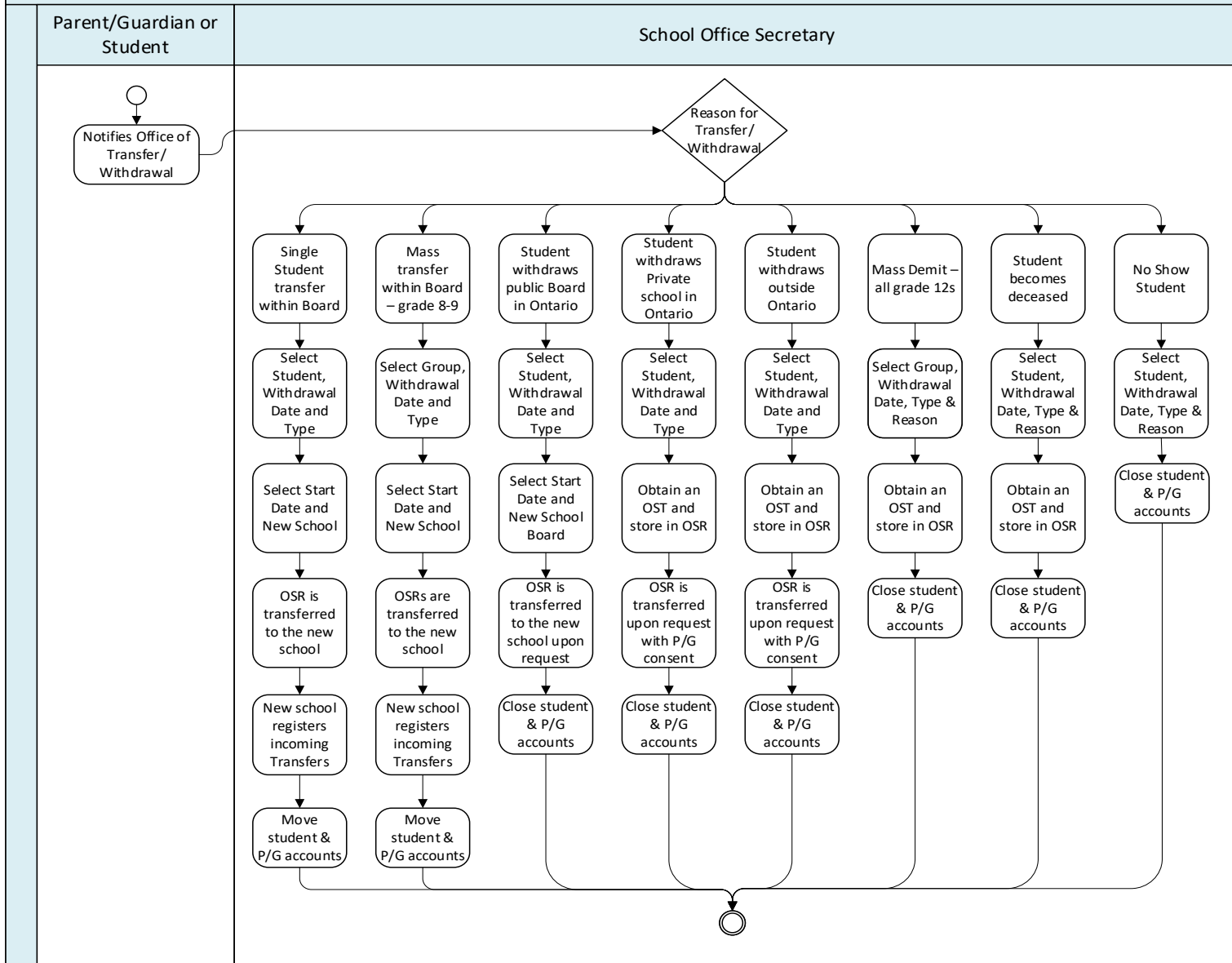
### 2.1.2 Student Transfers/Withdrawals (SIP-02-03)

<b>Business Process</b>	Student Transfers/Withdrawals (SIP-02-03)	
<b>Description</b>	Students may withdraw from the current school and transfer to another school within the same board or other board in Ontario or outside the province. Upon graduation or withdrawal, a current and accurate copy of the student's Ontario Student Transcript (OST) must be stored in the Ontario Student Record (OSR) folder for school use.	
<b>Trigger Event</b>	The student or P/G has indicated they are leaving the school.	
<b>Roles</b>	<b>Name</b>	
	Student, Parent/Guardian, School Office Secretary	
<b>Preconditions</b>	A student record must exist in the SIS in order to withdraw a student.	
<b>Post conditions (Expected Outcome)</b>	The student's record in the SIS has been updated with the student's status and withdrawal information (e.g., Withdrawal Date, Withdrawal Reason, Planned Destination, Next School, Expulsion, Information for New School, No-Show). The OSR has been updated.	
<b>Documents</b>	Ontario Student Record (OSR), Ontario Student Transcript (OST)	
<b>Business Rules</b>		
<b>Cross References to other Processes</b>	<b>Process Reference</b>	<b>Process Name</b>
	SIP-02-01 SIP-02-07	OSR Management Student Transportation Consortium
<b>Scenarios</b>		
Normal Scenario		
<b>Steps</b>		

Business Process	Student Transfers/Withdrawals (SIP-02-03)
1	An active student (or their P/G) in school has indicated that they are leaving the school. This can be for one of the following reasons: <ol style="list-style-type: none"> <li>1. Student transfers to another school in the same board – it may be a single student transfer or Mass Transfer (grade 8-9)</li> <li>2. Student transfers to another public-school board in Ontario</li> <li>3. Student withdraws &amp; goes to a private school or First Nation school in Ontario</li> <li>4. Student withdraws &amp; moves out of Ontario</li> <li>5. Students graduates from high school – Mass Demit (all grade 12s)</li> <li>6. Student becomes deceased</li> <li>7. Registered Student never physically attends (“No Show”)</li> </ol>
2	The School Office Secretary will indicate the date of the transfer/withdrawal for all cases and will select the type of transfer/withdrawal.
3	<ol style="list-style-type: none"> <li>1. Single student <b>Transfer</b> to another school in the same board: Select the new School the student will be attending and the Start Date. Student and P/G accounts will be transferred to the new school on the start date. Go to Step 5</li> </ol>
4	<ol style="list-style-type: none"> <li>1. Mass <b>Transfer</b> (e.g., 8-9) in the same board: The staff will be able to select the group of students using a defined criteria (e.g., grade 8, class, or P/G selected option on student profile) that will be attending the same new school, then transfer the group. Select the new School the student will be attending and the Start Date. Student and P/G accounts will be transferred to the new School on the start date. Go to Step 5</li> </ol>
5	From Steps 3 & 4. The receiving school will be able to see the students transferring in and register them. The OSR(s) for the students will be transferred to the new school. Go to Step 12.
6	<ol style="list-style-type: none"> <li>2. Student <b>Withdraws</b> to another public-school board in Ontario: Select the New School Board the student will be attending and the Start Date. The new school will need to receive the student’s OSR. Go to Step 12.</li> </ol>
7	<ol style="list-style-type: none"> <li>3. Student <b>Withdraws &amp;</b> goes to a private school or First Nation school in Ontario: Indicate the Reason for the withdrawal and enter the Withdrawal Date. Obtain a current Ontario Student Transcript (OST) for the student and store it in the OSR. Once a written request from the receiving school has been received and the P/G has provided consent (digitally or physically) to transfer the OSR, the student’s OSR can be transferred to the new school. Go to Step 12.</li> </ol>
8	<ol style="list-style-type: none"> <li>4. Student <b>Withdraws &amp;</b> moves out of Ontario: Indicate the Reason for the withdrawal and enter the Withdrawal Date. Obtain a current Ontario Student Transcript (OST) for the student and store it in the OSR. Once a written request from the receiving school has been received and the P/G has provided consent (digitally or physically) to transfer the OSR, the student’s OSR can be transferred to the new school. Go to Step 12.</li> </ol>

Business Process		Student Transfers/Withdrawals (SIP-02-03)
9	5.	Students graduates from high school – Mass Demit (all grade 12s): For a group of students, first select all the students, then select the <b>Withdrawal</b> . Enter the Reason (e.g., Post-Secondary) and the Withdrawal Date. Obtain current Transcripts (OST) each student and store them in the student’s OSR. Go to Step 12.
10	6.	Student becomes deceased: Indicate the Reason for <b>Withdrawal</b> and the date. Obtain a current Transcript (OST) for the student and store it in the OSR. Go to Step 12.
11	7.	Registered Student never physically attends (“No Show”): When a student has never physically attended the school or has not been verified by school, then the student is a ‘No-Show’ and can be <b>Withdrawn</b> . Enter the Reason and the Withdrawal Date.
12		The system should prompt the end-user for a Confirmation of Withdrawal (Yes/ No). The confirmation gives the last opportunity to make any changes before withdrawing the student in the SIS. Once the students are withdrawn, they will be removed from all classes and activities. All student and P/G online accounts are closed
13		This process ends.
<b>Alternative Scenarios:</b>		
<b>Step 5: A5.1 Cancel Student Transfer</b>		
A5.1.1		The sending school can cancel the transfer of any student done in error, if not yet registered at the new school.
A5.1.2		The original school can re-register the student to make them active.
A5.1.3		This process ends.
<b>Exception Scenarios: N/A</b>		

### Student Transfers/Withdrawals (SIP-02-03)

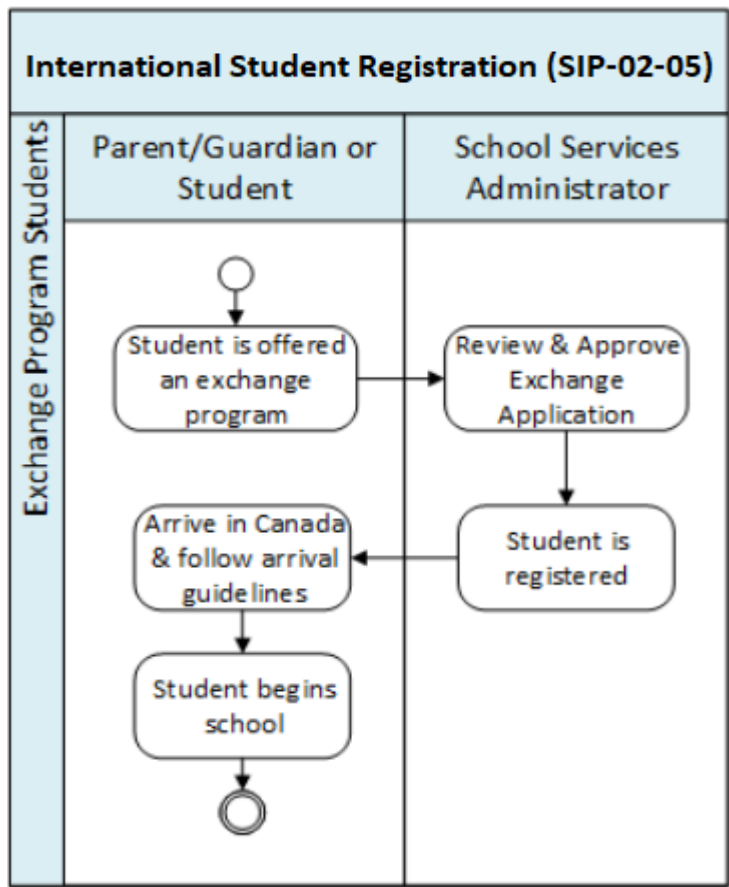
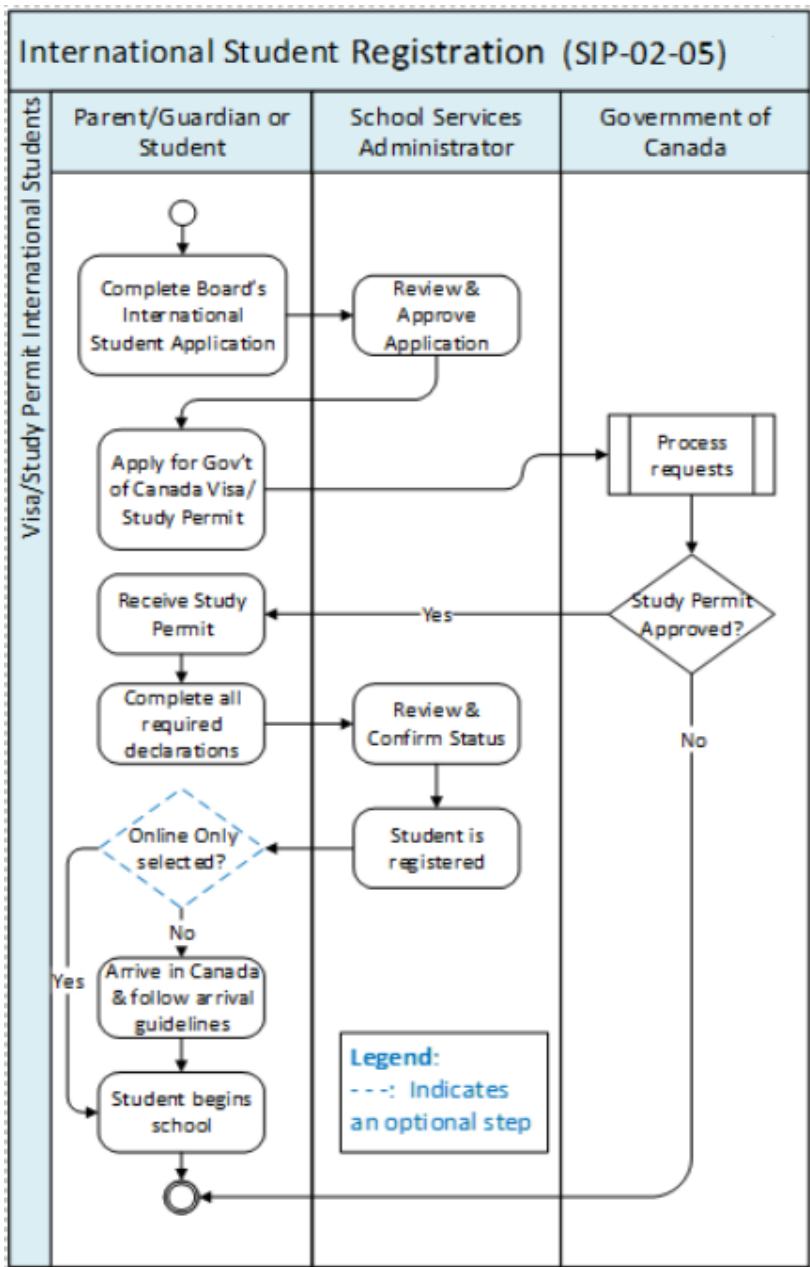


### 2.1.3 International Student Registration (SIP-02-05)

<b>Business Process</b>	International Student Registration (SIP-02-05)				
<b>Description</b>	<p>This process gives a view of all students who are coming to study from outside Canada and received a valid study permit from the Government of Canada. International students can begin their studies in Canada at any point in their school career.</p> <p>There are two types of international students:</p> <ul style="list-style-type: none"> <li>- Visa/Study Permit International students</li> <li>- Exchange Program Students</li> </ul> <p><i>VISA/Study Permit Students</i> can select the <i>adaptive model</i> which is a blend of in-person and at-home learning or they can also decide to select the <i>fully online learning</i> experience that will be taught by the selected school board teachers using the Ontario Curriculum.</p> <p>During the pandemic and while Canadian borders remained closed, the DSB will allow current international students who have a valid study permit to engage in their learning from the county they are currently residing in. However, there are <b>important items</b> the VISA students, families and guardian must be aware of:</p> <ul style="list-style-type: none"> <li>- All instruction will only be offered to students in Eastern Standard Time.</li> <li>- Learning may be split into Quadmesters where students will be taking two courses at a time.</li> <li>- This online learning will be a FULL course and require students to be working approximately 5.5 - 6 hours a day on school work for five days a week.</li> <li>- For the Online &amp; Adaptive Model - the learning may occur on one or more platforms.</li> <li>- The fully online learning model will place very difficult challenges in front of English Language Learners (ELL).</li> <li>- It is highly recommended that if students are already in Canada that they stay in Canada and do not return to their home country.</li> <li>- Students will require a stable and reliable internet connection to successfully engage in fully online learning.</li> </ul> <p><i>Exchange Programs</i> allow a registered student in good academic standing to take a limited number of courses at a selected Ontario school board, without completing further admission formalities.</p>				
<b>Trigger Event</b>	International student shows the interest to study in a school board from Ontario.				
<b>Roles</b>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 80%;"></th> <th style="width: 20%;">Name</th> </tr> </thead> <tbody> <tr> <td colspan="2">P/G, Student, School Service Administrator</td> </tr> </tbody> </table>		Name	P/G, Student, School Service Administrator	
	Name				
P/G, Student, School Service Administrator					
<b>Preconditions</b>	An application must be completed and submitted by the international student. The Application must be received by the school board via online application portal or via School Services department.				

<b>Business Process</b>		International Student Registration (SIP-02-05)	
<b>Post conditions (Expected Outcome)</b>		International student is admitted in a school that is within boundaries of their residence address in Ontario.	
<b>Documents</b>		International Student Application Form	
<b>Business Rules</b>			
<b>Cross References to other Processes</b>	<b>Process Reference</b>	<b>Process Name</b>	
	SIP-02-01 SIP-04-01	Add Student Basic Information Add/Maintain Student Enrolment	
<b>Scenarios</b>			
Normal Scenario			
<b>Steps</b>			
1.	<b>Visa/Study Permit International students</b> who wish to enter Canada from another country must:		
1.1	Complete the application to the school board, providing a Canadian contact and address if known.		
1.2	Understand, complete and submit all information required by the Government of Canada in the 'Arrive to Canada' application.		
1.3	Receive notification from the Government of Canada for a study permit.		
1.4	Review and sign the Student and P/G declaration that they understand the Canadian acts and regulations, international pre-departure & arrival guide.		
1.5	Once the application is accepted by the School Service Program Co-ordinator from the board of their preference, the student is registered directly in the SIS.		
1.6	Complete a 14-day quarantine and follow the Travelers Self-Isolation guidelines. Information like: Daily Self-Monitoring, Primary Student Contact Information, Travel Information, Self-Isolation plan must be provided.		
2.	<b>Exchange Program Students</b> who enter Canada from another country must know the following information:		
2.1	Exchange programs are usually offered to visiting student, and the program is between 6 to 9 months.		

<b>Business Process</b>		International Student Registration (SIP-02-05)
2.2	Exchange programs allow a registered student in good academic standing to take a limited number of courses at an Ontario school board without completing further admission formalities.	
2.3	Once the application is accepted by the School Service Program Co-ordinator, the exchange student is registered directly in the SIS at the DSB they selected.	
2.4	Travelers Self-Isolation guidelines must be followed.	
3.	This process ends.	
<b>Alternative Scenarios</b>		
<b>Step 1.6: A1.6.1 VISA student selects fully online learning.</b>		
A1.6.1.1	Current VISA students will select the fully online learning that will be taught by the teachers using the Ontario Curriculum.	
A1.6.1.2	The student with a valid study permit will engage in their learning from the county they are currently residing in.	
A1.6.1.3	This process ends.	
<b>Exception Scenarios</b>		
<b>Step 1.3: E1.3.1 Student's application study permit is 'Denied'.</b>		
E1.3.1.1	Student receives the notification from the Government of Canada that their application is denied, and they don't receive the study permit. The student will not be allowed to continue their application.	
E1.3.2.2	This process ends.	

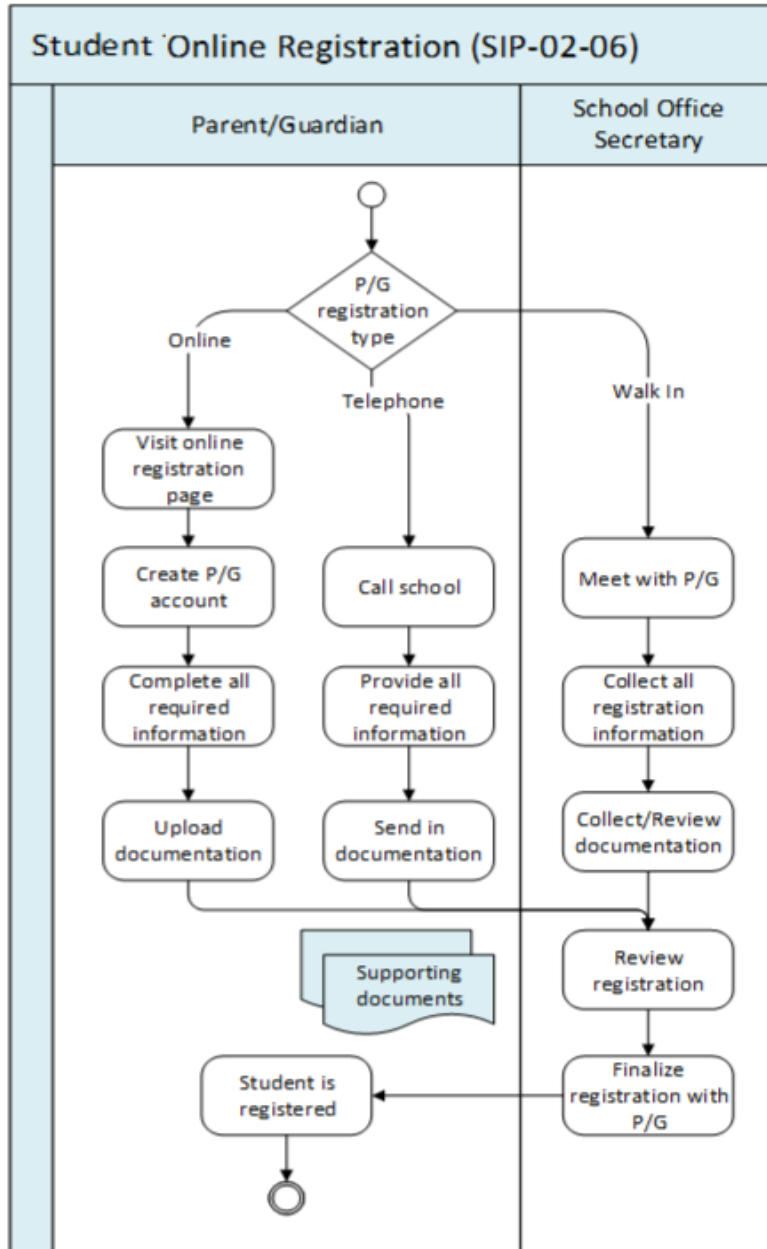


### 2.1.4 Student Online Registration (SIP-02-06)

<b>Business Process</b>	Student Online Registration (SIP-02-06)	
<b>Description</b>	This process supports the registration of students taking online or in-class learning courses, in and out of the school board. The SIS application manages this process by providing all students a school portal to register online. Some students have the opportunity to register for the first time in the SIS, like the kindergarten students, while some others are active students or returning students within the school board.	
<b>Trigger Event</b>	Student must register in order to have access to education.	
<b>Roles</b>	<b>Name</b>	
	P/G, Student, School Office Secretary	
<b>Preconditions</b>	<ul style="list-style-type: none"> <li>- P/G must have an electronic device</li> <li>- P/G must have access to internet and to the online registration portal in order to register online</li> <li>- P/G must have a valid email address, username and password</li> </ul>	
<b>Post conditions (Expected Outcome)</b>	Student is registered in their program of choice.	
<b>Documents</b>	Immigration papers, Birth Certificate (for new students), contact information, OEN, Student Number, email address for active or returning students	
<b>Business Rules</b>		
<b>Cross References to other Processes</b>	<b>Process Reference</b>	<b>Process Name</b>
	SIP-02-01 SIP-02-07 SIP-04-01 SIP-12-01	Add Student Basic Information Student Transportation Consortium Add/Maintain Student Enrolment 3 <sup>rd</sup> Party Applications
<b>Scenarios</b>		
Normal Scenario		
<b>Steps</b>		
1	Students from the same school board or outside the school board, returning students or first-time students must follow the next steps in order to register online:	

Business Process		Student Online Registration (SIP-02-06)
2	<b>Visit the student online registration page:</b> Find the link to the registration page available on the board website, school websites (usually it is shared with P/G and students through social media and parent portal). The online registration page must display a notice of the Board’s collection and storage of personal student information, and that the Board may maintain an online Ontario Student Record (OSR).	
3	<b>Create a P/G account.</b> P/G will be required to sign up on the registration portal using an email address and password. Once P/G signed up, a confirmation email will be sent to the email address they used. They will be required to click on the link in the confirmation email in order to confirm their email address and move ahead with the registration process.	
4	<b>Begin the registration.</b> Once the link in the email address has been confirmed, P/G can begin the student online registration process. Most online registration must include information like: <ul style="list-style-type: none"> <li>- Student information</li> <li>- Residential and mailing address information</li> <li>- Parent/legal guardian information</li> <li>- Emergency contact(s)</li> <li>- Consent for electronic communication (CASL)</li> <li>- Supporting documents (e.g., fillable Forms, program questionnaire, self-identification, essays, resumes)</li> </ul>	
5	<b>Confirmation email:</b> Once families have completed the registration form and submitted it, they will automatically receive a confirmation email.	
6	<b>Schools receive the registration.</b> A guidance Counsellor and Program Coordinator will receive and analyse the applications.	
7	<b>Connect with the P/G:</b> Once the application is processed by the school, the school will use the appropriate email templates to communicate with the family and inform them about the status of their application.	
9	This process ends.	
<b>Alternative Scenarios:</b>		
<b>Step 2: A2.1 Parent is unable to complete the registration online. School registers over the phone</b>		
A2.1.1	If the P/G is unable to complete the online registration independently, schools must provide guidance as needed. Families can contact the school by phone to receive support in completing their application.	
A2.1.2	The School Office Secretary will collect all the required information verbally.	
A2.1.3	The P/G will be asked to send in any required supporting documents.	

<b>Business Process</b>		Student Online Registration (SIP-02-06)
A2.1.4	Return to step 6	
<b>Step 2: A2.2 P/G is unable to complete the registration online. P/G comes into the school to register.</b>		
A2.2.1	Schools can work with the family directly to register their child in the selected program.	
A2.2.2	The P/G will provide all required information and supporting documents.	
A2.2.3	This process ends.	
<b>Exception Scenarios: N/A</b>		



## 2.2. SIF-03 Attendance Management

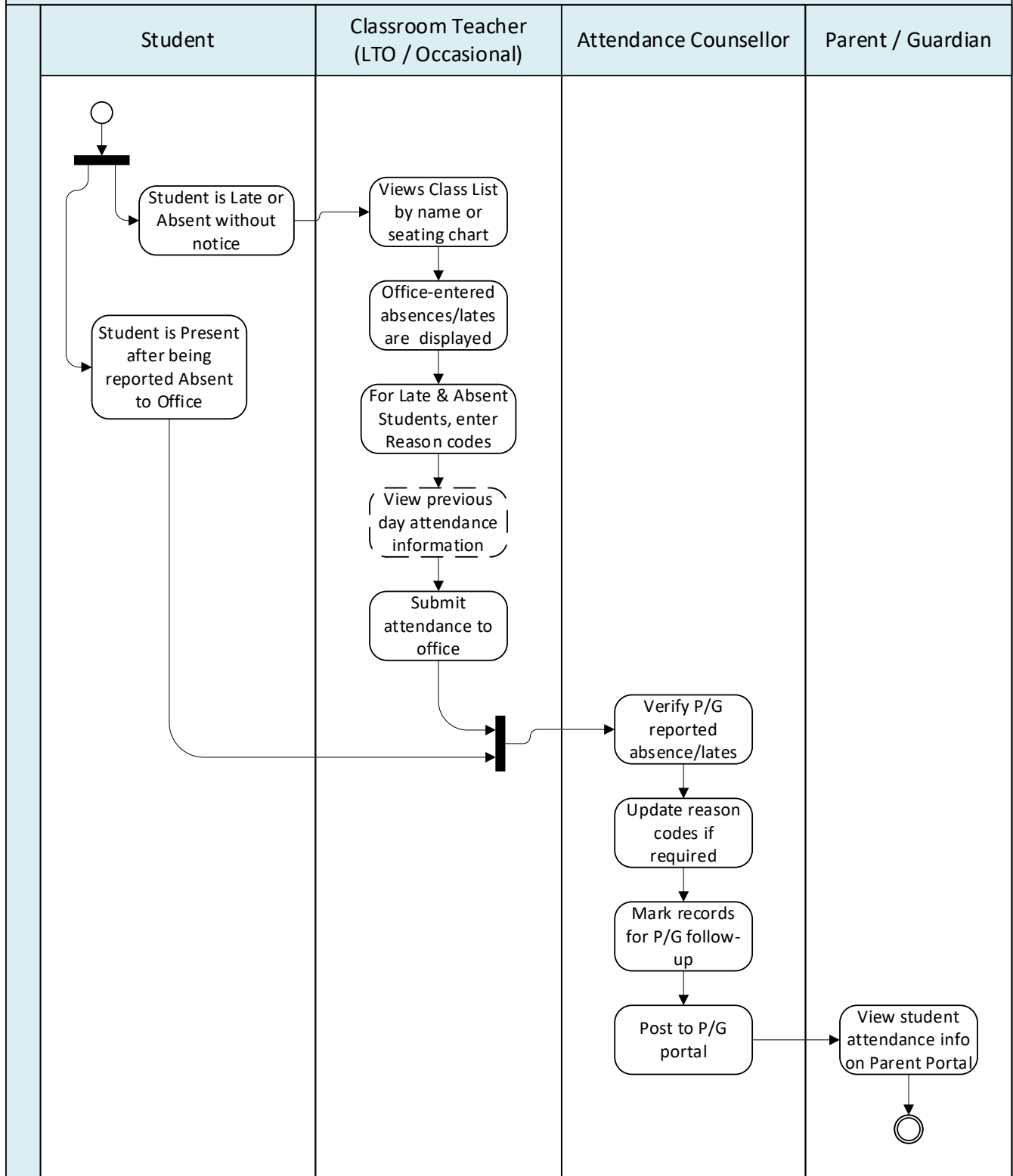
### 2.2.1. Attendance: Absences & Lates Reporting (SIP-03-02)

<b>Business Process</b>	Attendance: Absences & Lates Reporting (SIP-03-02)	
<b>Description</b>	This process gives a view of the attendance records entered in the SIS on a specific date for a group of students by teacher, grade, class, period or AM/PM, reason and contact information. The process includes the 'Absent' and 'Late' students.	
<b>Trigger Event</b>	Student is absent or late in the class without P/G notification.	
<b>Roles</b>	<b>Name</b>	
	School Attendance Counsellor, School Office Secretary, Classroom Teacher	
<b>Preconditions</b>	An active student enrolment record must exist in the SIS.	
<b>Post conditions (Expected Outcome)</b>	Student is marked 'Absent' or 'Late' in the SIS.	
<b>Documents</b>	Class attendance list	
<b>Business Rules</b>	Attendance reasons are determined at the Board level.	
<b>Cross References to other Processes</b>	<b>Process Reference</b>	<b>Process Name</b>
	SIP-03-01 SIP-03-03 SIP-03-04 SIP-11-03	Attendance Mass Entry Parent Notification Long-Term Absence Management Parent Notifications, Student Services & Progress
<b>Scenarios</b>		
Normal Scenario		
<b>Steps</b>		
1	At the beginning of each class, the teacher designated as the Classroom Teacher is able to see a listing of all students enrolled in their class.	
2	The list can be sorted by name (first name or last name) or can be shown in a seating chart (optionally with pictures).	

Business Process		Attendance: Absences & Lates Reporting (SIP-03-02)
3	All students are defaulted to be marked as 'present' for the day, unless the office has already entered any known absences and lates (e.g., pre-arranged absences such as class trips or a late bus). Students whose attendance has been entered by the office will not be editable by the teacher.	
4	The Classroom Teacher will select the students who are late, and mark with the appropriate late reason code.	
5	The Classroom Teacher will select the students who are absent, and mark with the appropriate absence reason code.	
6	The Classroom Teacher will also be able to view the previous days' attendance for their class, to see if there is a trend toward consecutive absences or lates.	
7	When the Classroom Teacher has finished entering their attendance, they will submit their attendance. Once submitted, the attendance cannot be edited, and further changes must be done at the School Office.	
8	The class attendance is sent to the Attendance Counsellor.	
9	The Attendance Counsellor will verify the class attendance against their P/G reported attendance and update any reason codes if required.	
10	Any absences or lates not supported by a P/G for students under 18 will be flagged for P/G follow up.	
11	All absences and lates will be available for viewing to authenticate P/G on the parent portal.	
12	This process ends.	
<b>Alternative Scenarios:</b>		
<b>Step 1: A1.1 Long Term Occasional Teacher replacement for a Classroom Teacher</b>		
A1.1.1	Where a Long-Term Occasional Teacher is replacing a Classroom Teacher, they should be assigned the role of the Classroom Teacher in the SIS with the same responsibilities as the Classroom Teacher, although their position title may be different.	
A1.1.2	Continue with Step 2.	
<b>Step 1: A1.2 Occasional (Substitute) Teacher replacement for a Classroom Teacher</b>		
A1.2.1	Where an Occasional Teacher is replacing a Classroom Teacher for a short term, the School Office Administrator or Staff Replacement System will identify which teacher is covering which class for what periods. The Occasional Teacher will have access only for the specified class(es) & time frame.	

<b>Business Process</b>	Attendance: Absences & Lates Reporting (SIP-03-02)
A1.2.2	Continue with Step 2.
<b>Exception Scenarios</b>	
<b>Step 3: E3.1 Student marked as Absent/Late by Office is Present in Class</b> In the case where the Office has marked a student's attendance record and the student is actually present, the student will go to the office to speak to the Attendance Counsellor to resolve.	

## Attendance: Absence & Lates Reporting (SIP-03-02)



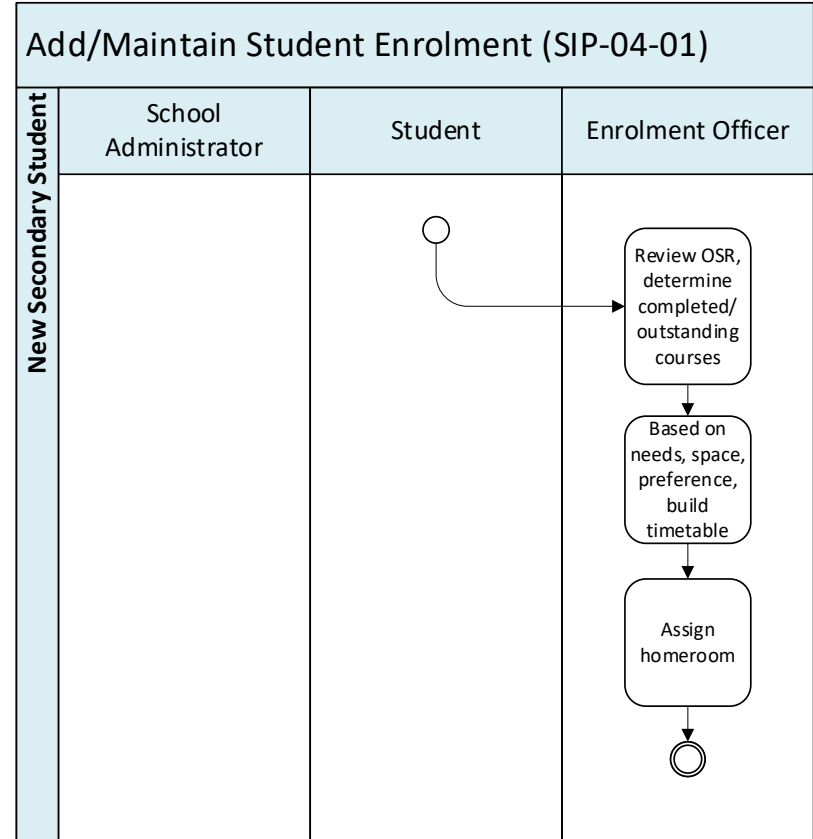
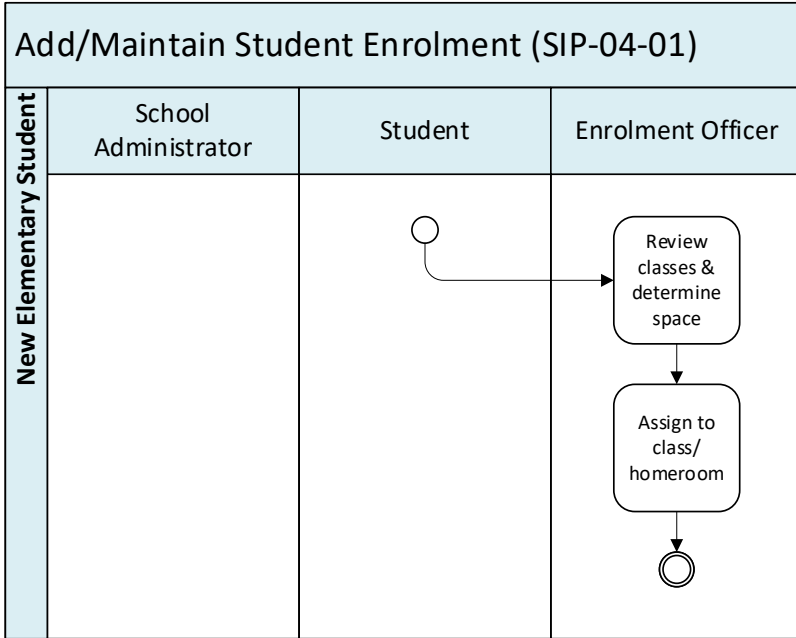
## 2.3. SIF-04 Enrolment & Scheduling Management

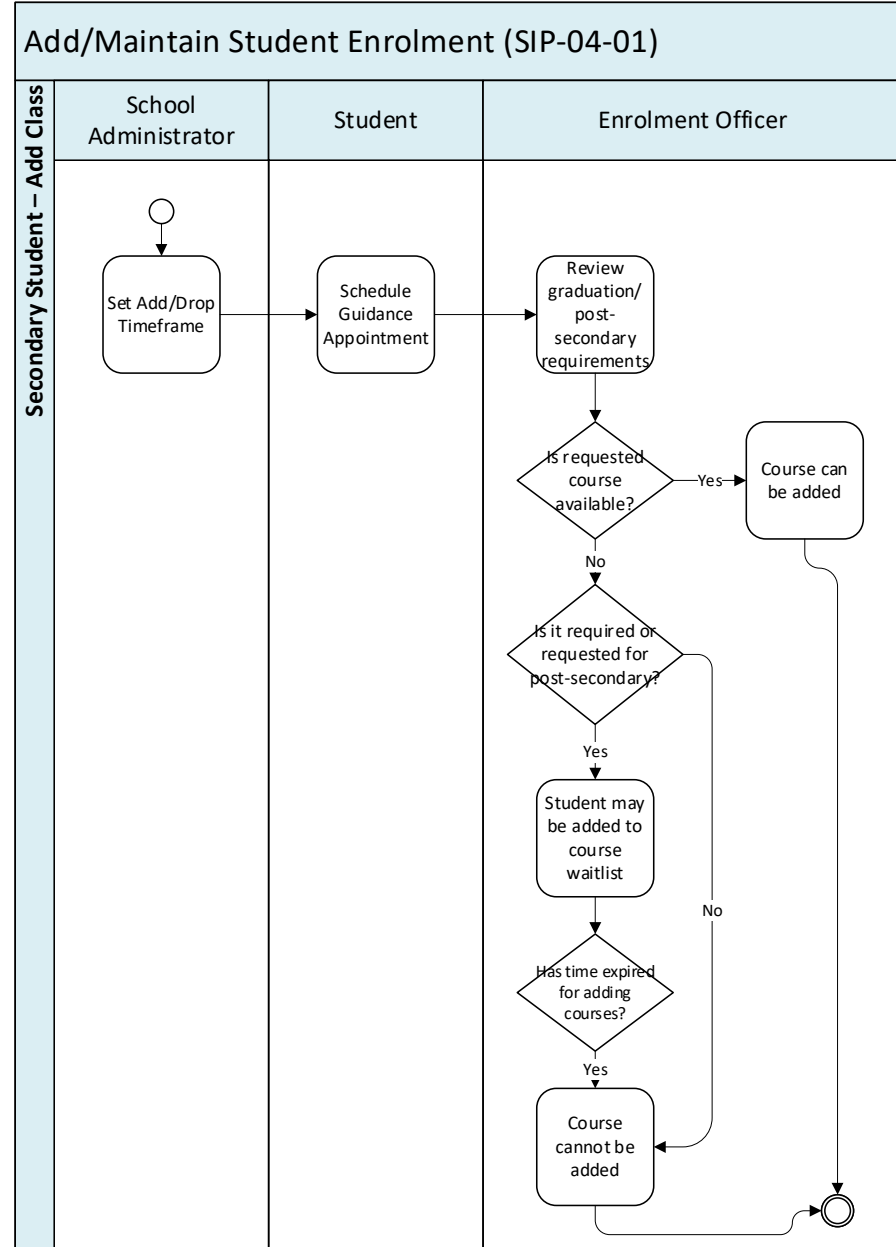
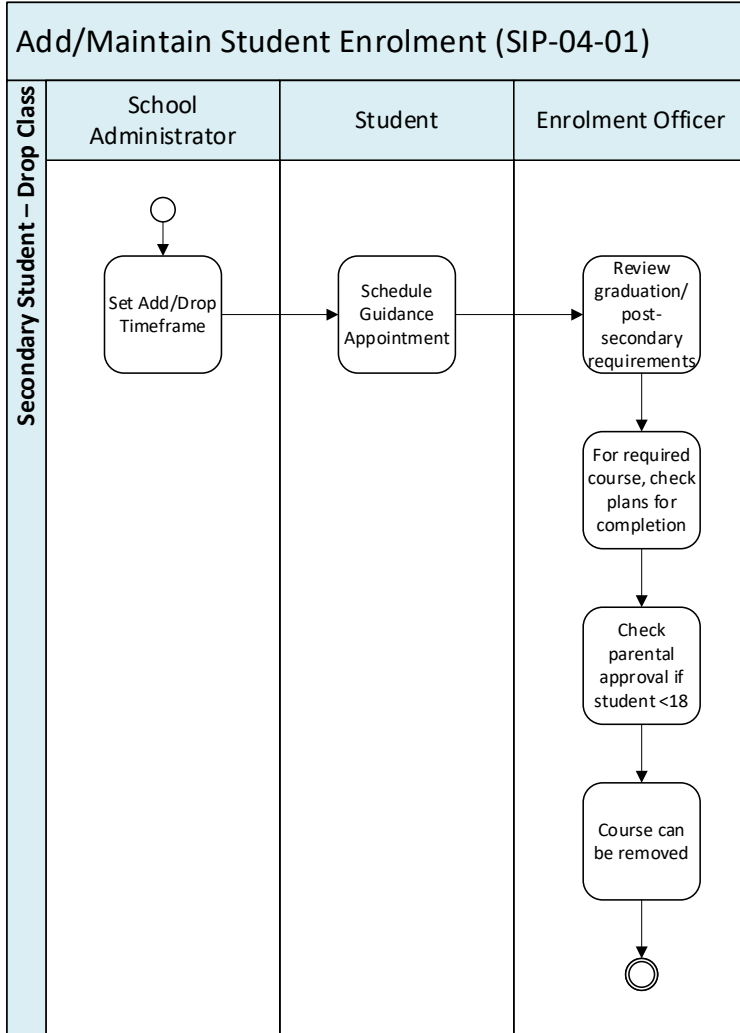
### 2.3.1. Add/Maintain Student Enrolment (SIP-04-01)

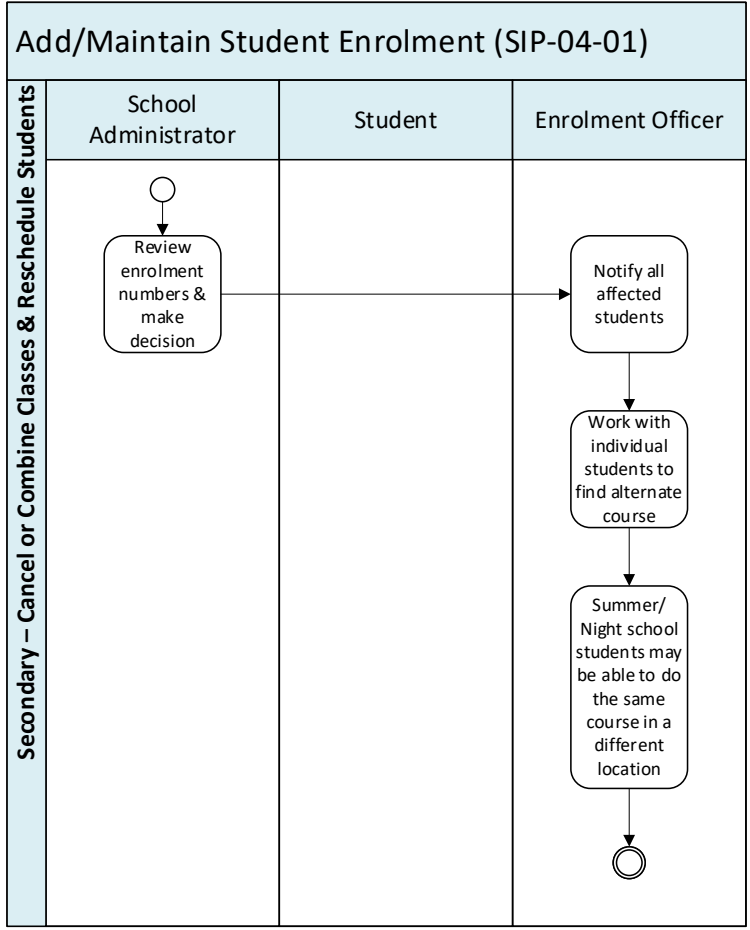
<b>Business Process</b>	Add/Maintain Student Enrolment (SIP-04-01)	
<b>Description</b>	Student enrolment is the process of adding students to courses or a class (in elementary) or maintaining student enrolment. Student enrolment can be done manually by a Guidance Counsellor, Teacher or School Office Administrator for an individual student or cohort enrolment by the School Office Administrator.	
<b>Trigger Event</b>	The student(s) requires a change to their enrolment record or is being enrolled because: <ul style="list-style-type: none"> <li>- A student is new to the school;</li> <li>- A student needs to add/drop a class;</li> <li>- A class needs to be cancelled or combined. The students may enrol in another course.</li> </ul>	
<b>Roles</b>	<b>Name</b>	
	Student, Parent/Guardian, Enrolment Officer (Guidance Counsellor, Office Administrator), School Administrator (Principal, Vice-Principal)	
<b>Preconditions</b>	A student record must exist in the SIS, and the student must be active.	
<b>Post conditions (Expected Outcome)</b>	The student(s) enrolment record has been added or updated.	
<b>Documents</b>	Timetable (secondary)	
<b>Business Rules</b>		
<b>Cross References to other Processes</b>	<b>Process Reference</b>	<b>Process Name</b>
	SIP-02-01 SIP-02-06 SIP-04-04 SIP-06-02	Add Student Basic Information Student Online Registration Student Course Selection Report Cards & Graduation Requirements
<b>Scenarios</b>		
Normal Scenario		
<b>Steps</b>		

Business Process		Add/Maintain Student Enrolment (SIP-04-01)
1	<p>The Enrolment Officer reviews the enrolment record for the student. The reason for enrolment can be:</p> <ul style="list-style-type: none"> <li>- New Elementary Student</li> <li>- New Secondary Student</li> <li>- Secondary Student – Drop Class</li> <li>- Secondary Student – Add Class</li> <li>- Secondary Students – Cancel or Combine Class(es) &amp; Reschedule Students</li> </ul>	
2	<p><b>New Elementary Student</b> For a new elementary student, the Enrolment Officer will review the classes to determine which class has space and is appropriate for the student’s grade level.</p>	
2.1	The student will be assigned a class which will also be their homeroom teacher.	
2.2	Go to step 7.	
3	<p><b>New Secondary Student</b> For a new secondary student, the Enrolment Officer will review the student’s OSR to determine which courses the student has completed and has outstanding for their grade.</p>	
3.1	Based on the student’s required courses, student and P/G preferences for electives, and availability of spaces in scheduled courses, the Enrolment Officer builds the student’s timetable.	
3.2	The student will also be assigned a homeroom teacher based on their timetable.	
3.3	Go to Step 7.	
4	<p><b>Secondary Student - Drop Class</b> The School Administrator sets a timeline each semester when students may, if conditions permit, change their course schedule.</p>	
4.1	In the allowed timeframe, the student requests an appointment with an Enrolment Officer to review their timetable and course selections.	
4.2	Before the student is able to drop a course, the Enrolment Officer ensures that the course will not negatively affect their graduation requirements or their plans for post-secondary.	
4.3	If it is a required course, the Enrolment Officer ensures they have a plan to pick up the course in another period (e.g., summer school, night school, e-learning, next semester).	
4.4	Dropping a course may require an approval from a P/G, unless the student is 18 or older.	
4.5	Once all conditions are met, the course can be removed from the student’s timetable and will not be recorded on the student’s transcript.	
4.6	Go to step 7.	

Business Process		Add/Maintain Student Enrolment (SIP-04-01)
5	<b>Secondary Student - Add Class</b>	The School Administrator sets a timeline each semester when students may, if conditions permit, change their course schedule.
5.1		In the allowed timeframe, the student requests an appointment with an Enrolment Officer to review their timetable and course selections.
5.2		Before the student is able to add a requested course, the Enrolment Officer reviews the student's graduation requirements and plans for post-secondary. The Enrolment Officer also determines if there is any space in the requested course.
5.3		If there is space, and the P/G has approved the addition of the course, the course can be added to the timetable.
5.4		If there is no space, but it is a required course, or the student requires it for their post-secondary goals, the Enrolment Officer may put the student on a waitlist, in case other students drop out of the course in the allowed timeframe.
5.5		If there is no space, or the timeframe for adding a class runs out, the student cannot add the class, and will have to take it in a different period (summer school, night school, e-learning, next semester).
5.6		Go to Step 7.
6	<b>Secondary – Cancel or Combine Classes &amp; Reschedule Students</b>	In some cases, a scheduled class may have to be cancelled (e.g., the class did not meet the minimum enrolment), or two classes may need to be combined. The Enrolment Officer notifies the affected students.
6.1		The Enrolment Officer will work with the individual student to find an alternate course, if appropriate (see Drop & Add class above).
6.2		In the case of Summer or Night School students, the student may be able to take the same course in a different location.
6.3		Go to Step 7
7		The student's enrolment has been updated accordingly.
8		This process ends.
<b>Alternative Scenarios: N/A</b>		
<b>Exception Scenarios: N/A</b>		







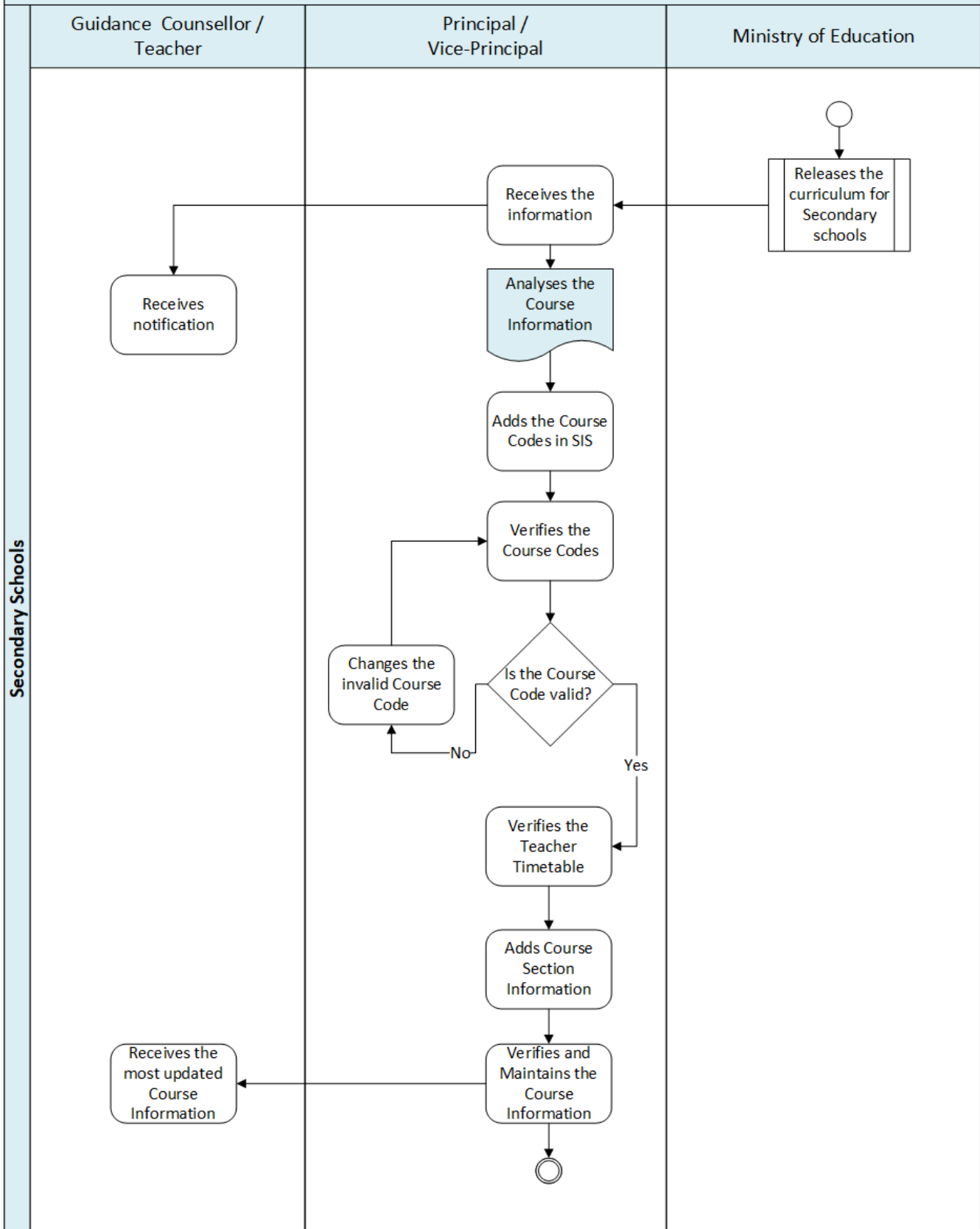
### 2.3.2. Course Management (SIP-04-02)

<b>Business Process</b>	Course management (SIP-04-02)	
<b>Description</b>	This process gives a view of the courses entered in the system and encapsulates components like course code validation and changes, course information and course maintenance. All Course Codes must follow the most current Ontario Ministry of Education (MOE) elementary and secondary curriculum. The courses are organized by grade and subject.	
<b>Trigger Event</b>	New ministry course codes, changes of the course information, course prerequisites.	
<b>Roles</b>	<b>Name</b>	
	Principal, Vice-Principal, Teacher, Guidance Counsellor, School Office Administrator	
<b>Preconditions</b>	<ul style="list-style-type: none"> <li>- School details such as: School type (Elementary or Secondary), Semester or Non-Semester School, School Year, Semester, Terms, Days, Periods, Reporting Periods, and Scheduling Cycles must be saved in the SIS.</li> <li>- Teacher Information must be saved in the SIS.</li> <li>- Ministry Defined Courses (MDC) and the Locally Developed Courses (LDC) from the Ontario MOE</li> </ul>	
<b>Post conditions (Expected Outcome)</b>	Course information is saved in the SIS, by grade and subject. Course sections are saved in the SIS by subject, timetable and schedule.	
<b>Documents</b>	<a href="http://gov.on.ca">Ontario Schools: Kindergarten to Grade 12 (gov.on.ca)</a> <a href="http://gov.on.ca">Course Codes (gov.on.ca)</a> <a href="http://gov.on.ca">Elementary Curriculum (gov.on.ca)</a> <a href="http://gov.on.ca">Secondary Curriculum (gov.on.ca)</a> <a href="http://gov.on.ca">Ontario Curriculum, Grades 9 to 12: Course Descriptions and Prerequisites (gov.on.ca)</a>	
<b>Business Rules</b>	All Course Codes must be valid and follow the most current Ontario Ministry of Education (MOE) curriculum.	
<b>Cross References to other Processes</b>	<b>Process Reference</b>	<b>Process Name</b>
	SIP-01-01 SIP-01-02 SIP-02-02 SIP-04-01	Add School Information Maintain School Information Maintain Student Basic Information Add/Maintain Student Enrolment
<b>Scenarios</b>		

<b>Business Process</b>	Course management (SIP-04-02)
Normal Scenario: Every school year, before school starts, the Vice Principal and the School Guidance Counsellor must check if Course Information is properly saved in the system.	
<b>Steps for Course Management for Secondary Schools</b>	
1	All course codes must follow the Ontario MOE curriculum.
2	Course Codes and related Course Information must be saved in the system.
3	Course Codes must be reviewed to match the Ontario MOE Course Codes.
4	Identify pre-requisite courses for the current valid courses (where applicable).
5	Course Sections must be added to the Course Codes (for secondary panel).
6	Scheduling Information for each Course Section must be entered in the system. (Semester, Term, Day, Period, Teacher Name and Room)
7	Course Information must be verified and maintained.
8	Teachers and Students are assigned to Courses and Rooms.
9	Class Enrolment List is generated.
10	This process ends.
<b>Alternative Scenarios:</b>	
<b>Step 9 A9.1 Course Section is cancelled because of low enrolment (enrolment is under the minimum student number allowed).</b>	
A9.1.1	Guidance Counsellor must remove the students from the Course Section that is cancelled.
A9.1.2	Course Section is deleted from the Course Section Maintenance screen.
A9.1.3	Go to Step 7.
<b>Exception Scenarios:</b>	
<b>Step 3: E3.1 Course Code is invalid.</b>	
E3.1.1	Course Code is changed to match the Ontario MOE codes.
E3.1.2	Go to Step 3.
<b>Step 8: E8.1 Students/Teachers/Rooms are double booked.</b>	

Business Process	
Course management (SIP-04-02)	
E8.1.1	Master Timetable must be reviewed.
E8.1.2	Go to Step 6.

## Course Management (SIP-04-02)

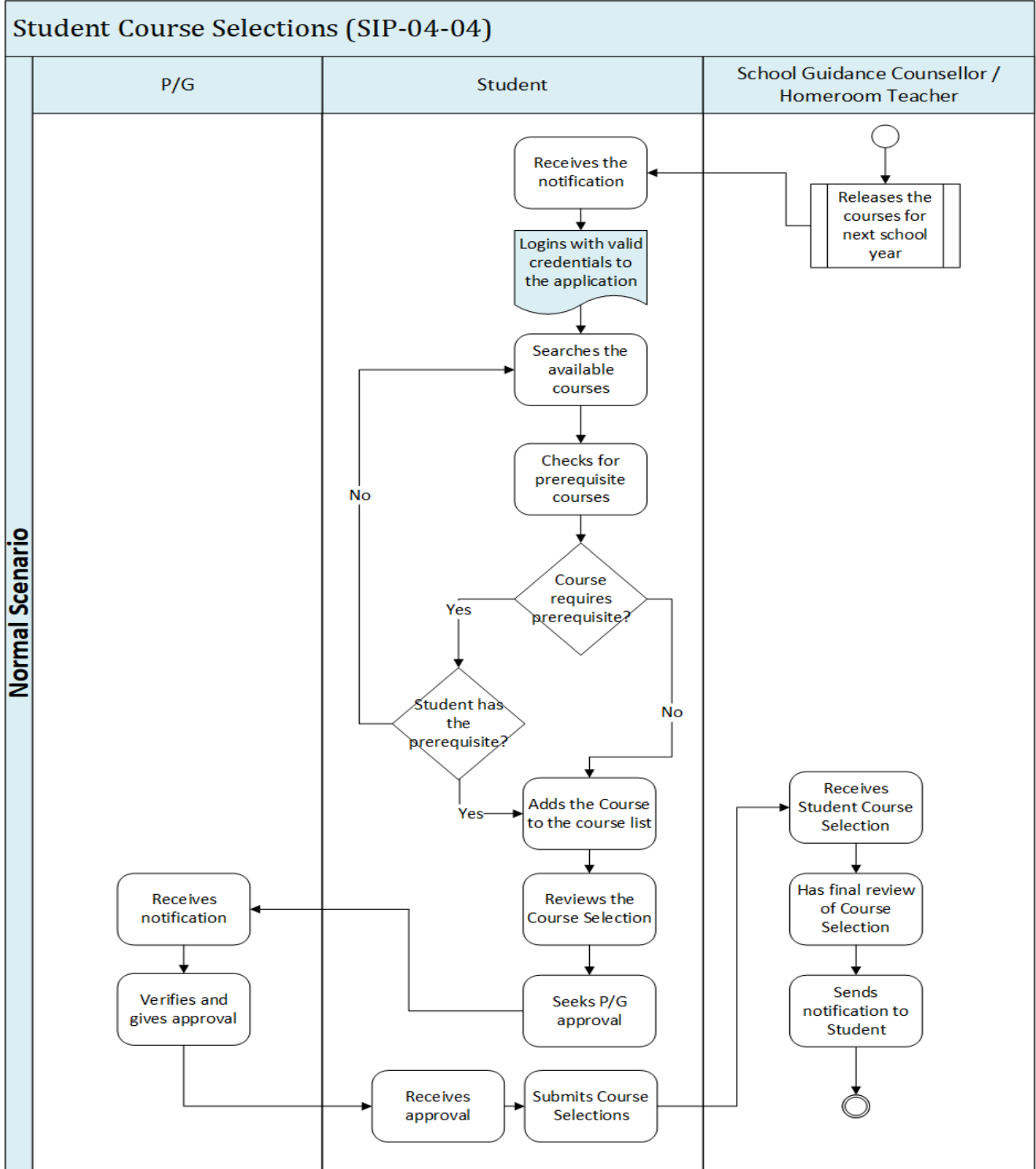


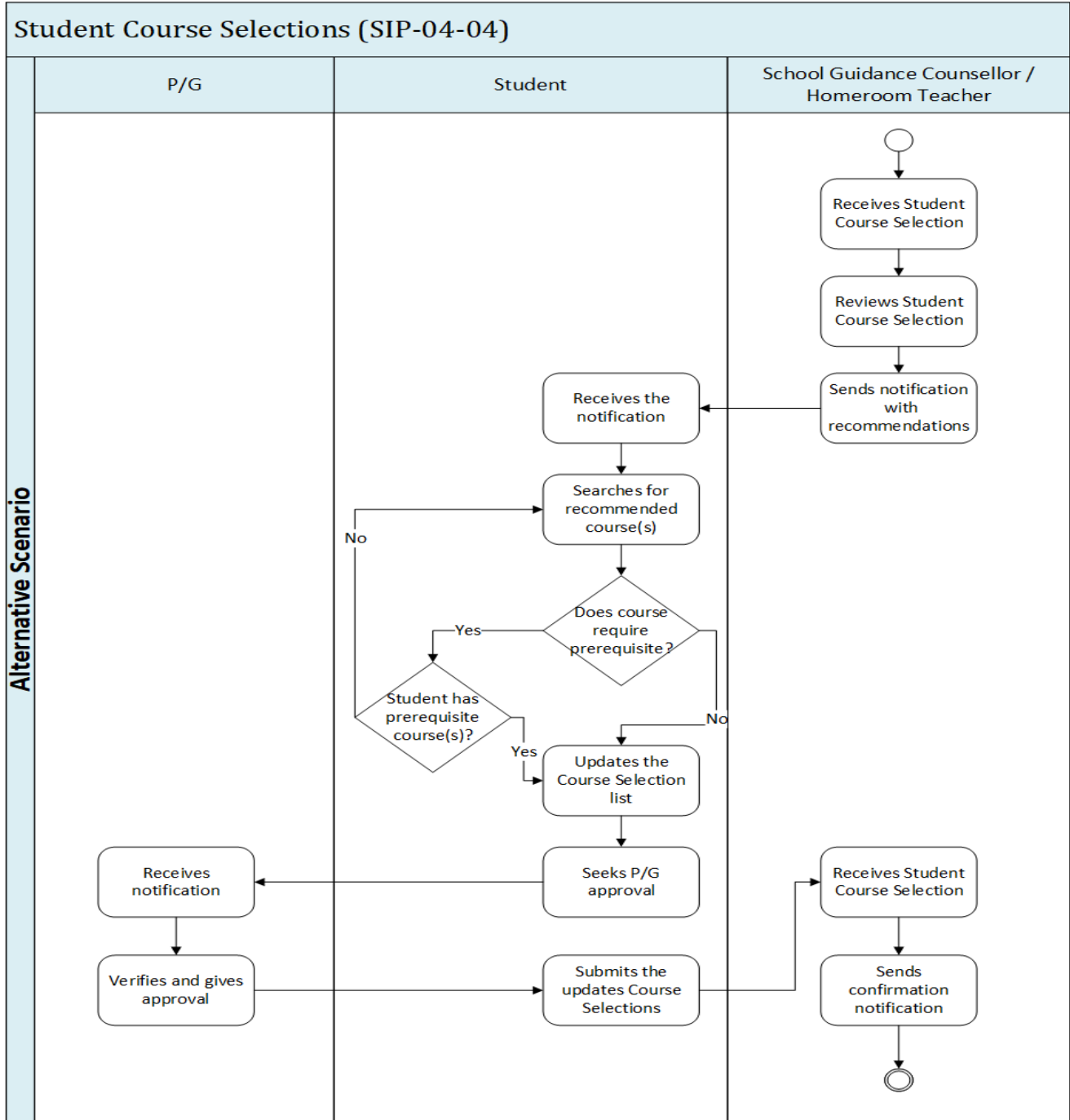
### 2.3.3. Student Course Selection (SIP-04-04)

<b>Business Process</b>	Student Course Selection (SIP-04-04)	
<b>Description</b>	This process covers secondary student course selection where the courses offered in the next school year are listed by grade, course code, course name, course description and course level. Student course selection must be submitted first in order to create an individual student scheduler.	
<b>Trigger Event</b>	The time of the year when secondary school students must select their courses for the next school year.	
<b>Roles</b>	<b>Name</b>	
	Student, Guidance Counsellor, Homeroom Teacher, P/G	
<b>Preconditions</b>	<ul style="list-style-type: none"> <li>- Course codes must be saved in the SIS, and available in the Course Selection application.</li> <li>- Student must have an active enrolment record in the SIS.</li> <li>- Student must have valid identification credentials in order to login to the online Course Selection application.</li> <li>- Student must have access to internet.</li> </ul>	
<b>Post conditions (Expected Outcome)</b>	Student has selected and submitted the courses for the next school year.	
<b>Documents</b>	List of available courses for the next school year; Guidelines from school on how to use the Student Course Selection application.	
<b>Business Rules</b>	Active students must select and submit their courses for the next school year.	
<b>Cross References to other Processes</b>	<b>Process Reference</b>	<b>Process Name</b>
	SIP-02-02 SIP-04-01 SIP-04-02 SIP-04-03	Maintain Student Basic Information Add/Maintain Student Enrolment Course Management Master Schedule Configuration
<b>Scenarios</b>		
Normal Scenario		
<b>Steps</b>		
1	Student uses valid student identification credentials to access the Course Selections application.	
2	Student searches for available courses for next school year, based on the student's grade.	

Business Process		Student Course Selection (SIP-04-04)
3		Student checks the prerequisite courses for the selected courses, where applicable.
4		Student adds selected courses to the list, when finds the preferred course.
5		Student carefully reviews the courses when the selection is complete.
6		Student clicks on <b>Send Approval Email</b> to email P/G to approve student course selections, or <b>Print</b> a copy of the course selection for P/G to check and sign.
7		P/G gives approval for the student's course selection.
8		Student submits the approved/signed course selection to the School Guidance Counsellor or Homeroom Teacher.
9		Guidance Counsellor or Homeroom Teacher will have the final review, and if there are other recommendations, they will notify the Student and P/G.
10		If the Course selection fits the student profile, the Guidance Counsellor will save the information in the SIS.
11		This process ends.
<b>Alternative Scenarios:</b>		
<b>Step 8: A8.1 Guidance Counsellor have other course recommendation for the student.</b>		
A8.1.1		Guidance Counsellor notifies Student and P/G that another course selection is recommended (e.g., Student needs to have the 6th U or M level course in order to apply to university).
A8.1.2		Student searches for the recommended courses in the Student Course Selection application, during application window availability.
A8.1.3		P/G gives the consent for the new course selection.
A8.1.4		Go to step 8.
<b>Exception Scenarios:</b>		
<b>E1: Student does not submit on time the Course Selections for next school year.</b> In this scenario, the application submission window is closed and it is not available anymore. The only way a student can submit the course selection is to contact the Guidance Counsellor (GC). In exceptional situations, only GC have access to the application and is able to save or change the student's courses for next year.		

Business Process	Student Course Selection (SIP-04-04)
<p><b>E2: P/G does not approve the student's course selection for next school year.</b> In this scenario, there could be two possibilities:</p> <ol style="list-style-type: none"><li>1) P/G is not available (e.g., sick, out of the country) – Principal, GC and Student will have the final decision and approval in the student course selection.</li><li>2) P/G does not agree with the Student Course Selection – P/G must communicate with CG the reason why.</li></ol>	





## 2.4. SIF-06 Student Achievement Management

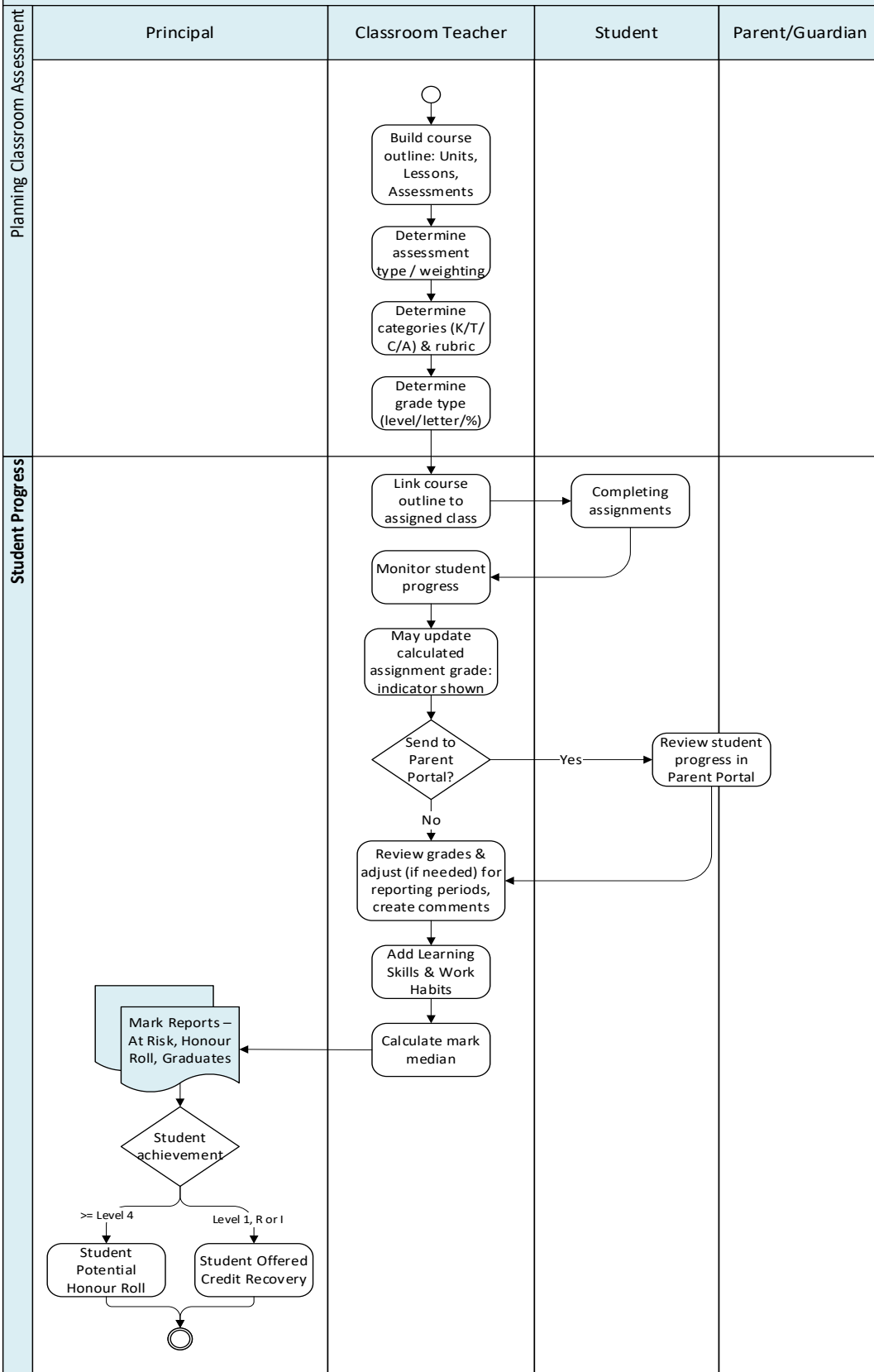
### 2.4.1. Manage Student Achievement (SIP-06-01)

<b>Business Process</b>	Manage Student Achievement (SIP-06-01)	
<b>Description</b>	This process is covering the information of all student's achievements during the school year according to their own interests, abilities and goals while they have the opportunity to earn their diplomas.	
<b>Trigger Event</b>	The classroom teacher will be creating a course outline in the gradebook to track student achievement in their class.	
<b>Roles</b>	<b>Name</b>	
	Classroom Teacher, Principal, Student, Parent	
<b>Preconditions</b>	<ul style="list-style-type: none"> <li>- Student enrolment record must exist in the SIS,</li> <li>- Class List, Class List with Marks, Report Card Default Comment Codes with Description</li> <li>- Student Absences</li> </ul>	
<b>Post conditions (Expected Outcome)</b>	The teacher has monitored student achievement throughout the term, captured all relevant assessment information, calculated grades and created comments for report cards.	
<b>Documents</b>	<a href="#">Growing Success: Assessment, Evaluation and Reporting in Ontario Schools. First Edition, Covering Grades 1 to 12 Assessment and Evaluation</a>	
<b>Business Rules</b>		
<b>Cross References to other Processes</b>	<b>Process Reference</b>	<b>Process Name</b>
	SIP-03-02 SIP-04-05 SIP-05-01 SIP-05-02 SIP-06-02 SIP-11-03	Attendance: Absences & Lates Reporting Student Scheduler (Student Timetable) Online Learning Setup In-class Learning Setup Report Cards & Graduation Requirements Parent Notifications, Student Services & Progress
<b>Scenarios</b>		
Normal Scenario		
<b>Steps</b>		

Business Process		Manage Student Achievement (SIP-06-01)
1	<b>Planning Classroom Assessment:</b> Classroom teachers will build their course outline in the online gradebook in order to capture classroom assessment.	
1.1	For each course the Teacher has, the teacher will build out their course outline along a timeline using a number of units, lessons and assessments, linked to the Ontario Curriculum.	
1.2	Some assessments will be targeted as assessment for/as learning and will not count toward the student's final grade. Other assessments will be targeted as assessments of learning and will count toward the student's final grade. Each assignment can be given a weighting toward the final grade.	
1.3	The teacher may link the assessment to the categories of the achievement chart: Knowledge, Thinking, Communication & Application, with different weights given to each category.	
1.4	The teacher may link the assessment to a rubric.	
1.5	The teacher may choose the type of "grade" to assign the assessment – a Level (1, 2, 3 or 4), Letter (A, B, C, D, F, I, R) or a percent.	
1.6	The gradebook must allow the teacher to collect a variety of evidence of learning beyond typical question/answer, including checklists, videos, audio & photos, and anecdotal notes or observations.	
1.7	The gradebook must allow the teacher to copy a planned assessment, lesson, unit or class to another class, term, year or teacher.	
2	<b>Student Progress:</b> The students will be loaded into the teacher's gradebook, and the classroom teacher will assign their appropriate course outline.	
2.1	The teacher will be able to begin adding the evidence of learning to the assignments in the gradebook and will continue to do so as the term progresses.	
2.2	As the term progresses, the teacher will be able to monitor each student's progress. The teacher will also be able to select which assignments to push to the Parent Portal to allow P/G to monitor their student's progress.	
2.3	If students are completing assignments online and the system is calculating a grade, the classroom teacher is able to override the grade and use their professional judgement to enter a different grade. The overwritten grade is shown with an indicator.	
2.4	At the reporting periods (Progress Reports, Mid-Term Reports, Report Cards), the student's progress/grade may have been calculated based on the grades and weighting assigned in the outline. The teacher reviews each student's result and may use their professional judgement to adjust, if necessary. Overwritten results are shown with an indicator. The teacher is able to add comments to each student for the report card.	

Business Process		Manage Student Achievement (SIP-06-01)
2.5	The teacher will also be able to complete notes on the student's Learning Skills & Work Habits: Organization, Independent Work, Collaboration, Responsibility, Initiative, Self-Regulation	
2.6	Once the teacher has completed entering all the grades, the mark median is calculated.	
2.7	If the student's level of achievement is below provincial curriculum expectations (level 1, R, I) and the student has not achieved the credit, a Credit Recovery program is offered to the student.	
2.8	If the student's level of achievement is above provincial curriculum expectations (level 4 and above) and above mark median, the student has grades to meet the honour roll status.	
3	<b>Mark Entry Statistics</b> reports can be generated to help identify students who are at risk, students who excel in school or overall average.	
3.1	<i>Master Grade Summary for All Students</i> report identifies individual students, courses, grades, overall mark average, absences and lates to date.	
3.2	<i>Master Grade Summary Honour Students</i> report identifies students that have grades to meet the honour roll status.	
3.3	<i>Master Grade Summary Potential Failures</i> report identifies any student that may not qualify for their Secondary School Diploma because they are failing a course required for the diploma to be granted.	
3.4	<b>Other reports</b> that identify student achievements are: <i>Potential Graduates</i> report, <i>Ontario Scholars List</i> report.	
<b>Alternative Scenarios:</b>		
<b>Step 2.1: A2.1.1 Student begins class partway through the term</b>		
A2.1.1.1	The student will be added automatically to the gradebook when they are registered to the class. Any assignments previously completed by the rest of the class will not be included in the new student's grade, and automatic calculations will be adjusted accordingly.	
A2.1.1.2	Return to step 2.2	
<b>Exception Scenarios:</b>		
<b>Step 2.4: E2.4.1 Student transfers/withdraws prior to end of term.</b> The gradebook will maintain the history of the student's achievements; however, the student will be shown as 'Inactive' or 'Withdrawn' as of the date of their withdrawal. The teacher will not be able to edit any of the student's data. If the student returns and becomes 'Active' again prior to the end of the same term and is in the same class, the teacher will be able to view and edit the student's grades as before.		

Manage Student Achievement (SIP-06-01)



### 2.4.2. Report Cards & Graduation Requirements (SIP-06-02)

<b>Business Process</b>	Report Cards & Graduation Requirements (SIP-06-02)	
<b>Description</b>	This process is covering information related to Student Report Cards, Credits, Diploma and Certificates, Provincial Assessments and Graduation requirements in concordance with the MOE and provincial curriculum expectations.	
<b>Trigger Event</b>	Time of the school year to generate Student Report Cards, Student graduates from high school.	
<b>Roles</b>	<b>Name</b>	
	Kindergarten/Elementary/Secondary Administrator, Homeroom/Classroom Teacher, Designated Early Childhood Educator (DECE), Principal, SERT, Teaching Assistants, School Guidance Counsellor, Education Quality & Accountability Office (EQAO)	
<b>Preconditions</b>	Marks, Comments, Assignments' scores must be saved in the Teacher's gradebook or in the SIS; Attendance; Provincial Assessments results; Student Status Sheet; Student Transcript	
<b>Post conditions (Expected Outcome)</b>	Student Report Cards are submitted to P/G and Students. Student results on EQAO assessments are shared with P/G. Students graduating from secondary school have received their diplomas/certificates.	
<b>Documents</b>	Progress Report Card and Provincial Report Card Templates for Elementary and Secondary panels; <a href="#">Report Card Templates</a> ; <a href="#">The Ontario Student Transcript Manual</a> <a href="#">Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016</a> <a href="#">Specialist High Skills Majors</a>	
<b>Business Rules</b>		
<b>Cross References to other Processes</b>	<b>Process Reference</b>	<b>Process Name</b>
	SIP-04-05 SIP-06-01 SIP-11-03	Student Scheduler (Student Timetable) Manage Student Achievement Parent Notifications, Student Services & Progress
<b>Scenarios</b>		
Normal Scenario		
<b>Steps</b>		

Business Process	Report Cards & Graduation Requirements (SIP-06-02)
	<p><b>REPORT CARDS:</b> The report cards have the purpose to inform P/G of student’s development on learning skills and work habits, as well as student’s general progress in working towards the achievement of the curriculum expectations for each subject.</p>
1	<p><b>Kindergarten Communication of Learning Report Cards</b> are designed for students in Junior and Senior Kindergarten grades. Kindergarten Administrator has the access to administer kindergarten teachers to their homerooms, as well as assign DECE, SERT and Teaching Assistants where applicable. All resources have an essential contribution to student’s achievement. The Homeroom Teacher will require the update role in order to access their assigned homerooms and students to complete their reporting.</p>
2	<p><b>Progress Report Cards</b> are designed for students in grades 1 to 8. The Report Card Administrator and Classroom Teachers must have the access to the report card module and update the report for each student with information.</p>
2.1	<p>One of the following must be checked for each subject, to indicate progress:</p> <ul style="list-style-type: none"> <li>- Progressing with Difficulty</li> <li>- Progressing Well</li> <li>- Progressing Very Well</li> </ul>
2.2	<p>Some school boards in Ontario adapted the progress report cards for the secondary school panel. The report is sent to secondary school students at mid-term (e.g., Early Progress Report, Mid-Term Report). As this is not MOE mandated, the decision must be taken and approved by the teacher federation from the respective English and French school boards (OSSTF and FEESO).</p>
3	<p><b>Elementary Report Cards</b> are designed for students in grades 1 to 8. There are two main versions of the Elementary Report Card: One version for Grades 1 to 6 and one version for Grades 7 and 8. There is also a version of each for the use of Catholic schools that includes a section called Religious and Family Life Education’. The provincial report card for Grades 1 to 6 provides information for P/G about letter grades and levels of achievement. The provincial report card for Grades 7 and 8 provides information about percentage marks and levels of achievement. Both reports provide information about ESL/ELD, IEP, French and the codes ‘R’, ‘I’, and ‘NA’, and the report for Grades 7 and 8 provides information about the ‘course median’.</p>
4	<p><b>Secondary Report Cards</b> are designed for students in grades 9 to 12. There is one provincial report card for Grades 9 to 12 for both Catholic and public schools. There are two versions of this report card – one for semestered schools and one for non-semestered schools. Semestered schools will use the Provincial Report Card, Grades 9–12, for formal written reports to P/G two times a semester. Non-semestered schools will use the Provincial Report Card, Grades 9–12, for formal written reports to P/G three times a year. The first report must be issued during the fall.</p>
4.1	<p>The first two pages of all versions of the secondary report card list the student’s courses and his or her percentage marks for each course.</p>

Business Process	Report Cards & Graduation Requirements (SIP-06-02)
4.2	On the last two pages of the first report in semestered schools and of the first and second reports in non-semestered schools, information is provided for P/G about learning skills and work habits; percentage marks and levels of achievement; ESL/ELD, IEP, FRENCH, and SHSM boxes; and the terms 'I', 'W', and 'course median'.
4.3	'Total Days Absent and Total Times Late for each course must be displayed.
4.4	In the final secondary report card in both secondary semestered and non-semestered schools, the third page of the report is the ' <i>Completion of Requirements for Graduation</i> ' page, and information for P/G appears on the fourth page of the report card.
4.5	A space for the principal's signature appears at the bottom of the first page of the first report card in semestered and non-semestered secondary schools, and also of the second report card in non-semestered secondary schools. In the final report card in both types of schools, the principal's signature appears only on the third page for ' <i>Completion of Requirements for Graduation</i> '.
5	<b>Note:</b> All versions of Report Cards must include a 'tear-off' section, to be returned to the student's homeroom teacher, which is to include the student's comments and the P/G' acknowledgement of receipt of the report card and/or a request to be contacted by the teacher to discuss their child's report. These sections are to be returned to the student's teacher. For students studying online, the last page can be scanned and sent electronically to the student's homeroom teacher.
6	Reports must be signed by the principal or his or her representative (usually the vice-principal). A rubber stamp or facsimile of the signature must not be used.
7	<b>Individual Educational Plan Reports</b> also known as <i>Alternative Report Card</i> , are issued as an addendum to the Progress/Provincial Report Card where the IEP box is checked for at least 1 subject.

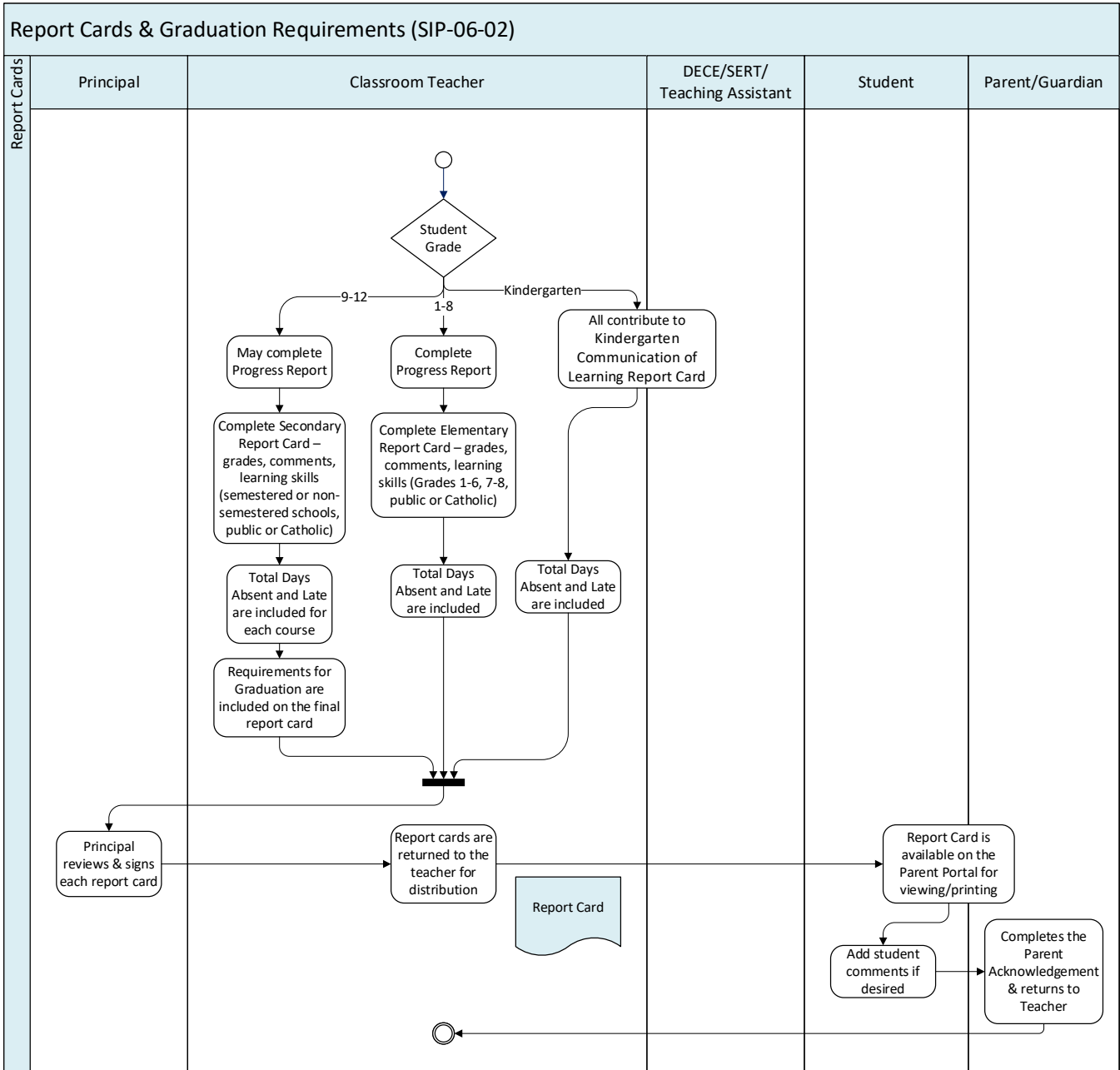
Business Process	Report Cards & Graduation Requirements (SIP-06-02)
7.1	<p>The Special Education Administrator and Special Education Resource Teacher (SERT) must have the access to the Special Education module to save the information. There are integrated applications with the SIS, where the special education data is retrieved on daily basis, and from where the IEP report is generated for each Special Education student.</p> <p>This report, besides the school and student information, includes:</p> <ul style="list-style-type: none"> <li>- Last IPRC/Annual Review Date</li> <li>- Exceptionality</li> <li>- IPRC Placement</li> <li>- Placement Start Date</li> <li>- SEA Claim (Yes/No)</li> <li>- Class Type (Withdrawal Assistance, Indirect Support, Resource Assistance, Partial Integration, Full-Time Integration)</li> <li>- Reasons for Developing an IEP</li> <li>- IEP Team (Staff Members and Position)</li> <li>- Health Support Services</li> <li>- Sources Consulted in the Development of the IEP</li> <li>- Individualized Equipment or SEA Equipment</li> <li>- Health Professional Assessments (Date, Type of Assessment, Summary of Results)</li> </ul> <p>Educational Assessments (Date, Summary of Results, Strengths and Assessed Needs)</p>
7.2	<p>For the subject(s) where an IEP is required, accommodations, modifications or alternative programs are offered for the students as followed:</p> <ul style="list-style-type: none"> <li>- <b>AC (Accommodated):</b> student is accommodated, with changes in teaching, classroom/school environment, and assessment methods, human supports, and/or individualized equipment. In a subject or course identified in the student’s IEP as ‘Accommodated Only’, the provincial curriculum expectations are not altered.</li> <li>- <b>MOD (Modified Curriculum):</b> modifications are changes made to the grade-level expectations for a subject or course in order to meet a student’s learning needs. Modifications may include the use of expectations at a different grade level and/or an increase or decrease in the number and/or complexity of expectations relative to the curriculum expectations for the regular grade level.</li> <li>- <b>ALT (Alternative Program):</b> alternative learning expectations are developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum expectations. Because they are not part of a subject or course outlined in the provincial curriculum documents, alternative expectations are considered to constitute alternative programs or alternative courses (i.e., secondary school courses). Examples of alternative programs/courses include: speech remediation, social skills, orientation/mobility training, and personal care programs. Alternative programs/courses are provided in both the elementary and the secondary school panels. For some students, alternative programs/courses might be provided in addition to subjects/ courses that are based on modified or regular grade-level expectations from the Ontario curriculum. For a small percentage of students, the student’s entire program/course may comprise alternative learning expectations.</li> </ul>

Business Process	Report Cards & Graduation Requirements (SIP-06-02)
7.3	<p>In all three areas of accommodations, <i>Learning Expectations</i>, <i>Teaching Strategies</i> and <i>Assessment Methods</i> must be developed and explained.</p> <p>Based on student's exceptionality and assessments provided, the IEP Report is developed and should include information such as:</p> <ul style="list-style-type: none"> <li>- Instructional Comments</li> <li>- Environmental Comments</li> <li>- Assessment Comments</li> <li>- IEP Completion Date</li> <li>- IEP Contact</li> <li>- Transition Plan &amp; Specific Goal for Transition</li> <li>- Action Required</li> </ul> <p>Timelines</p>
7.4	<p>A Transition Plan must be developed for all students who have an IEP from Kindergarten to Grade 12, as per Regulations 181/98, PPM 140 and PPM 156 (including those identified as exceptional solely on the basis of giftedness)</p>
7.5	<p>In the IEP Report no marks are given for the subject(s) where an IEP is required.</p>
	<p><b>PROVINCIAL ASSESSMENTS:</b> They are designed to assess and evaluate student's skills in reading, writing and math based on the Ontario Ministry of Education (MOE) requirements.</p>
8	<p>The most common assessments are:</p> <ul style="list-style-type: none"> <li>- EQAO in grade 3 (Assessment of Reading, Writing and Mathematics for grades 1 to 3 students)</li> <li>- EQAO in grade 6 (Assessment of Reading, Writing and Mathematics for grades 4 to 6 students)</li> <li>- EQAO in grade 9 (Assessment of Mathematics for grade 9 students)</li> </ul> <p>OSSLT in grade 10 (Measures if students are meeting the minimum standard for literacy across all subjects up to the end of grade 9. Successful completion of the literacy test is one of the requirements to earn an Ontario Secondary School Diploma).</p>
8.1	<p>The EQAO office set the dates for the EQAO tests each year. Board &amp; school staff work together to plan the EQAO testing logistics for their school.</p>
8.2	<p>The students write the EQAO test at the required time.</p>
8.3	<p>The EQAO tests are returned to the EQAO office for compiling and assessment of results. Board, school &amp; student results are returned to the Board. Student results are sent to each P/G.</p>
8.4	<p>The Board posts EQAO results on their website.</p>

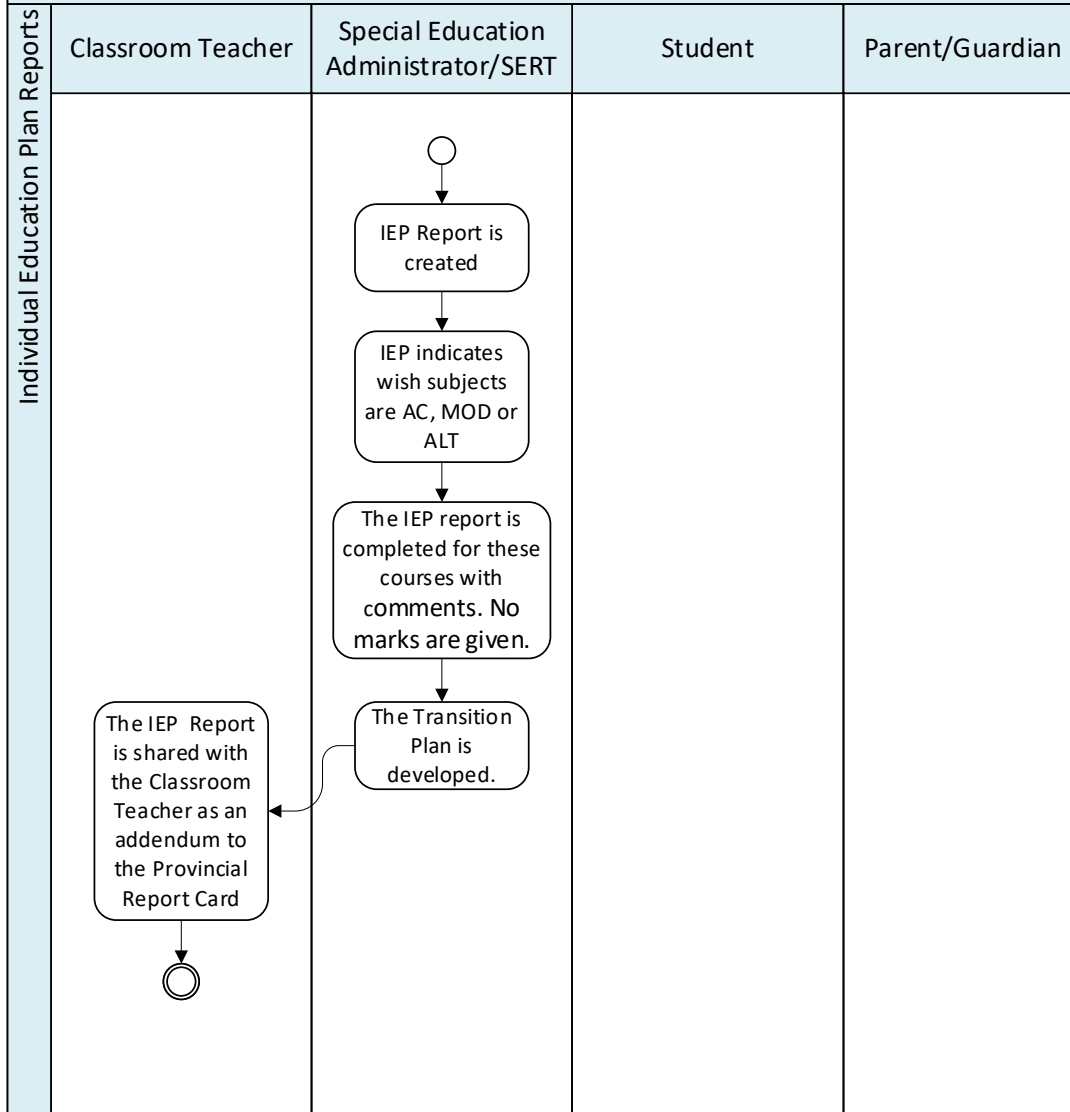
Business Process	Report Cards & Graduation Requirements (SIP-06-02)
	<p><b>DIPLOMAS and GRADUATION:</b> On the recommendation of the Principal, the Ontario MOE grants diplomas and certificates to students who have successfully completed the necessary requirements.</p>
9	<p>Where a student has completed the requirements through <i>private study, night school or summer school, or e-learning</i>, the diploma or certificate will be issued by the Principal of the school that holds the student's Ontario Student Record when the final credit is earned.</p>
9.1	<p>If the final credit is earned through the <i>Independent Learning Centre</i>, the student may choose to have the diploma or certificate issued by the director of the Independent Learning Centre or by the Principal of the school last attended.</p>
10	<p>The person issuing the diploma or certificate will submit the necessary report to the Ministry of Education.</p>
11	<p>In order to graduate from a secondary school in Ontario, a student must earn <u>one</u> of the following diplomas or certificates:</p> <ol style="list-style-type: none"> <li>1. <b>Ontario Secondary School Diploma (OSSD)</b></li> <li>2. <b>Specialist High Skills Major Diploma (SHSM)</b></li> <li>3. <b>Ontario Secondary School Certificate (OSSC)</b></li> <li>4. <b>Certificate of Accomplishment (COA)</b></li> </ol> <p>If the student achieves an average of 80% or greater in their six best Grade 12 courses, they will also receive:</p> <ol style="list-style-type: none"> <li>5. <b>Ontario Scholar Certificate (OSC)</b></li> </ol>
11.1	<p><b>Ontario Secondary School Diploma (OSSD)</b>                      This diploma type is the most common diploma type that students achieve when they finish a secondary school.                      For this type of diploma, a student must complete:</p> <ul style="list-style-type: none"> <li>- 18 compulsory credits</li> <li>- 12 optional credits</li> <li>- Ontario secondary school literacy test (OSSLT)</li> <li>- 40 hours of community involvement activities.</li> </ul>
11.1.1	<p>The student's report card will indicate the student's progress toward meeting their graduation requirements. During their course selection, the student will also be guided to select courses that will help them meet their graduation requirements.</p>
11.1.2	<p>The School Guidance Counsellor will be able to view students' credit accumulation and schedule and be able to assist students in planning their course selections to meet their graduation requirements.</p>

Business Process	Report Cards & Graduation Requirements (SIP-06-02)
11.1.3	The OSSLT is scheduled by and administered through the Education Quality and Accountability Office (EQAO) once each year, usually in the spring. Students will usually take the OSSLT in the school year following the school year in which they enter Grade 9, unless a deferral is granted by the Principal. Students who do not successfully complete the OSSLT will have opportunities to retake the test in subsequent years, on dates scheduled by the EQAO. Once students have successfully completed the OSSLT, they may not retake it. Students who are English Language Learners (ELL) may be entitled to special provisions. For students with special education needs, accommodations specified in the student's IEP must be available on the day of the test.
11.1.4	Students must complete a minimum of 40 hours of community involvement activities. This can begin the summer before they begin grade 9 and must complete prior to graduation. Students will plan and select their community involvement activities in consultation with their P/G and as part of the <i>Individual Pathways Plan</i> process.
11.2	<p><b>Specialist High Skills Major (SHSM) seal</b></p> <p>The Specialist High Skills Major (SHSM) is a Ministry of Education approved program that allows students to gain credits toward their Ontario Secondary School Diploma (OSSD) and focus their learning on a specific economic sector at the same time.</p> <p>Students receive the SHSM seal on their diploma when they:</p> <ul style="list-style-type: none"> <li>- complete a specific bundle of 8-10 courses in the student's selected field.</li> <li>- earn industry certifications like first aid and CPR qualifications.</li> <li>- gain important skills on the job through cooperative education placements.</li> </ul>
11.2.1	SHSMs are available in a variety of industry sectors, leading to well-paying skilled trades careers (e.g., agriculture, arts, constructions, environment, health, manufacturing, transportation).
11.2.2	Students who successfully complete an SHSM receive: <ul style="list-style-type: none"> <li>- an Ontario Secondary School Diploma with an embossed SHSM seal,</li> <li>- a SHSM record documenting their achievement</li> <li>- formal recognition on their Ontario Student Transcript</li> </ul>
11.3	<p><b>Ontario Secondary School Certificate (OSSC)</b></p> <p>This certificate is granted, on request, to students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma. To be granted an OSSC, a student must have earned a minimum of 14 credits.</p>
11.4	<p><b>Certificate of Accomplishment (COA)</b></p> <p>Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the <i>Ontario Secondary School Diploma</i> or the <i>Ontario Secondary School Certificate</i> may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain kinds of further training, or who plan to find employment directly after leaving school. The Certificate of Accomplishment is to be accompanied by the student's Ontario Student Transcript (OST). For students who have an Individual Education Plan (IEP), a copy of the IEP will be included in the OST.</p>

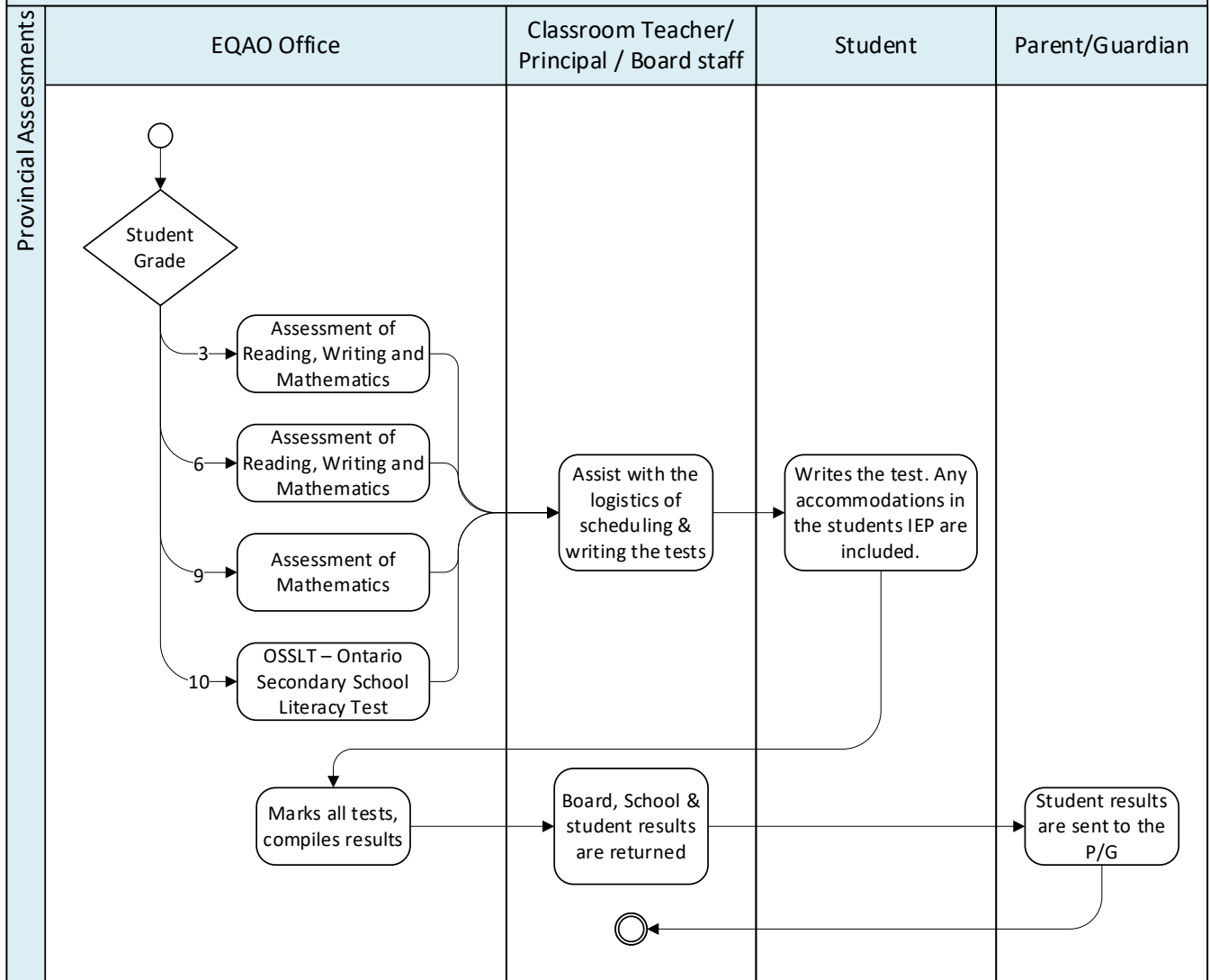
Business Process		Report Cards & Graduation Requirements (SIP-06-02)
11.5	<p><b>Ontario Scholar Certificate (OSC)</b>                      This certificate is offered to the high school graduates in the Ontario province who attain an average of 80% or greater in their six best Grade 12 courses.                      The award is granted by the Ontario MOE and it is distinct from other academic acknowledgements such as an Honour Roll.</p>	
11.6	<p><b>Note:</b> Student’s Ontario diploma or certificate are released by the MOD and can be received in person on the graduation day, or the school will send it by courier, via Canada Post.</p>	
12	<p><b>RETIREMENTS:</b> Once the student has completed the secondary school cycle and graduates, they are officially withdrawn from the SIS.</p>	
13	<p>This process ends.</p>	
<p><b>Alternative Scenarios:</b></p>		
<p><b>Step 6: A6.1 Report card is available on the Parent Portal.</b> Once the Report Card is signed by the Principal and ready to be distributed to the P/G, it may be placed on the Parent Portal for the P/G to access.</p>		
A6.1.1	<p>Once the Report Card is signed by the Principal and ready to be distributed to the P/G, it may be placed on the Parent Portal for the P/G to access. The student may add student comments to the report card. The P/G may indicate their request to be contacted by the teacher. The response will be sent back to the classroom teacher.</p>	
A6.1.2	<p>Return to Step 7.</p>	
<p><b>Exception Scenarios:</b></p>		
<p><b>Step 11: E11.7 Student withdraws from school prior to the age of 18.</b> A student withdrawal prior to the age of 18 is not considered a “graduation” type. The student’s transcript will be placed in the OSR and the OSR will be kept in the school for 5 years. If the student returns to school, they will be reactivated. If the student registers at another school, the OSR may be forwarded to the new school. Upon reaching the age of 18, the student may request a Certificate of Accomplishment.</p>		



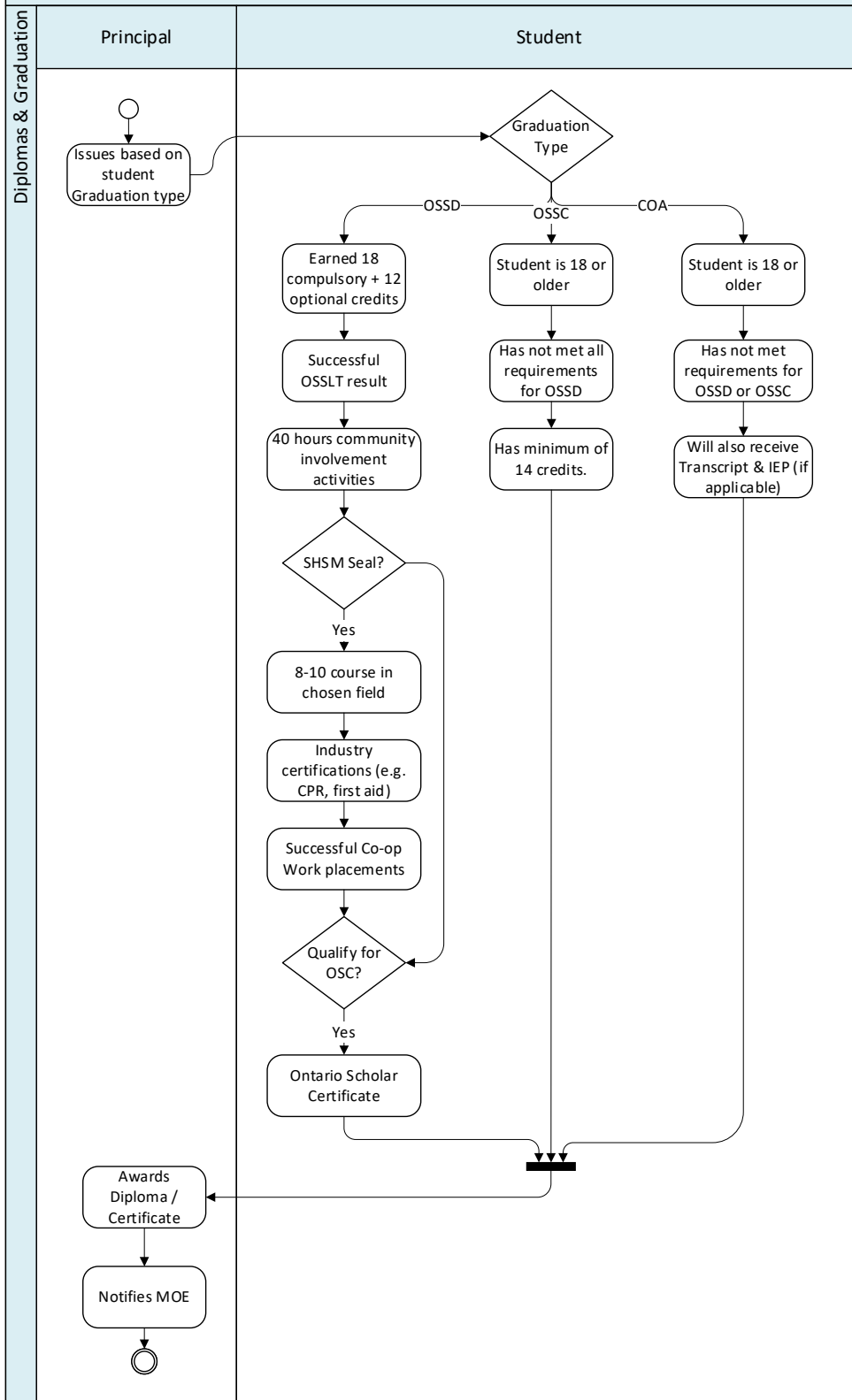
## Report Cards & Graduation Requirements (SIP-06-02)



## Report Cards & Graduation Requirements (SIP-06-02)



Report Cards & Graduation Requirements (SIP-06-02)



OSSD: Ontario Secondary School Diploma  
 OSSC: Ontario Secondary School Certificate  
 COA: Certificate of Accomplishment

SHSM: Specialist High Skills Major  
 OSC: Ontario Scholar Certificate

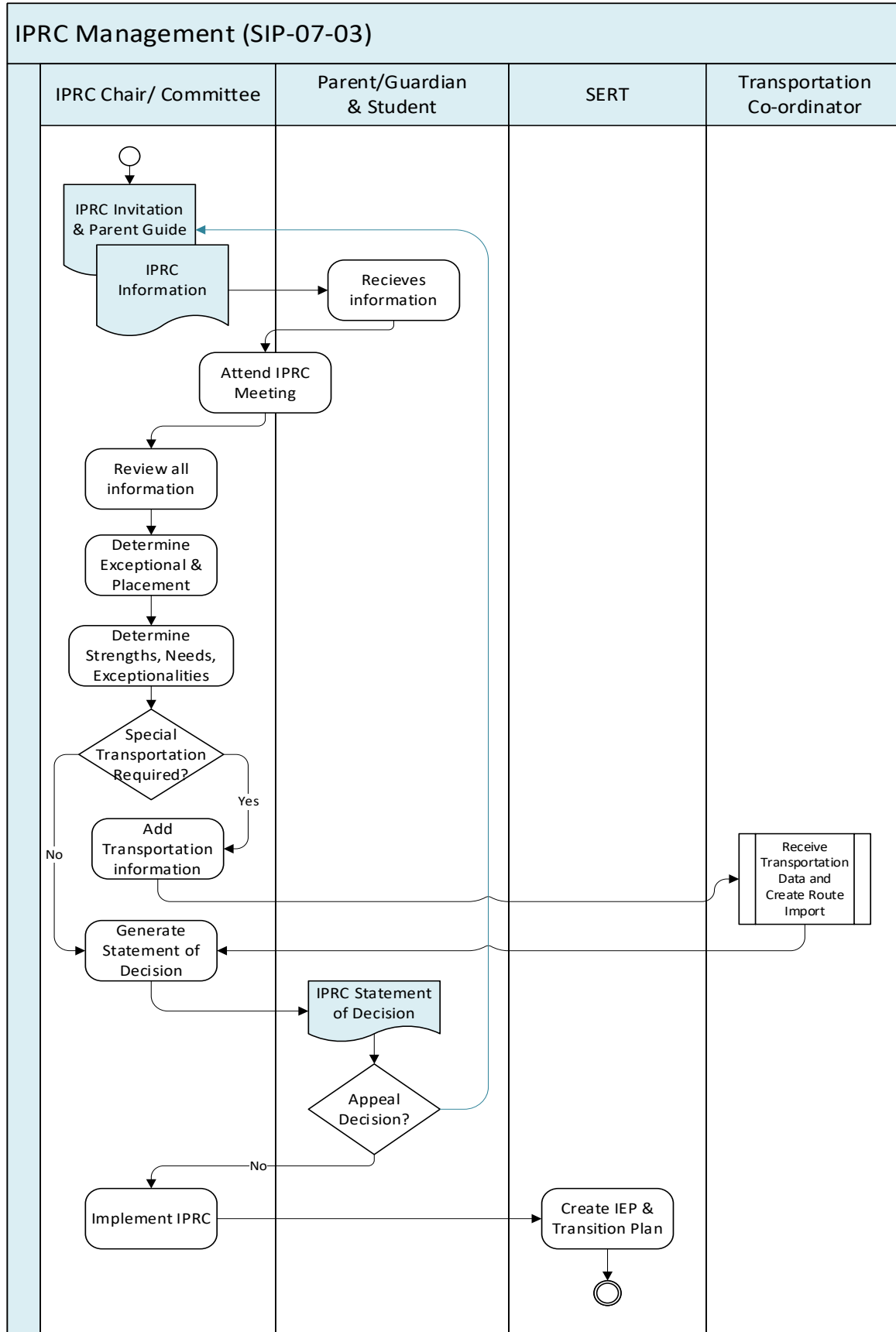
## 2.5. SIF-07 Special Education Management

### 2.5.1. IPRC Management (SIP-07-03)

<b>Business Process</b>	Identification, Placement & Review Committee (IPRC) Management (SIP-02-01)	
<b>Description</b>	<p>Identification, Placement &amp; Review Committee Management is the process that identifies students who are performing above their curriculum grade level or below curriculum grade level. In both situations, placements are offered based on the student's knowledge level, strengths and needs, enabling them to develop skills necessary to perform at their capacity.</p> <p>Specific procedures for the identification and placement of exceptional students must follow the MOE Guide to Special Education in Ontario. Ultimately, the student's P/G will give the consent if an identified student is placed in a program or not.</p> <p>SERTs and other designated staff must keep track of all exceptional students in terms of their progress, strengths and needs.</p>	
<b>Trigger Event</b>	IST or Healthcare Professional has made a recommendation for an IPRC meeting. A P/G may also submit a written request for a referral to an IPRC.	
<b>Roles</b>	<b>Name</b>	
	School Principal, SERT, Healthcare Professionals, Homeroom Teacher, P/G, IPRC Committee Members (3 total).	
<b>Preconditions</b>	<ul style="list-style-type: none"> <li>- Healthcare Professional assessments</li> <li>- Medical information saved in the SIS (e.g., Health factors, General Medication, Emergency Medical Information, Life Threatening Plan of Care)</li> <li>- In-School Team (IST) referrals and minutes</li> </ul>	
<b>Post conditions (Expected Outcome)</b>	Student is placed in a Program (if P/G provides written consent). If P/G does not provide written consent to the IPRC decision and also does not appeal the decision within the time limit set for appealing, the school board will instruct the Principal to implement the IPRC decision. IEP must be created for each identified student who received P/G written consent.	
<b>Documents</b>	IPRC Parent's Guide, Emergency Medical information saved in the SIS; Professional Assessments (Speech and Language, Psychoeducational evaluation); In-School referrals and minutes, IPRC Statement of Decision, Transition Plan	
<b>Business Rules</b>	Once the IPRC has identified the student as exceptional and the P/G have agreed with the IPRC identification and placement decision, the school will develop an Individual Education Plan (IEP) for the student, including a Transition plan for each exceptional student who is 14 years of age or older.	
<b>Cross References to</b>	<b>Process Reference</b>	<b>Process Name</b>

<b>Business Process</b>	Identification, Placement & Review Committee (IPRC) Management (SIP-02-01)	
<b>other Processes</b>	SIP-02-04 SIP-02-07 SIP-04-01 SIP-06-02 SIP-07-01 SIP-07-04	OSR Management Student Transportation Add/Maintain Student Enrolment Report Cards & Graduation Requirements Educational Assessment Annual Review
<b>Scenarios</b>		
Normal Scenario		
<b>Steps</b>		
1	At least 10 days prior to the IPRC meeting, the Chair of the committee sends the P/G notice of the meeting, providing the date, time and place of the meeting, and asks the P/G to attend. An IPRC Parent's Guide should also be sent to the P/G.	
2	The P/G must also receive all the same information regarding their student that the chair of the committee has received (e.g., Professional Assessments, IST referrals and minutes).	
3	At the IPRC meeting, the Committee will review all the available information, consider any information about the student provided by the parent or student, and consider any other information relevant to the IPRC.	
4	Each member in the committee plays a significant role for each special education student including the referrals, recommendations, placements, appeals and reviews. IPRC members are responsible for the identification of exceptional students and their placement in a special education program.	
5	Once the decision is taken and approved, a student could be placed in a: <ul style="list-style-type: none"> <li>- Regular class with indirect support</li> <li>- Regular class with resource assistance</li> <li>- Regular class with withdrawal assistance</li> <li>- Special Education class with partial integration</li> <li>- Special Education class full time</li> </ul>	
6	Upon making a decision to identify the student as exceptional, the committee shall include: <ul style="list-style-type: none"> <li>- Description of the student's strengths &amp; needs</li> <li>- Categories &amp; definitions of any exceptionalities identified</li> <li>- Placement decision</li> <li>- Reason for placement in a Special Education class (If required)</li> </ul>	
7	After determining the student's placement, the committee will also consider if the student requires special transportation. If there is a need, a Request for Special Transportation will be generated for Student Transportation (see SIP-04-07).	

Business Process		Identification, Placement & Review Committee (IPRC) Management (SIP-02-01)
8	Once the IPRC has made a decision a Statement of Decision document is created, with a 30-day appeal date.	
9	Copies of the Statement are given to the P/G, the school principal & the board.	
10	The school will implement the decision when either of the following occur: <ol style="list-style-type: none"> <li>1. P/G consents in writing to the Statement of Decision</li> <li>2. P/G does not appeal the Statement prior to the appeal date</li> </ol>	
11	Once the IPRC decision has been implemented, within 30 days, the school SERTs will develop and Individual Education Plan for the student and a Transition Plan if the student is 14 or older.	
12	This process ends.	
<b>Alternative Scenarios:</b>		
<b>Step 5: A5.1 Other Student Placements</b>		
A5.1.1	Other options exist to meet student's needs, such as applying to <ul style="list-style-type: none"> <li>- Provincial school for students who are deaf, blind, or deafblind</li> <li>- Demonstration school for students who have severe learning disabilities</li> <li>- A facility that provides care and treatment appropriate for the student's condition</li> </ul> Applications to Provincial & Demonstration schools, and Care & Treatment facilities are co-ordinated by the school board.	
A5.1.2	Return to Step 6	
<b>Exception Scenarios:</b>		
<b>Step 10: E10.1 P/G Appeals the Statement of Decision.</b> If the P/G filed an appeal within 30 days of the IPRC Statement of Decision, a second IPRC meeting will be held. Return to step 1.		



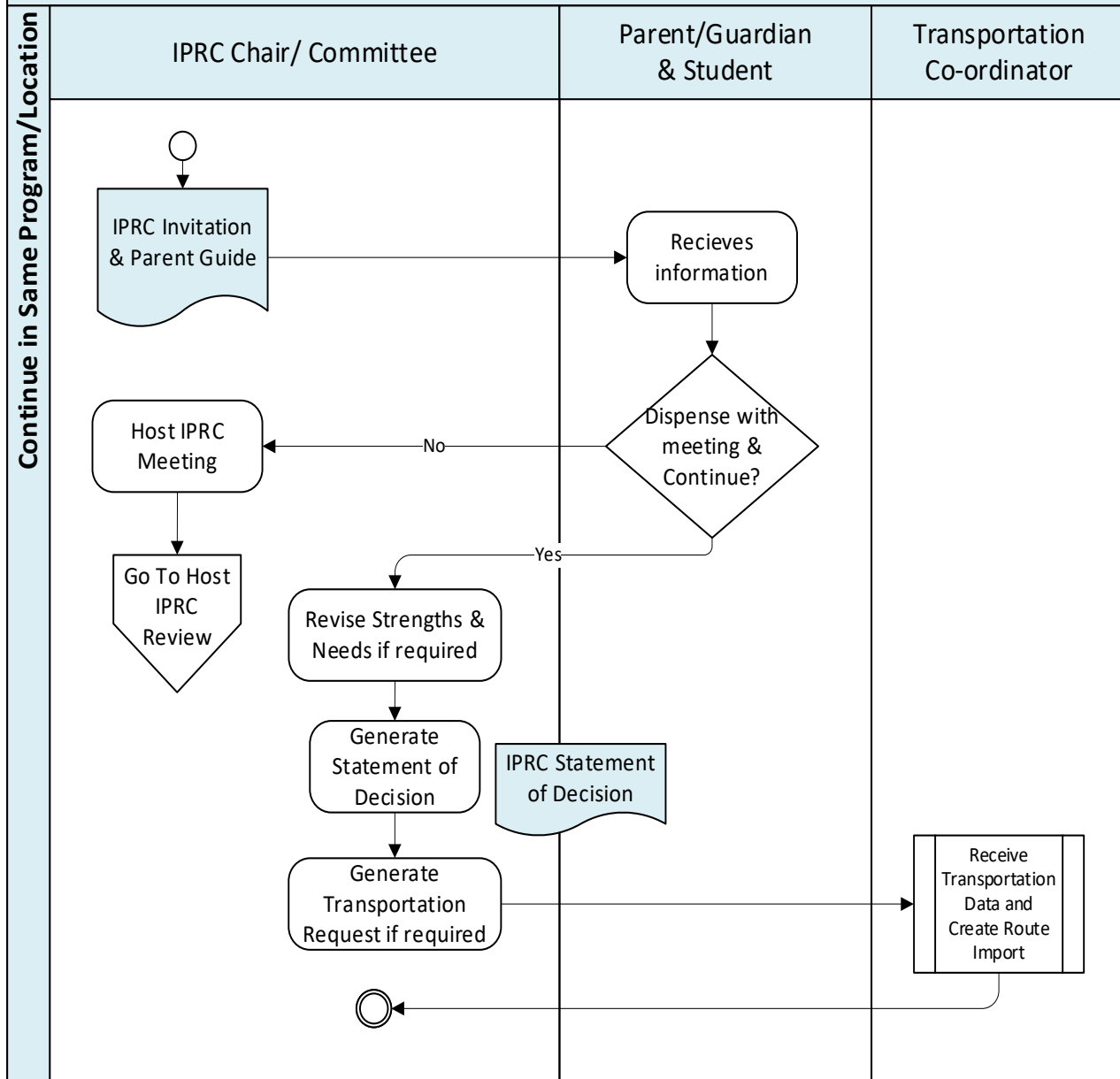
### 2.5.2. Annual Review (SIP-07-04)

<b>Business Process</b>	Annual Review (SIP-07-04)	
<b>Description</b>	<p>Annual Review is the process that reviews IPRC decisions. For all identified elementary and secondary special education students, it reviews their progress against their Individual Education Plan (IEP), revises if each student's goals are achieved, and determines if additional assessments are necessary. The annual review is done for each individual student through an IPRC (Identified and Placement Review Committee). A P/G can dispense with the annual review in which case the student will remain in the current program and location in the next school year.</p> <p>Any student (e.g., Grade 8 students) placed in special education programs who are changing locations in the next school year, must be reviewed with an in-school IPRC at the new school location. A P/G who does not wish to continue their student in a special education program, must indicate this change in placement at an IPRC meeting. Then the student's Identification and Placement are flagged as 'Demitted'.</p>	
<b>Trigger Event</b>	Time of the year when all students receiving special education must be annual reviewed.	
<b>Roles</b>	<b>Name</b>	
	SERT, P/G, Homeroom Teacher, Teaching Assistant, Itinerant Teacher, Principal	
<b>Preconditions</b>	<p>The student must be identified and receiving special education support. The student will have:</p> <ul style="list-style-type: none"> <li>- IEP,</li> <li>- IST Referrals and Minutes,</li> <li>- IPRC Referrals and Minutes,</li> <li>- IPRC Statement of Decision</li> </ul>	
<b>Post conditions (Expected Outcome)</b>	<ul style="list-style-type: none"> <li>- Register a student in a special education program for the next school year or withdraw a student from a special education program.</li> <li>- Decision Letters sent to P/G</li> <li>- OSR file is updated</li> </ul>	
<b>Documents</b>	IEP, IPRC Referral and Minutes, IPRC Statement of Decision, OSR	
<b>Business Rules</b>	A request for an IPRC review cannot be made more often than once every three months. An IPRC review meeting must be held once within each school year, unless the principal of the school at which the special education program is being provided receives written notice from the parent dispensing with the annual review	
<b>Cross References to</b>	<b>Process Reference</b>	<b>Process Name</b>

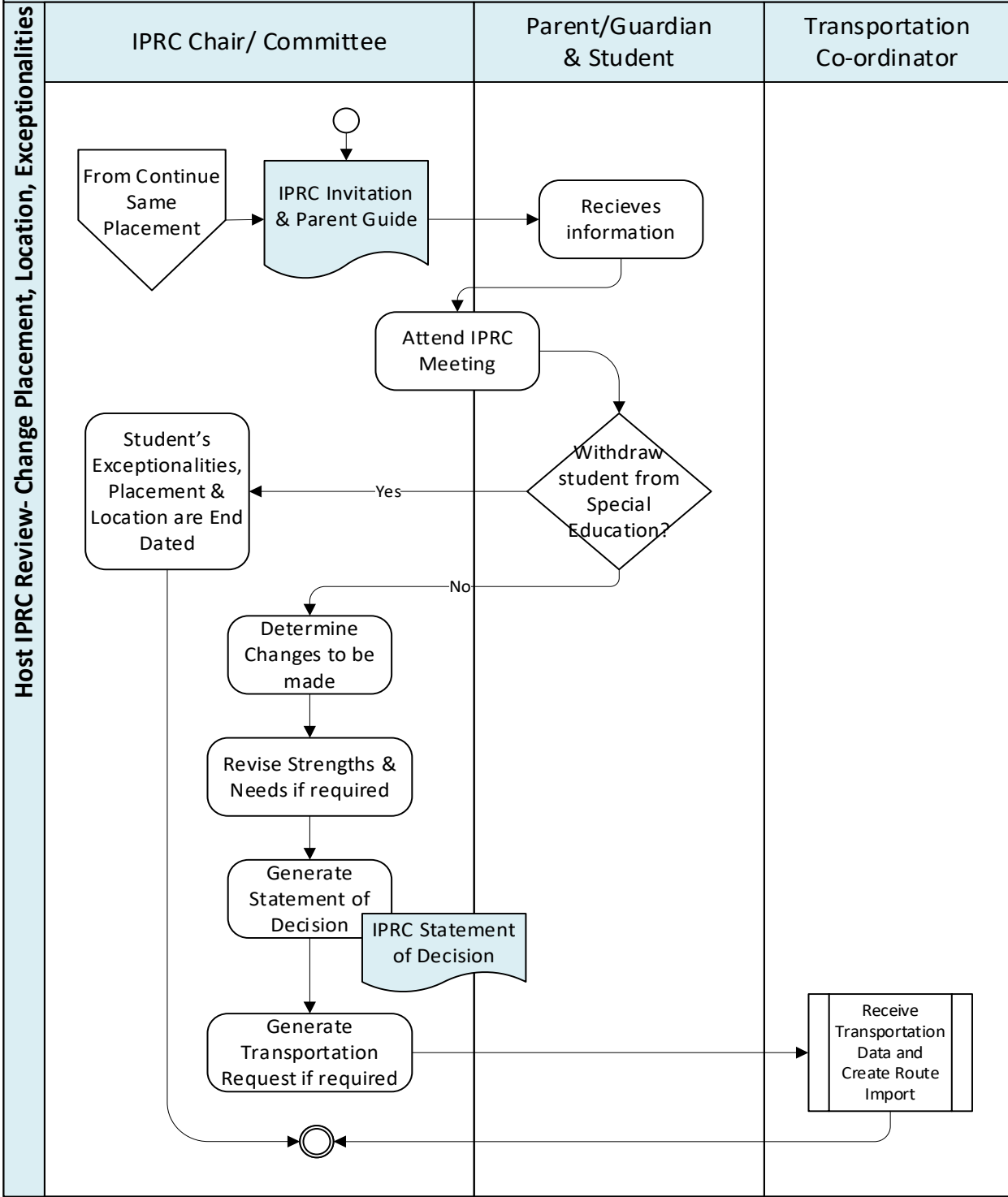
<b>Business Process</b>	Annual Review (SIP-07-04)	
<b>other Processes</b>	SIP-07-03 SIP-02-07	IRPC Management Student Transportation
<b>Scenarios</b>		
Normal Scenario		
<b>Steps</b>		
1	This process is applicable for Elementary and Secondary students, and it is usually done at the beginning of the semester two. Prior to the Annual Review process, the next steps should be followed: <ol style="list-style-type: none"> <li>1. Identify the students recommended to remain in the same placement and location (may not require an IPRC).</li> <li>2. Identify the students recommended to change their placement, location or exceptionalities (will require an IPRC Review).</li> </ol>	
2	Once the special education students are identified, they can be reviewed.	
3	1. <b>For students recommended to remain in the same program at the same location in the next school year</b> , the Annual Review process will create: <ul style="list-style-type: none"> <li>- An IPRC Letter of Invitation to the P/G with an option to dispense with the IPRC meeting and continue with the existing decision</li> <li>- A new IPRC Referral record</li> <li>- A new IPRC Minutes record</li> </ul>	
3.1	If the P/G returns the Letter with the "Continue" option selected, the IPRC meeting does not need to be held. The current decision is renewed for the next year. <ul style="list-style-type: none"> <li>- Usually, during the annual review process, the most recent IPRC Strengths and Needs are copied over next year records from the most recent IPRC or IEP and then it could be modified if necessary.</li> </ul>	
3.2	Generate IPRC Statement of Decision Letter, send to P/G and update OSR	
3.3	Generate Special Transportation Request if the student requires it	
4	2. <b>For students recommended to change any of the location, placement or exceptionalities in the next school year</b> , the Annual Review process will create: <ul style="list-style-type: none"> <li>- A new IPRC Referral record</li> <li>- Generate IPRC Invitation Letters to send to Principal, P/G, SERT, Other Contacts</li> </ul> <p><b>Note:</b> students that will be changing location must have their IPRC meeting at the new school location.</p>	

Business Process		Annual Review (SIP-07-04)
4.1	<p>At the IPRC Review meeting, the recommended change will be discussed.</p> <ul style="list-style-type: none"> <li>- A new IPRC Minutes record (with P/G Attend and Consent option - Y/N).</li> <li>- A new IPRC Placement Information record with Exceptionality, Placement, Location, and Reason</li> <li>- Usually, during the annual review process, the most recent IPRC Strengths and Needs are copied over next year records from the most recent IPRC or IEP and then it could be modified if necessary.</li> </ul>	
4.2	Generate IPRC Statement of Decision Letter, send to P/G and update OSR	
4.3	Generate Special Transportation Request if the student requires it	
5	Once the student is reviewed for the next school year, an 'Annual Review' flag could be displayed on the screen in the SIS.	
6	This process ends.	
<b>Alternative Scenarios:</b>		
<b>Step 3: A3.1 Parent does not select "Continue".</b>		
A3.1.1	Parent returns the Invitation to an IPRC and indicates they would like to attend a meeting (does not agree to dispense with the IPRC and continue the decision).	
A3.1.2	The school will move forward with an IPRC meeting.	
A3.1.3	Go to Step 4.	
<b>Step 4.1: A4.1.1 Parent wishes to discontinue Special Education support.</b>		
A4.1.1.1	At the IPRC, the parent decision is to withdraw the student from the Special Education program.	
A4.1.1.2	The student's Exceptionality(ies), Placement and Location will all be end-dated. The student will be demitted from the Special Education program.	
A4.1.1.3	This process ends.	
<b>Exception Scenarios: N/A</b>		

## Annual Review (SIP-07-04)



## Annual Review (SIP-07-04)



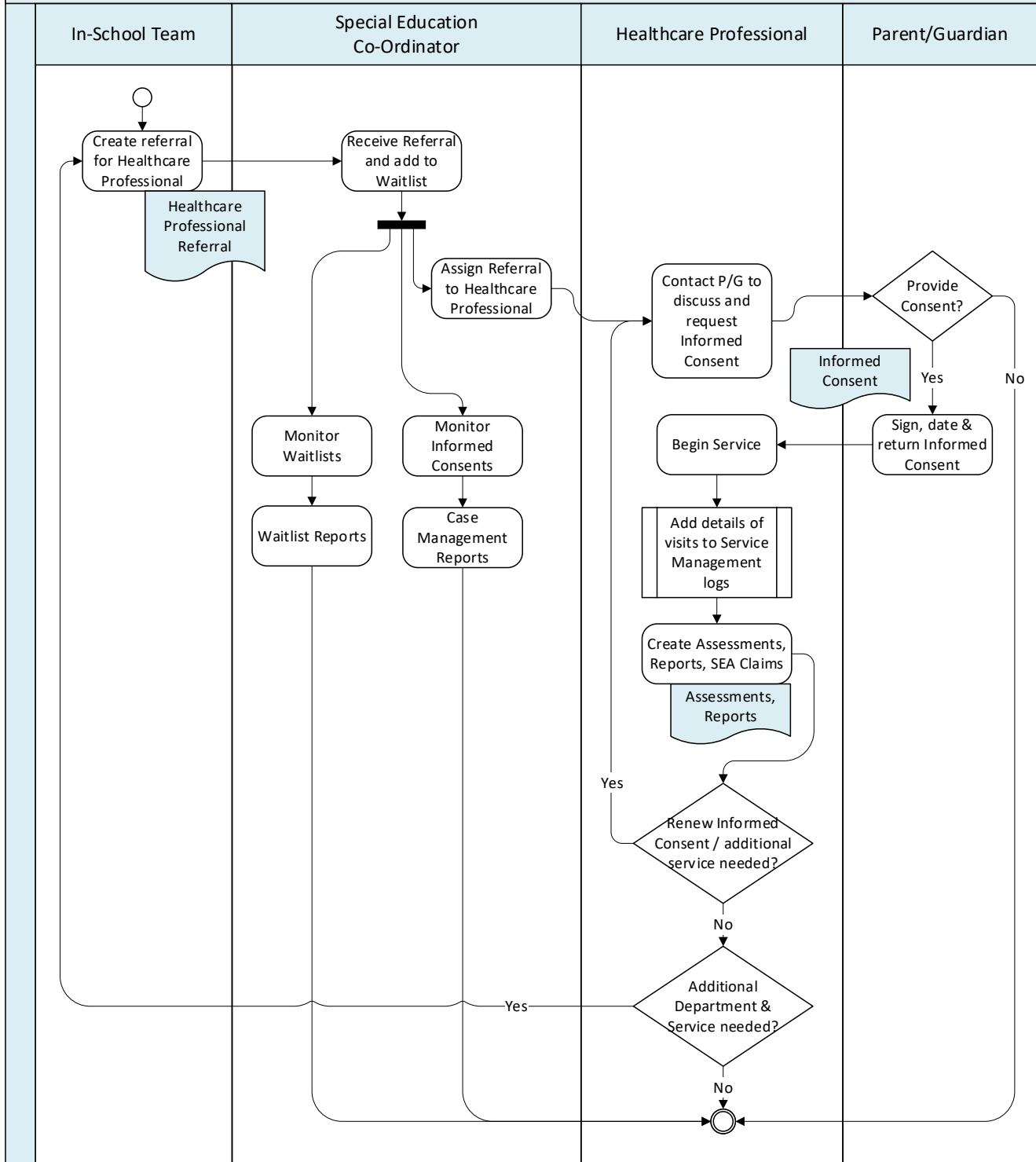
### 2.5.3. Case Management (SIP-07-05)

<b>Business Process</b>	Case Management (SIP-07-05)	
<b>Description</b>	Case Management is the process that is taking care of planning and monitoring of the services provided by the Teacher Assistants, Itinerant Teachers, Special Education Resource Teachers and Healthcare Professionals to special education students, based on their special needs.	
<b>Trigger Event</b>	Medical information saved in the SIS (e.g., Health factors, General Medication, Emergency Medical Information, Life Threatening Plan of Care).	
<b>Roles</b>	<b>Name</b>	
	Principal, Healthcare Professionals, Teaching Assistants, SERT, Itinerant Teacher, In-School Team, Special Education Co-ordinator.	
<b>Preconditions</b>	A Student with special needs requires extra support in school. In-School team will be making a referral to a Healthcare Professional.	
<b>Post conditions (Expected Outcome)</b>	Teaching Assistant FTE is allocated. Confidential health files are stored securely.	
<b>Documents</b>	Healthcare Professional assessments, Educational Assessments, Professional Healthcare Referral, Professional Healthcare Informed Consent, Reports, Waitlists	
<b>Business Rules</b>	Healthcare Professionals are regulated by their corresponding colleges (e.g. College of Psychologists of Ontario, The Ontario College of Social Workers and Social Service Workers, The College of Physiotherapists of Ontario, and so on) as well as adhering to <a href="#">Personal Health Information Protection Act</a> (PHIPPA), and <a href="#">Municipal Freedom of Information and Protection of Privacy Act</a> (MFIPPA).	
<b>Cross References to other Processes</b>	<b>Process Reference</b>	<b>Process Name</b>
	SIP-07-01 SIP-07-03 SIP-07-06	Educational Assessment IPRC Management Special Equipment Amount (SEA) Claims
<b>Scenarios</b>		
Normal Scenario		
<b>Steps</b>		

Business Process	Case Management (SIP-07-05)
1	Prior to a student receiving special education support, they are assessed by a regulated Healthcare Professional (such as a Psychologist, Physical or Occupational Therapist, Speech & Language Pathologist, etc.). This may come out of a recommendation from the In-School Team.
2	The In-School Team will be able to create a referral to a requested Professional department (e.g., Psychology) for a service (e.g., Educational Assessment).
3	Due to a volume of requests, the request may go on a wait list which is managed by a Special Education Co-ordinator.
4	The Co-ordinator will assign referrals to a Health Professional.
5	The Health Professional will contact the P/G to discuss and will request the parent to return a signed Informed Consent form.
6	The Informed Consent is valid for the specified department/College (e.g., Psychology) for one year.
7	Upon receiving the signed consent, the Professional may begin the service agreed to by the parent in the consent form (e.g., The Psychologist will perform an Educational Assessment). The Assessment document should be stored securely in the SIS.
8	If another service is recommended (e.g., the Psychologist will provide counselling to the student), the Professional will contact the parent to discuss, and obtain another Informed Consent for the new service. Any assessments, reports or other documentation related to the student can be stored securely in the SIS as the Healthcare Professional's case management file.
9	If a second type of Professional is recommended (e.g., a Social Worker), a new referral must be made, and once the Social Worker is assigned, they will also obtain an Informed Consent for Social Work. The second Professional will create a second secure case management file for the same student.
10	The Special Education Co-Ordinator will be able to see that there is in place Informed Consent for both Psychology and Social Work, each with their own effective dates (the dates they were signed by the P/G).
11	<b>Service Management:</b> Health professional staff should also be able to individually log service visits/calls with the student, P/G or teacher(s). Staff will be able to enter the date and time of the visit, the individuals contacted, the type of contact, length of contact, and the activities performed. Once the service note has been added and submitted it is locked. Modifications would not be allowed, and a separate note would have to be added describing any changes needed.
12	<b>Security</b> within the Case Management must be such that the Health Professionals only obtain access to the students they have been given referrals to.

Business Process		Case Management (SIP-07-05)
12.1	Only the authors of private health reports have access to the reports, unless they are specifically shared with others.	
13	The <b>Informed Consent</b> must be updated annually, if the service by the Healthcare Professional is still required.	
13.1	If the service is no longer required and the Consent is not renewed, then the security must be revoked.	
14	<b>Case Management Reports:</b> Board staff will be able to run reports to determine: <ul style="list-style-type: none"> <li>- How many students are on wait lists;</li> <li>- How many students have had Educational Assessments;</li> <li>- What types of services are being performed;</li> <li>- Any other reports as desired based on available fields</li> </ul>	
15	This process ends.	
<b>Alternative Scenarios: N/A</b>		
<b>Exception Scenarios:</b>		
<b>Step 5: E5.1 Parent/Guardian does not provide Consent</b> If the P/G does not provide consent to the Healthcare Provider when contacted, the service cannot be initiated. The IST may work with the P/G to discuss their concerns or investigate options; however, the Healthcare Provider will no longer access any information on this student.		

Case Management (SIP-07-05)



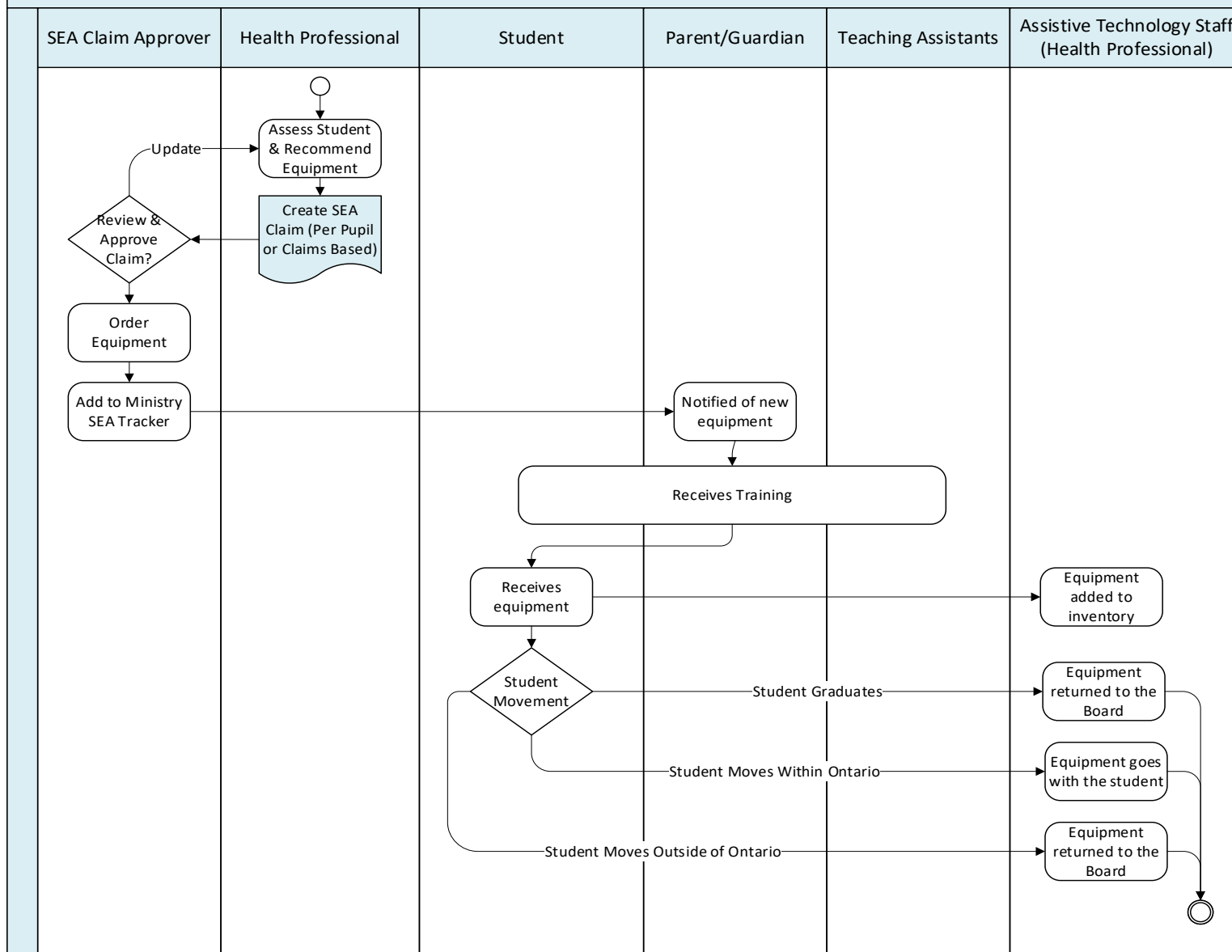
### 2.5.4. Special Equipment Amount (SEA) Claims (SIP-07-06)

<b>Business Process</b>	Special Equipment Amount (SEA) Claims (SIP-07-06)				
<b>Description</b>	<p>The Special Equipment Amount (SEA) is the process that Ontario MOE provides funding to school boards in order to assist with the costs of equipment essential to support students with special needs.</p> <p>The recommendations for a special equipment must be provided by a qualified Healthcare Professional in order to accommodate a student to access the Ontario curriculum and to attend school in the alternative programs.</p> <p>The SEA funding has two components: SEA Per Pupil Amount and SEA Claims-Based. The equipment could be sensory, hearing support, vision support, personal care support and physical assistance support.</p> <p>A list of qualified healthcare professionals could be, but not limited to psychologist, physician, audiologist, speech-language pathologist, augmentative communication therapist, optometrist / ophthalmologist, occupational therapist, physiotherapist.</p> <p>A Student does not have to be identified as exceptional through the Identification, Placement, and Review Committee (IPRC) process in order to apply for SEA funding, but the need for special equipment must be recommended by a Healthcare Professional.</p>				
<b>Trigger Event</b>	The equipment will provide the student accommodations that are directly required and essential to access the Ontario curriculum or Board program.				
<b>Roles</b>	<table border="1"> <thead> <tr> <th colspan="2">Name</th> </tr> </thead> <tbody> <tr> <td></td> <td>Healthcare Professional, P/G, Student, SEA Claim Approver, Assistive Technology Staff</td> </tr> </tbody> </table>	Name			Healthcare Professional, P/G, Student, SEA Claim Approver, Assistive Technology Staff
Name					
	Healthcare Professional, P/G, Student, SEA Claim Approver, Assistive Technology Staff				
<b>Preconditions</b>	In-School Team (IST), Medical information saved in the SIS (e.g., Health factors, General Medication, Emergency Medical Information, Life Threatening Plan of Care)				
<b>Post conditions (Expected Outcome)</b>	SEA claim is approved and purchased; student is successfully using equipment to access accommodations.				
<b>Documents</b>	SEA student claim				

<b>Business Process</b>		Special Equipment Amount (SEA) Claims (SIP-07-06)	
<b>Business Rules</b>		<p>Equipment is reused by/ transferred to other students when no longer required by the student for whom it was purchased.</p> <p>Efforts are made to share equipment among several students when appropriate and possible.</p> <p>When a student who uses SEA purchased equipment moves from school to school or board to board, the equipment should move with the student unless, in the opinion of a receiving board, it is not practical or efficient to move the equipment.</p> <p>SEA Business Cycle/Application Process, for both the SEA Per Pupil Amount and the SEA Claims-Based Amount, will run from May 1 of one year to April 30 of the following year. This time frame was established so that boards could purchase equipment prior to the start of a school year when a student's needs are known. It is the Ministry's expectation that equipment will be available to students when they enter school.</p>	
<b>Cross References to other Processes</b>		<b>Process Reference</b>	<b>Process Name</b>
		SIP-07-05	Case Management
<b>Scenarios</b>			
Normal Scenario			
<b>Steps</b>			
1	Student is assessed by a Healthcare Professional and a recommendation for appropriate equipment is made.		
2	If the student assessment meets the criteria, the SEA claim is approved by a SEA Claim Approver.		
3	SEA Equipment is ordered by SEA Claim Approver through approved vendors according to purchasing agreements.		
4	SEA Equipment is added to the appropriate Ministry SEA Per Pupil Amount or SEA Claims Based Amount Tracker by SEA Claim Approver.		
5	P/G is notified of the new equipment.		
6	Training is required for P/G, student and Teaching Assistants.		
7	Student receives the equipment.		
8	The equipment is added on inventory list by Assistive Technology Staff or Healthcare Professional (depending on equipment received).		
9	Maintenance and repair are done based on need or schedule by Assistive Technology Staff or external vendors (depending on equipment).		

<b>Business Process</b>		Special Equipment Amount (SEA) Claims (SIP-07-06)
10	When the student graduates from high school, the equipment is left with the school.	
11	This process ends.	
<b>Alternative Scenarios:</b>		
<b>Step 9: A9.1 Student reports that the equipment has become lost or stolen.</b>		
A9.1.1	The Principal and/or Board staff work with the P/G and student to investigate the circumstances around the loss of the equipment. Depending on the situation, a police investigation may be necessary.	
A9.1.2	If the results of the investigation are that the P/G are responsible for the value of the equipment, they may be asked to reimburse the board.	
A9.1.3	The student may be able to submit another SEA Claim for replacement equipment in order to be able to access the curriculum.	
A9.1.4	Go to Step 1.	
<b>Step 10: A10.1 Student changes schools within Ontario</b>		
A10.1.1	If the student leaves the school to another school within the same board or province, they could carry over the equipment with the receiving board's approval.	
A10.1.2	This process ends.	
<b>Step 10: A10.2 Student changes schools outside of Ontario</b>		
A10.2.1	If the student is leaving the province, the equipment is left with the board.	
A10.2.2	This process ends.	
<b>Exception Scenarios: N/A</b>		

### Special Equipment Amount (SEA) Claims (SIP-07-06)



## 2.6. SIF-08 Specialized Program Management

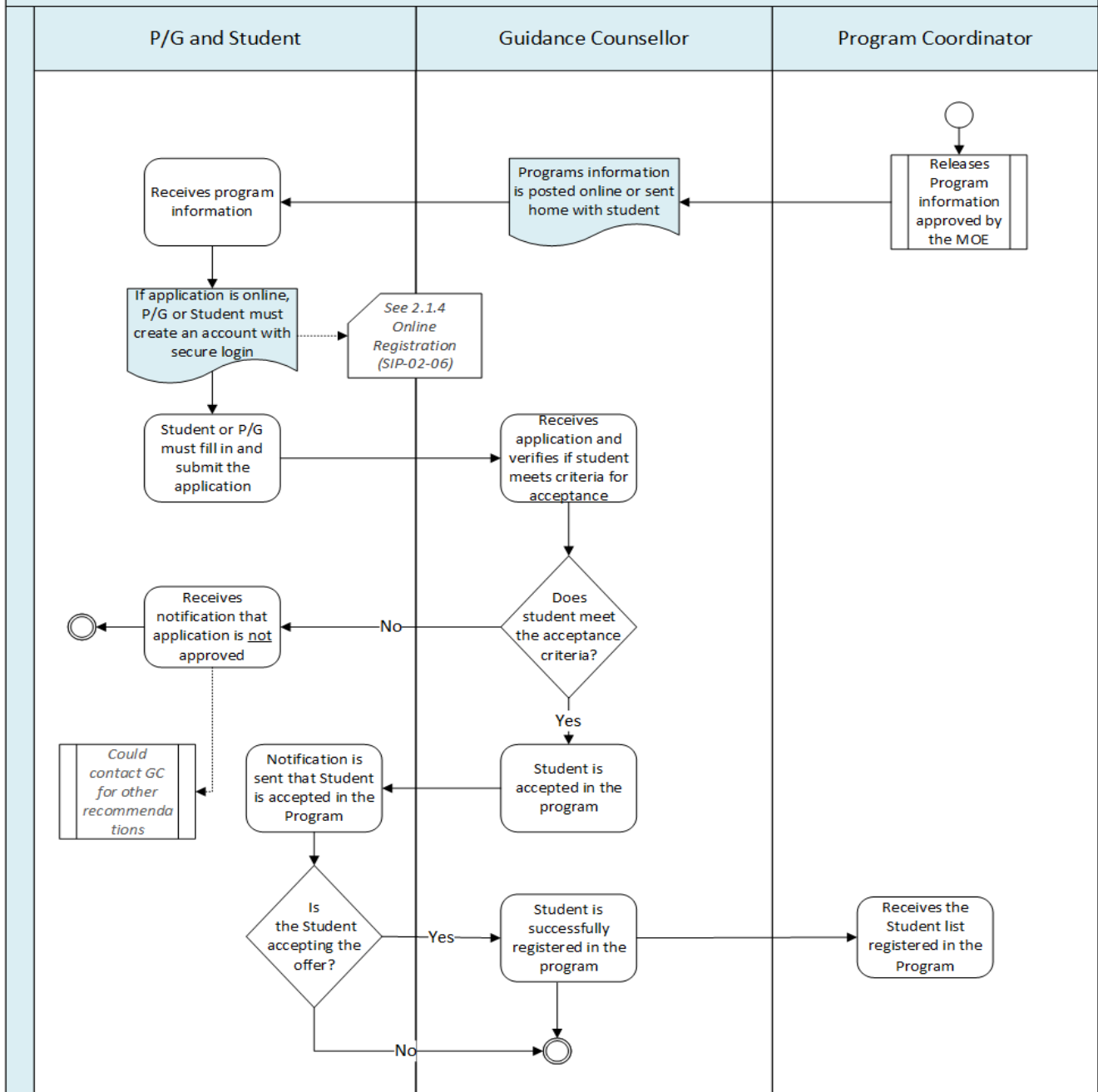
### 2.6.1. Specialized Program Registration & Tracking (SIP-08-01)

<b>Business Process</b>	Specialized Program Registration & Tracking (SIP-08-01)	
<b>Description</b>	This process is focusing on student access to specialized programs that offer unique opportunities and focus on a variety of interests. Each specialized program has specific requirements as well as unique admission criteria. Application to specialized programs is made directly to each program, and acceptance is conditional upon selection criteria and space that is available in the appropriate grade and program.	
<b>Trigger Event</b>	<ul style="list-style-type: none"> <li>- Each DSB offers a variety of specialized programs approved by the Ontario MOE.</li> <li>- Program package with instructions is sent home with students or posted online.</li> <li>- Registrations are open for students during the allocated time.</li> </ul>	
<b>Roles</b>	<b>Name</b>	
	Program Co-ordinator, Guidance Counsellor, Principal, P/G, Specialised Program Teacher / Resource Teacher	
<b>Preconditions</b>	<ul style="list-style-type: none"> <li>- For students under 18 years of age, a P/G authentication is required when register online.</li> <li>- Registration forms for a specialized program must be completed and submitted during the time-slot allocated for registration.</li> </ul>	
<b>Post conditions (Expected Outcome)</b>	Student is registered in the specialized program.	
<b>Documents</b>	Program package with instructions is sent home with students or is posted online.	
<b>Business Rules</b>	<ul style="list-style-type: none"> <li>- Each specialized program requires a student application that should meet specific requirements.</li> <li>- An application could be 'Approved' or 'Declined' by the Guidance Counsellor.</li> <li>- P/G or Student can 'Accept' or 'Decline' the program offer.</li> <li>- Once the application is accepted, the student is registered in the program.</li> </ul>	
<b>Cross References to</b>	<b>Process Reference</b>	<b>Process Name</b>

Business Process		Specialized Program Registration & Tracking (SIP-08-01)
other Processes	SIP-02-01	Add Student Basic Information
	SIP-02-02	Maintain Student Basic Information
	SIP-02-04	OSR Management
	SIP-02-06	Student Online Registration
	SIP-04-01	Add/Maintain Student Enrolment
	SIP-04-05	Student Scheduler (Student Timetable)
	SIP-06-03	Transcripts
<b>Scenarios</b>		
Normal Scenario		
<b>Steps</b>		
1	The Student receives information (online or package from school) for the specialized program from their area of interest.	
2	The Student or P/G applies in person or online for specialized programs during the registration time. Student must be 18 years of age or grater to apply in person. <u>Note:</u> If registration is online, P/G or Student must create an account with secure login. See <b>2.1.4 Student Online Registration (SIP-02-06)</b>	
3	The Student or P/G submits the application.	
4	The Guidance Counsellor receives the application, analyzes it and then will approve based on a selection criteria and number of seats available.	
5	If the application is approved by the Guidance Counsellor, a confirmation letter (via email or currier) is sent to P/G for confirmation and approval.	
6	The P/G or Student must 'Accept' or 'Decline' the offer.	
7	Once the application is accepted, the Guidance Counsellor will register the student in the program.	
8	The Program Co-ordinating Principal receives list of students registered in the specialized program.	
9	The Student will receive the program information prior classes start.	
10	This process ends.	
<b>Alternative Scenarios:</b>		
<b>Step 4 A4.1 Specialized program application is denied.</b>		

<b>Business Process</b>		Specialized Program Registration & Tracking (SIP-08-01)
A4.1.1	The Guidance Counsellor sends to P/G the notification letter that student is not accepted in the program. The reason is included in the notification letter.	
A4.1.2	P/G could contact the school or the Guidance Counsellor for recommendations.	
A4.1.3	This process ends.	
<b>Exception Scenarios: N/A</b>		

### Specialized Program Registration & Tracking (SIP-08-01)



## 2.7. SIF-09 Incident Management

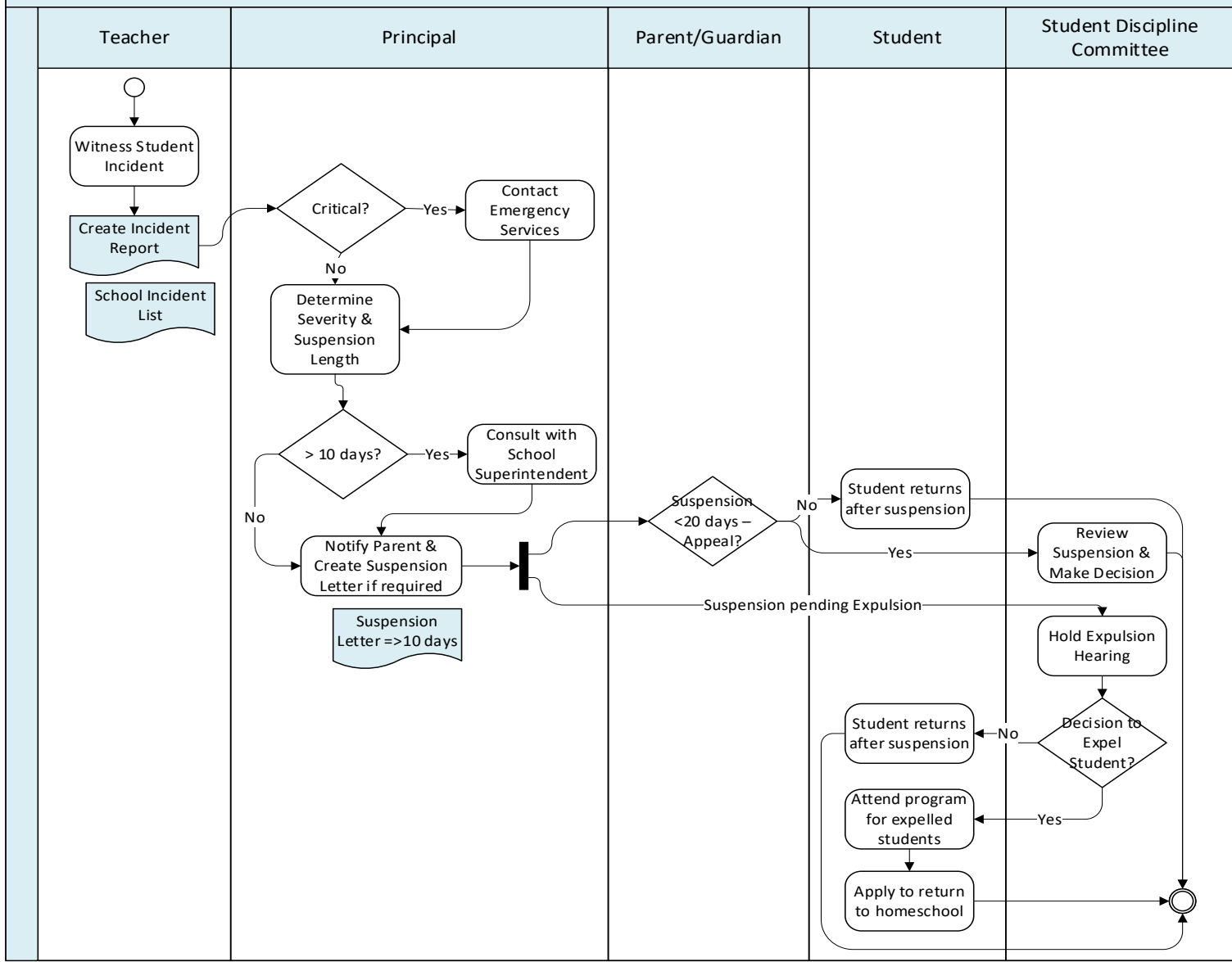
### 2.7.1. Manage Student Incidents (SIP-09-01)

<b>Business Process</b>	Manage Student Incidents (SIP-09-01)	
<b>Description</b>	This process captures the students' incidents that happened on a school property or outside school property (e.g., school trip) during the school hours.	
<b>Trigger Event</b>	An accident that occurs while a student is attending school.	
<b>Roles</b>	<b>Name</b>	
	Principal, Superintendent of Education, Teacher, Lunch Supervisor, P/G, Student, Student Discipline Committee	
<b>Preconditions</b>	Incident forms, an active student enrolment record must exist in the SIS.	
<b>Post conditions (Expected Outcome)</b>		
<b>Documents</b>	Incident Reporting Form/Report, Suspension Letter	
<b>Business Rules</b>	The Ontario Ministry of Education has set the grounds rules for expulsion of a student from school, as per the Ontario Code of Conduct. These grounds are identified in Section 311.3 of the <a href="#">Education Act</a> and in Board Policies. As such, the Principal will refer the expulsion matter to the Board's Student Discipline Committee for decision.	
<b>Cross References to other Processes</b>	<b>Process Reference</b>	<b>Process Name</b>
	SIP-02-03 SIP-02-04	Student Transfers/Withdrawals OSR Management
<b>Scenarios</b>		
Normal Scenario		
<b>Steps</b>		
1	Any board staff (e.g., Teacher, Lunch Supervisor) witnessing an incident (e.g., vandalism, bullying, threatening bodily harm, possessing alcohol or drugs, etc.) has a duty to report.	
2	An incident form/report must be completed. Principal must be notified.	

Business Process	Manage Student Incidents (SIP-09-01)
3	School Incident List is updated in the SIS with the new incident. Student Name, Date of Incident, Place of Incident, Type of Incident (e.g., Discipline, Accident, Illness), Detailed Notes, Witness (es) must be entered in the SIS.
4	If the incident is flagged as 'Critical' and caused significant disruption to the school routine, police or emergency services personnel might be involved.
5	The length of the suspension is determined by the Principal, considering the particular student and circumstances of the incident, the nature and severity of the behaviour, its impact on the school climate, and many other factors.
6	Prior to issuing any suspension of 10 days or more, the Superintendent of Education must be consulted by the Principal.
7	The Principal will notify the P/G of any suspension.
8	If Student is Suspended for 10 days, P/G must be notified, and a suspension letter is sent home. The letter must be signed by the Principal.
9	If Student is Suspended for 20 days, this could lead to board full Expulsion from the school. P/G must be notified, and a letter is sent home. The letter must be signed by the Principal. A copy of the suspension or expulsion letter is saved to OSR.
10	A P/G may choose to appeal the suspension by submitting their appeal to the Board's Student Discipline Committee.
11	The Student Discipline Committee reviews all suspension and expulsion appeals and can either confirm the original decision and length or change the duration or withdraw the suspension/expulsion.
12	For a 20-day suspension pending expulsion, the P/G and student will attend an expulsion hearing with the Student Discipline Committee within 20 days of the suspension.
13	If the hearing results in the student being expelled, the student may be offered a placement in the board's program for expelled students.
14	Once the student has successfully completed the program for expelled students, the student may be able to apply to return to their homeschool.
15	The Principal approves who can have access to school incidents, student's notes, incidents and suspensions information. Some end-users could have full access to all information (Notes, Incidents, Suspensions, Expulsions), while others can 'view only' partial information (Notes and Incidents).
16	This process ends.

<b>Business Process</b>	Manage Student Incidents (SIP-09-01)
<b>Alternative Scenarios: N/A</b>	
<b>Exception Scenarios: N/A</b>	

Manage Student Incidents (SIP-09-01)



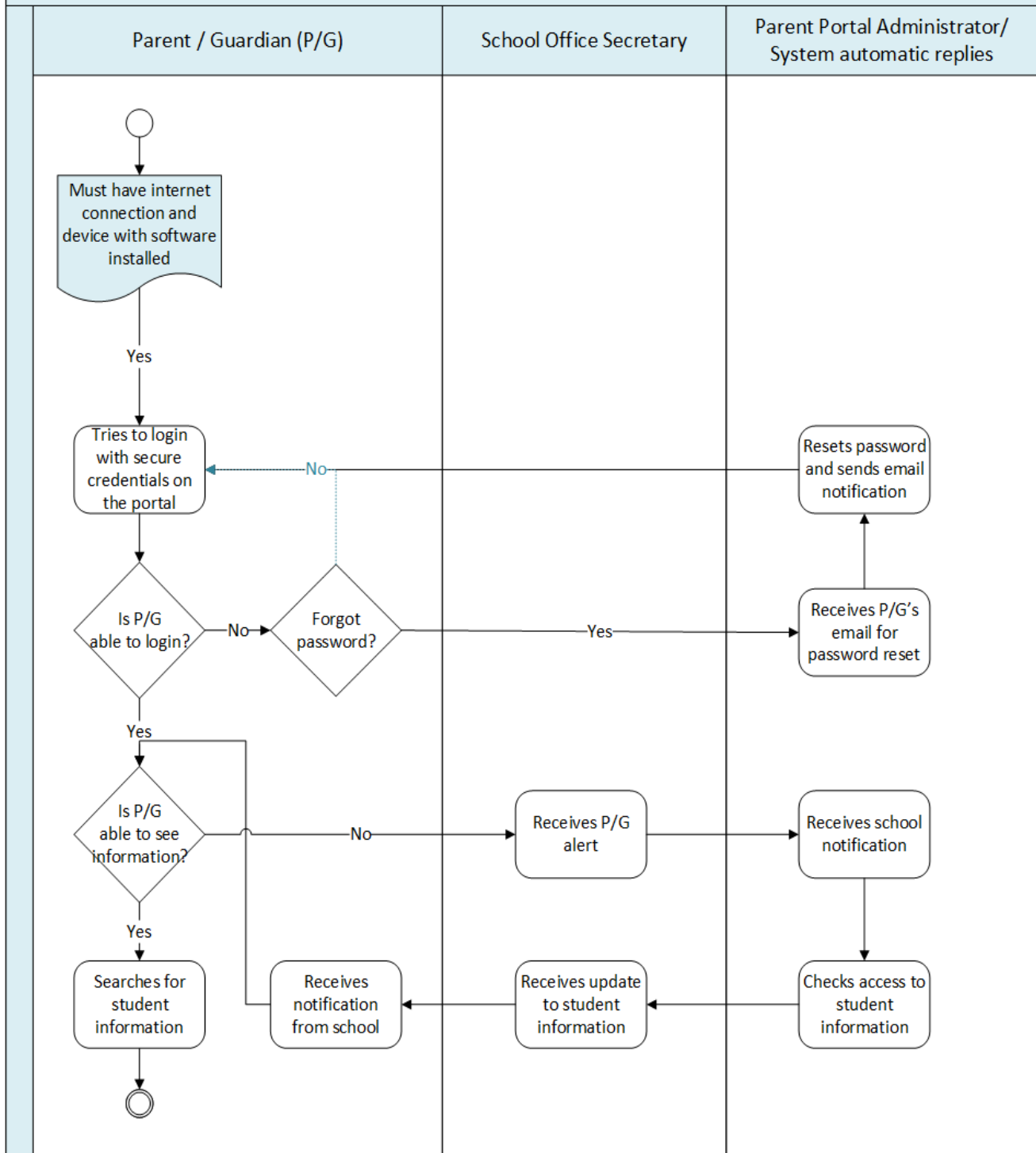
## 2.8. SIF-11 Parent Portal Management

### 2.8.1 Parent Notifications, Student Services & Progress (SIP-11-03)

<b>Business Process</b>	Parent Notifications, Student Services & Progress (SIP-11-03)				
<b>Description</b>	<p>A parent portal is a secure school website which provides parents and guardians (P/G) with a single access point, to stay informed and connected to school, to access services online and receive important information about their child(ren).</p> <p>Once the P/G has access to the portal, and the student mandatory information has been added successfully to the P/G account, a P/G gets electronic access to information associated to each student, such as:</p> <ul style="list-style-type: none"> <li>- Online forms</li> <li>- School-based alerts and information</li> <li>- Student activities and events</li> <li>- Real time absence reporting</li> <li>- Up-to-date busing information</li> <li>- Online registration</li> <li>- Current and historic elementary report card information</li> <li>- Secondary school credit history and diploma status</li> <li>- Online payments (school fees and fundraisers)</li> </ul>				
<b>Trigger Event</b>	P/G needs to access student important information and stay connected to school.				
<b>Roles</b>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 15%;"></th> <th style="text-align: center;">Name</th> </tr> </thead> <tbody> <tr> <td></td> <td>P/G, Parent Portal Administrator, School Office Secretary</td> </tr> </tbody> </table>		Name		P/G, Parent Portal Administrator, School Office Secretary
	Name				
	P/G, Parent Portal Administrator, School Office Secretary				
<b>Preconditions</b>	<ul style="list-style-type: none"> <li>- Student must have an active record in the SIS</li> <li>- P/G must have access to internet, and an electronic device to connect to the portal</li> <li>- P/G must have valid credentials (username and password) to login</li> <li>- Student must be added to the P/G portal account</li> </ul>				
<b>Post conditions (Expected Outcome)</b>	P/G has access to the student information via Parent Portal from any computer, smartphone, internet browser and/or tablets.				
<b>Documents</b>	Online instructions on how to use the Parent Portal.				
<b>Business Rules</b>	If P/G has valid credentials to the Parent Portal, and the student has been added successfully to the P/G account, electronic information associated to each student must be available.				

<b>Business Process</b>		Parent Notifications, Student Services & Progress (SIP-11-03)	
<b>Cross References to other Processes</b>	<b>Process Reference</b>	<b>Process Name</b>	
	SIP-11-01 SIP-11-02	Create Parent Portal Account Add Student to an Account	
<b>Scenarios</b>			
Normal Scenario			
<b>Steps</b>			
1	P/G logs in with secure username and password to the parent portal.		
2	P/G accesses the portal to see school notifications.		
3	P/G must be able to see real-time student absences.		
4	P/G must be able to see real-time updates from the Transportation company.		
4	P/G must be able to access student information (Report Cards, online forms, online fee payments)		
5	This process ends.		
<b>Alternative Scenarios:</b>			
<b>Step 3: A3.1 P/G cannot see the student information on the portal.</b>			
A3.1.1	P/G calls the school main office to ask for more information.		
A3.1.2	P/G will wait for notifications.		
A3.1.3	Go to step 1.		
<b>Exception Scenarios:</b>			
<b>E1: P/G forgot password.</b>			
E1.1	P/G emails to Administrator to reset the password.		
E1.2	Administrator emails back with instructions for password reset.		
E1.3	Go to step 1.		

### Parent Notifications, Student Services & Progress (SIP-11-03)



## 2.9. SIF-14 Administration & Security

### 2.9.1. SIS Access Management (SIP-14-01)

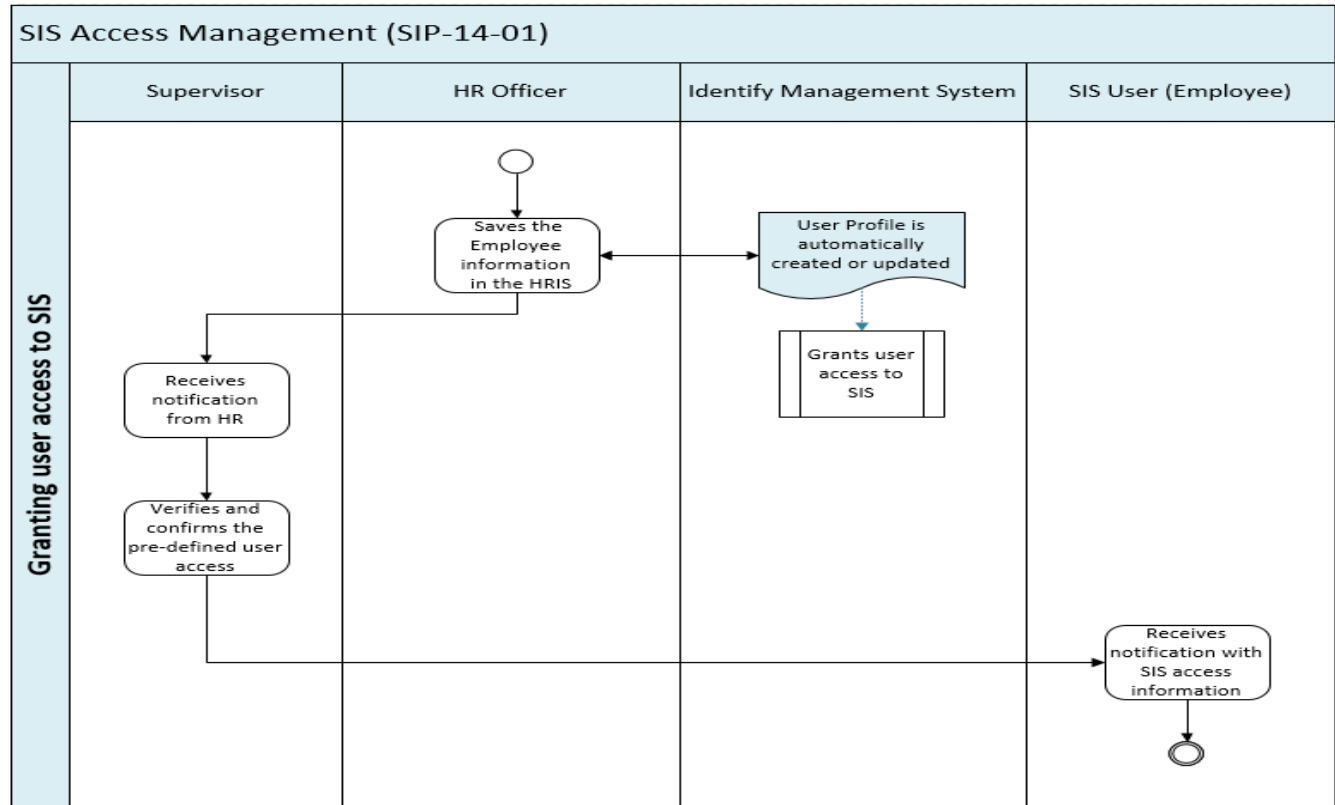
<b>Business Process</b>	Administration & Security Business Processes (SIP-14-01)	
<b>Description</b>	<p>SIS Access Management is the process that is monitoring the security and user access to the SIS, in order to ensure protection of the student identity information. Based on each user's job title and location, different data can be accessed by different users, and roles are granted for each user group. Either the access is on-site or remotely, the SIS data must be secure along with other internal and external integrated applications. Also, based on the regional auditors' recommendations, each district school board (DSB) is required to perform and complete annually, the SIS user account reviews. This recommended procedure will ensure system security, align each school board internal process with regional policies, and mitigate risk.</p>	
<b>Trigger Event</b>	<ul style="list-style-type: none"> <li>- New SIS user</li> <li>- SIS user changes the job and/or location</li> <li>- SIS user leaves the district school board (DSB)</li> <li>- Annual SIS user account review</li> </ul>	
<b>Roles</b>	<b>Name</b>	
	HR Officer, Supervisor (Principal/Superintendent of Education/SIS Dev Team Lead /SIS Help Desk team Lead), IT Security Administrator	
<b>Preconditions</b>	User's information released by HR Officer Up to date user profile in the Identity Management System.	
<b>Post conditions (Expected Outcome)</b>	User is granted or revoked the SIS access based on their job title, location, effective start and end date, user group, security group.	
<b>Documents</b>	<ul style="list-style-type: none"> <li>- HR information with employee's name and number, job title, location and start &amp; end date</li> <li>- Approved Security forms (electronic or hardcopy)</li> <li>- Automated provisioning, deprovisioning and synchronization of users' security groups with the Identity Management System (where applicable).</li> </ul>	
<b>Business Rules</b>	Manage SIS user account provisioning and deprovisioning for each user.	
<b>Cross References to other Processes</b>	<b>Process Reference</b>	<b>Process Name</b>
<b>Scenarios</b>		

<b>Business Process</b>		Administration & Security Business Processes (SIP-14-01)
Normal Scenario		
<b>Steps</b>		
1	A <i>User profile</i> record will be automatically created in the Identity Management System (e.g., Active Directory) once the user’s information is saved in the HRIS (Human Resources Information System).	
2	The user is authenticated and granted automatically the roles required to access the SIS. <b>Note:</b> Once the Identity Management System is updated with the user’s profile information from HR Department (employee’s name and number, job title, position, location, user group, security group, start & end date), then the user is authenticated and granted or revoked the SIS access automatically.	
3	After the user is setup in the HRIS and Identity Management System, the HR Officer notifies the Supervisor.	
4	The Supervisor verifies and confirms the pre-defined user access based on the user profile.	
5	The Supervisor will notify the new user that access to the SIS is granted.	
6	This process ends.	
<b>Alternative Scenarios:</b>		
<b>A1: SIS leaves the current location and moves to another location on a different job or same job.</b>		
A1.1	The current Supervisor notifies the HR department.	
A1.2	The HR Officer updates the employee information in the HRIS. A new security group is assigned.	
A1.3	Identity Management System is updated with the latest <i>User profile</i> information and automatically revokes the SIS user access from the current location, and grants the SIS user access for the new location.	
A1.4	Go to step 3.	
<b>A2: SIS user needs to have modified access to the SIS account at the same location.</b>		
A2.1	The Supervisor sends the request to the IT Security Administrator.	
A2.2	The IT Security Administrator receives the request and ensures that the level of access is accurate.	
A2.3	The IT Security Administrator then modifies the SIS access for that user, at the same location.	
A2.4	The IT Security Administrator notifies the Supervisor.	

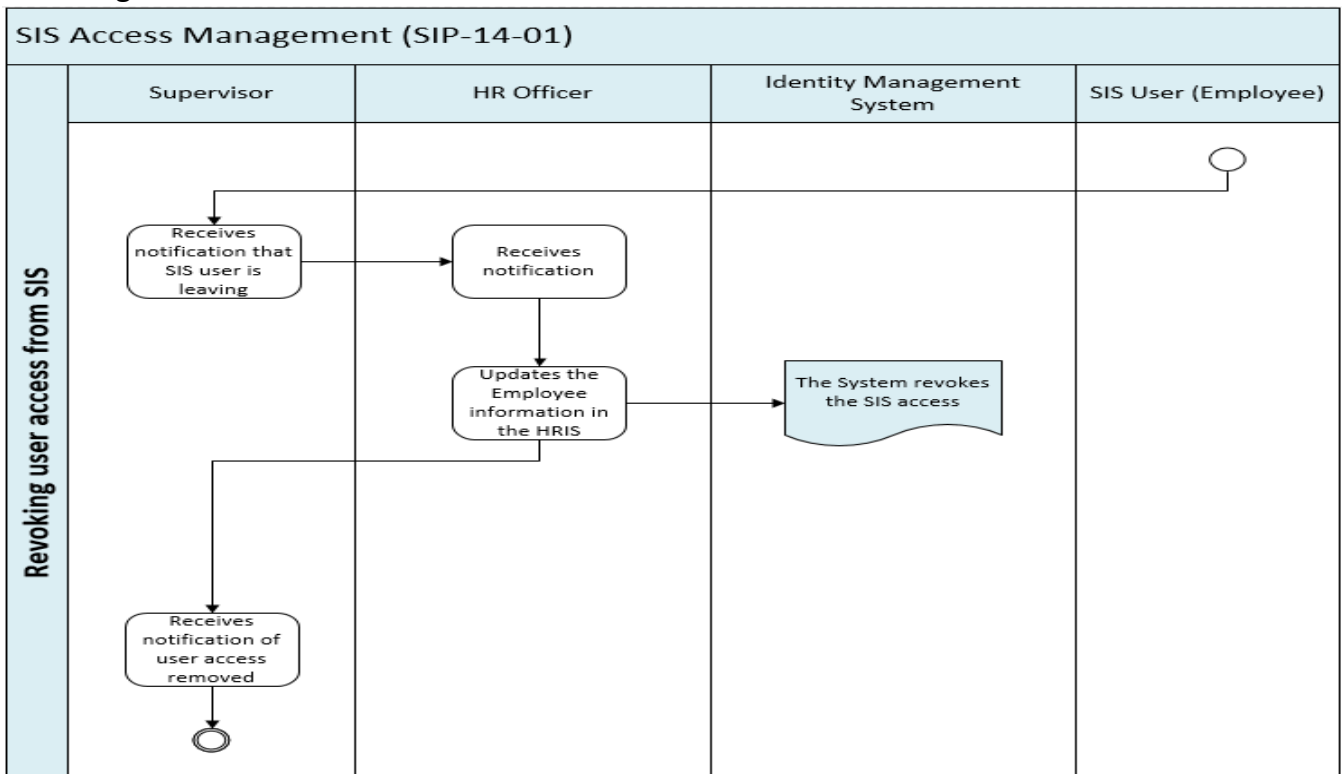
<b>Business Process</b>		Administration & Security Business Processes (SIP-14-01)
A2.5	Go to step 4.	
<b>Exception Scenarios:</b>		
<b>E1: SIS user leaves the DSB permanently (e.g., retirement or found a new job outside the DSB)</b>		
E1.1	The Supervisor notifies the HR department.	
E1.2	The HR Officer updates the employee information in the HRIS.	
E1.3	Identity Management System is updated and revokes the SIS access, deletes the SIS account as well as the Active Directory account.	
E1.4	The HR Officer notifies the Supervisor.	
E1.5	Go to Step 6.	
<b>E2: SIS user leaves the DSB temporarily (e.g., going on maternity or prolonged sick leave), the SIS access is removed until their return.</b>		
E2.1	The Supervisor notifies the HR department.	
E2.2	The HR Officer updates the employee information in the HRIS.	
E2.3	Identity Management System is updated and the SIS access is removed, and the SIS account is disabled until their return.	
E2.4	Go to step 3.	
<b>E3: Annual SIS user account review</b>		
<b>E3.1 SIS User Account is accurate</b>		
E3.1.1	The IT Security Administrator sends notification to the Supervisor for Annual Review of SIS user access.	
E3.1.2	The Supervisor must review each SIS user access at their location.	
E3.1.3	When Annual Review for all SIS users is accurate and complete, the Supervisor must Sign-Off.	
E3.1.4	The Supervisor sends notification to the IT Security Administrator that SIS user access Annual Review is complete.	
E3.1.5	This process ends.	
<b>E3.2 SIS User Account is not accurate</b>		

Business Process		Administration & Security Business Processes (SIP-14-01)
E3.2.1	The IT Security Administrator sends notification for Annual Review SIS user access.	
E3.2.2	The Supervisor must review each SIS user access at their location.	
E3.2.3	The SIS user access is not accurate.	
E3.2.4	The Supervisor sends request to the IT Security Administrator, to review and update the SIS user access.	
E3.2.5	The IT Security Administrator review and update the SIS User access.	
E3.2.6	The IT Security Administrator sends notification that SIS user access is updated.	
E3.2.7	The Supervisor must check again the SIS User access.	
E3.2.8	When the SIS user list is complete, the Annual Review of SIS User Access at that locations signed	
E3.2.9	This process ends.	

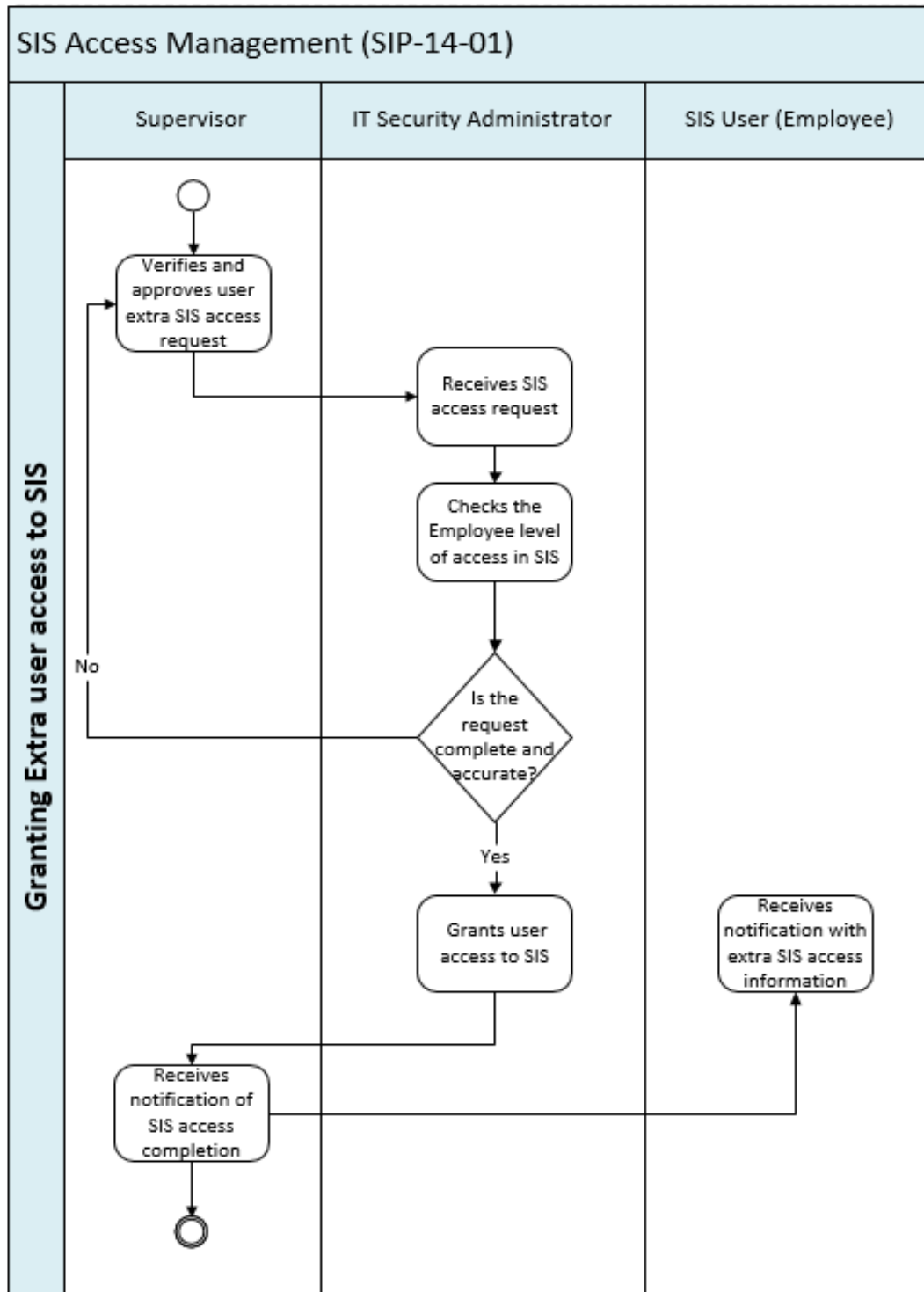
### Granting user access to the SIS



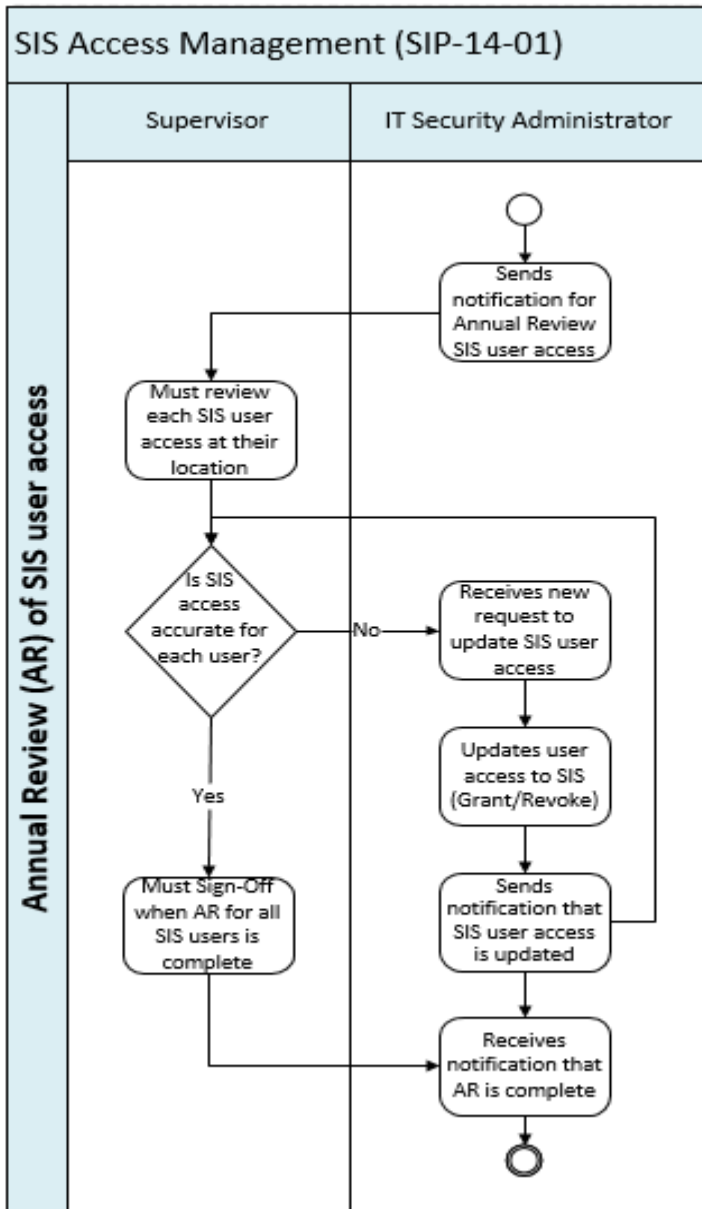
### Revoking user access from the SIS



Granting user Extra access to the SIS



Annual Review (AR) of SIS user access



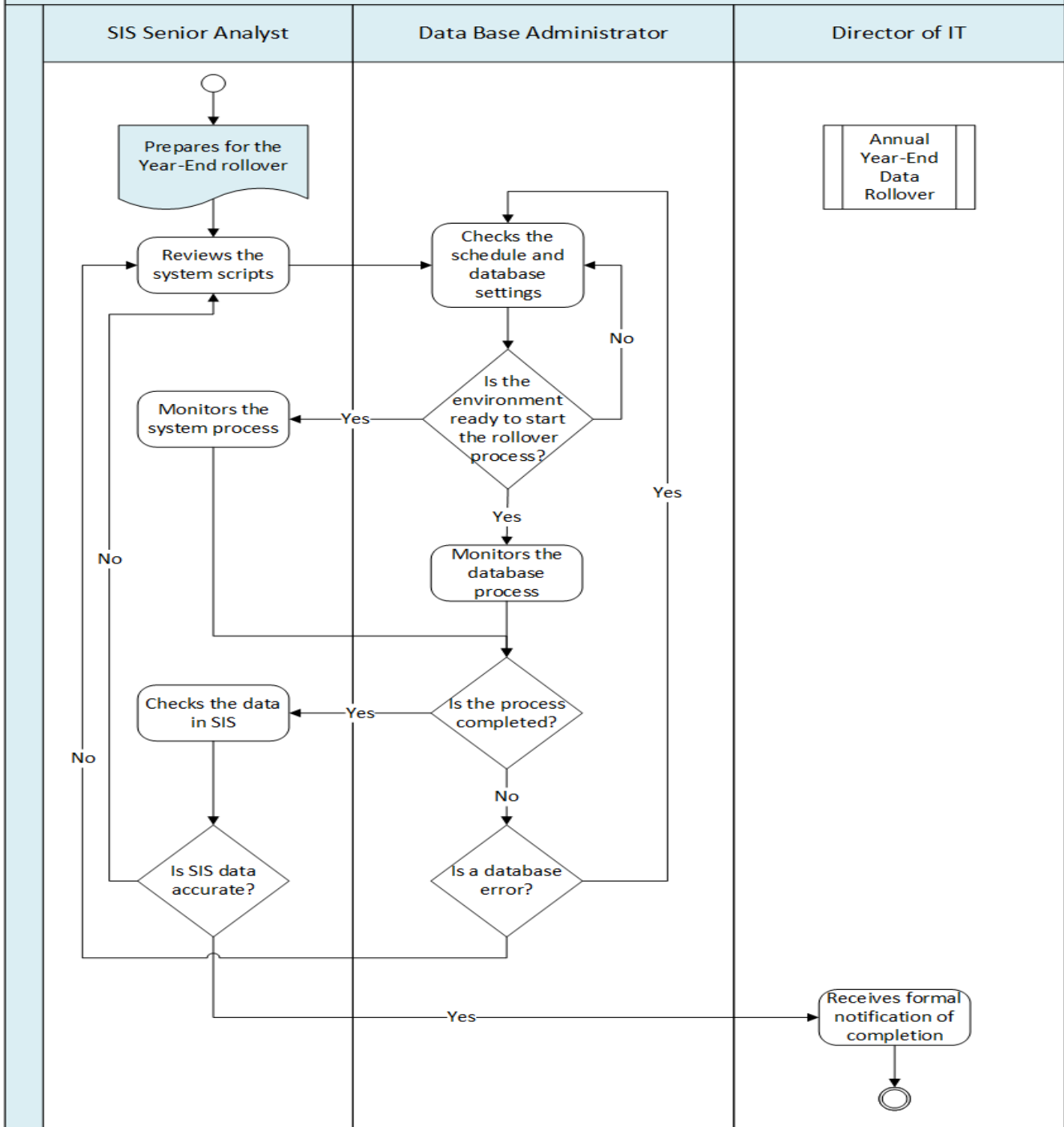
### 2.9.2. Year-End Rollover (SIP-14-02)

<b>Business Process</b>	Year-End Rollover (SIP-14-02)	
<b>Description</b>	<p>Year-End Rollover is the process when all student records are moved from the current school year to the next school year in the SIS, and when the homeroom teacher, classmates and homeroom are assigned to each active student for the next school year. Although the process itself is run in the background, there is a lot of calculation where student data is updated and copied to the next school year.</p> <p>The Year-end rollover involves data like: Student Admission/Transfers/Withdrawals; OSR Management; Transportation; Add/Maintain Student Enrolment; Course Information; Master Schedule Configuration; Student Course Selection; Student Scheduler (Student Timetable); Transcripts; Special Education Information; Specialized Programs; Students Incidents; updates to 3<sup>rd</sup> party integrated applications.</p>	
<b>Trigger Event</b>	Elementary and Secondary student transition from one grade to the next; Scheduled date for 'Year-End Rollover' has been reached.	
<b>Roles</b>	<b>Name</b>	
	SIS Senior Analyst, DBA, Director of IT	
<b>Preconditions</b>	Student's information is up-to-date and saved in the SIS. The Year-End rollover scripts will take in the consideration as well the student movement from elementary to secondary school and those students who graduate high school and leave the school board.	
<b>Post conditions (Expected Outcome)</b>	Student records are moved to the next school year, based on each student profile.	
<b>Documents</b>	Scheduled cron-job; Updated database scripts for Year-End rollover.	
<b>Business Rules</b>	<p>After the end of each school year, the student data must be rolled over to next school year.</p> <p>The major components that include student data that needs to be rolled over, are referenced in the processes below.</p>	
<b>Cross References</b>	<b>Process Reference</b>	<b>Process Name</b>

Business Process		Year-End Rollover (SIP-14-02)
<b>to other Processes</b>	SIP-02-03	Student Transfers / Withdrawals
	SIP-02-04	OSR Management
	SIP-02-05	International Student Registration
	SIP-02-06	Student Online Registration
	SIP-02-07	Student Transportation Consortium
	SIP-03-04	Long-Term Absence Management
	SIP-04-01	Add/Maintain Student Enrolment
	SIP-04-03	Master Schedule Configuration
	SIP-04-04	Student Course Selection
	SIP-04-05	Student Scheduler (Student Timetable)
	SIP-05-01	Online Learning Setup
	SIP-05-02	In Class Learning Setup
	SIP-06-03	Transcripts
	SIP-07-02	Non-Identified Students
	SIP-07-03	IPRC Management
SIP-08-01	Specialized Program Registration & Tracking	
SIP-09-01	Manage Student Incidents	
SIP-12-01	3 <sup>rd</sup> Party Applications	
<b>Scenarios</b>		
Normal Scenario		
<b>Steps</b>		
1	The SIS Senior Analyst prepares the Year-End rollover application scripts.	
2	The SIS Senior Analyst checks with the DBA if there are no other big database jobs running in the same time when the Year-End procedure is scheduled to run.	
3	The SIS Senior Analyst starts and monitors the process, and checks for system errors.	
4	The DBA monitors if the database job is running as planned.	
5	When the process is successfully over, the system should show a message of completion on the screen.	
6	After the process is completed successfully, the SIS System Analyst checks randomly in SIS if data looks ok (e.g., school year is correct, no screen errors are coming up when query student and school data).	
7	The SIS Senior Analyst reports to the Director of IT that the process is completed successfully. The process ends.	
8	This process ends.	

<b>Business Process</b>	Year-End Rollover (SIP-14-02)
<b>Alternative Scenarios: N/A</b>	
<b>Exception Scenarios:</b>	
<b>Step 3: E3.1 The Year-End rollover system procedure (script) requires correction.</b>	
E3.1.1	An alert should be displayed on the screen with the type of error identified during the rollover process.
E3.1.2	The DBA must stop the procedure on the database.
E3.1.3	The SIS Senior Analyst investigates where the coding issue is and fixes it.
E3.1.4	Go to Step 2.
<b>Step 4: E4.1 The database settings require improvements (table index, triggers, memory/disk space).</b>	
E4.1.1	A database alert should be displayed on the screen with the type of error.
E4.1.2	The DBA must stop the procedure on the database.
E4.1.3	The DBA investigates where the database issue is and fix it.
E4.1.4	The DBA notifies the SIS Senior Analyst that the database is all setup.
E4.1.5	Go to Step 3.
<b>Step 6: E6.1 The process is complete, but the data check after completion is not accurate.</b>	
E6.1.1	The SIS Senior Analyst must review and fix the system script.
E6.1.2	The SIS Senior Analyst notifies the DBA that the Year-End rollover process must be run again.
E6.1.3	Go to Step 2.

### Year-End Rollover (SIP-14-02)







COSBO (Council of Senior Business Officials)



# **Student Information System Reference Architecture for Ontario District School Boards (SIS RA)**

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## ***Part 3 - Interface Data Requirements Document (Conceptual)***



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## Document overview

This document has two sections, and it describes the conceptual SIS Reference Architecture Interface Data Requirements. The first section introduces the SIS Reference Architecture, along with the purpose and scope of this document.

The second section describes the contextual model of the future SIS Solution Interfaces with other systems. It provides high level descriptions of the interface data exchanges between the future SIS Solution and other systems.

## 1. Introduction

ECNO (Education Computing Network of Ontario) working in conjunction with the Ontario Ministry of Education and OASBO (Ontario Association of School Business Officials) representatives undertakes the development of the **Student Information System Reference Architecture**. This reference architecture will provide guidance on the implementation of standardised processes and application interfaces. Additionally, this standardised reference architecture will be a reference that can lead the expectations of a horizontal, sector-wide approach versus local, disparate undertakings.

### 1.1 Purpose

The purpose of this document is to provide an overview of the conceptual interface data requirements for the SIS Reference Architecture Project pertaining to interactions between the future SIS Solution and various information providers and receivers which the future SIS Solution may interact with. The intent for the conceptual interfaces is to outline the general understanding of the information being exchanged with various partners.

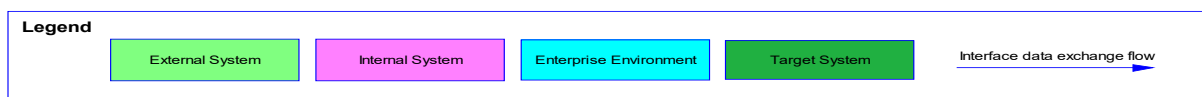
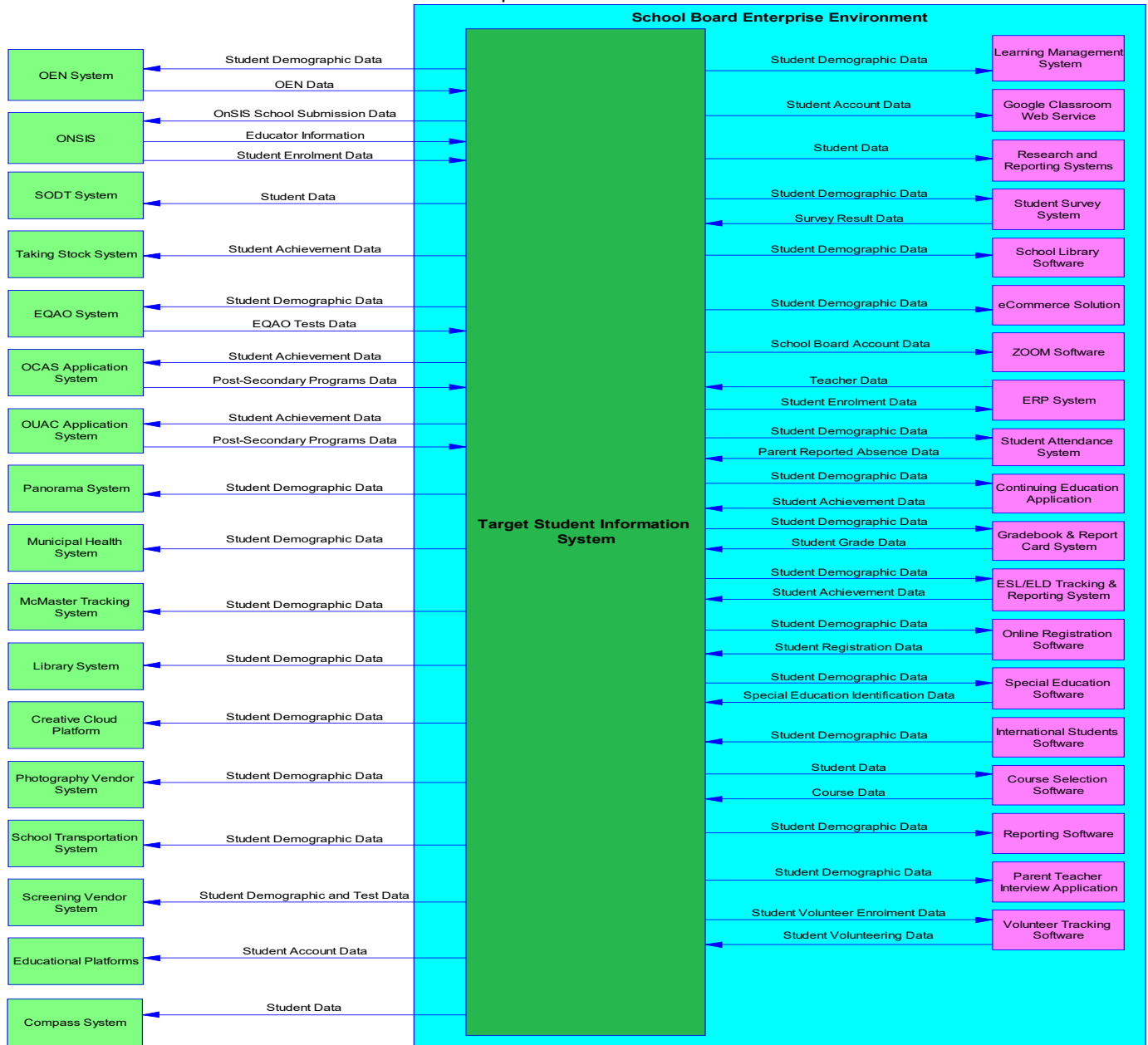
### 1.2 Scope

The interface data requirements described in this document cover the broad spectrum of data interfaces at the conceptual level for interactions between the future SIS Solution and identified participants which can be involved in data exchange with the SIS Solution. The project team made reasonable assumptions on the existence of partner organization's application systems. In some cases, the reference to the partner organizations is generalized due to the broad verity of participating organizations providing similar services.

## 2. SIS Solution Interfaces

### 1.3 Data Exchange Overview Diagram

The Data Exchange Overview Diagram provides a high-level generic picture of the data exchange flows between the future SIS Solution and identified information providers and receivers.



### 1.4 Data Flow Specification

Data Flow Name	Partner Organization Name	Purpose	Data Sender	Data Receiver	Information Resource Name	Frequency	Comment
OEN Registration Data	Ministry of Education	To provide the Ministry student demographic data, including any existing OEN, for student tracking.	Student Information System	OEN System (Ontario Education Number)	Student demographic information	Monthly	
OEN Data	Ministry of Education	To receive OEN for any new students and confirm OEN for existing students.	OEN System (Ontario Education Number)	Student Information System	OEN for new students	Monthly	
OnSIS School Submission Data	Ministry of Education	OnSIS school submissions provide the Ministry a complete picture of the Board, our schools, educators and student population and achievement.	Student Information System	OnSIS (Ontario School Information System)	Board data, School data, Student demographics, Course class information, educator information, student achievement and enrolment information, Child Care data and Diploma Request data. Student enrolment information encompasses special education, second language, SHSM, course/class enrolment, attendance, achievement, diploma, PLAR, Continuing Education and other special programs.	4 times per year (March, June, August, October)	

Data Flow Name	Partner Organization Name	Purpose	Data Sender	Data Receiver	Information Resource Name	Frequency	Comment
Student Enrolment Data	Ministry of Education	To provide student current and projected student enrolment data	Student Information System	OnSIS (Ontario School Information System)	Student enrolment information	4 times per year (March, June, August, October)	
Educator Information	Ministry of Education	School boards are able to retrieve OnSIS references file from the OnSIS application at the beginning of the submission periods to assist with their reporting cycle.	Student Information System	OnSIS (Ontario School Information System)	Educator and class information.	4 times per year (March, June, August, October)	
SODT Student Reporting	Ministry of Education	For reporting to Ministry of Education, any requested data, outside of OnSIS reporting, to support specialized projects.	Student Information System	SODT System (Secure Online Data Transfer)	Any requested student data	As required	
Taking Stock Reporting	Ministry of Education	Reporting of student achievement for all students in grades 7-12 and identifying students at risk.	Student Information System	Taking Stock System	Student achievement, including credit accumulation and absence data	once per year	
EQAO Registration	Ministry of Education - Education Quality & Accountability Office (EQAO)	Grade 3,6,9 and 10 students who will be writing the EQAO tests.	Student Information System	EQAO System	Student demographic and class data	Spring & Winter	
EQAO Tests Data	Ministry of Education - Education Quality & Accountability Office (EQAO)	To receive Individual, school and board results of EQAO tests are returned to boards.	EQAO System	Student Information System	Individual, school and board results of EQAO tests are returned to boards.	Spring & Winter	

Data Flow Name	Partner Organization Name	Purpose	Data Sender	Data Receiver	Information Resource Name	Frequency	Comment
OCAS Programs Data	Ontario College's Application Service (OCAS)	To provide information on the programs available to students.	OCAS Application System	Student Information System	Post secondary programs and program requirements.	November, February, April, July & August	
OCAS Application Data	Ontario College's Application Service (OCAS)	To provide the transcript information for students who are applying for colleges.	Student Information System	OCAS Application System	Student achievement and transcript information	November, February, April, July & August	
OUAC Programs Data	Ontario University's Application Centre (OUAC)	To provide information on the programs available to students.	OUAC Application System	Student Information System	Post secondary programs and program requirements.	November, February, April, July & August	
OUAC Application Data	Ontario University's Application Centre (OUAC)	To provide the transcript information for students who are applying for university.	Student Information System	OUAC Application System	Student achievement and transcript information	November, February, April, July & August	
Student Provincial Health Tracking	Ministry of Health	To provide health and absence information for tracking and trending purposes.	Student Information System	Panorama System	Student demographic, class information, absence summary	Monthly	
Student Municipal Health Tracking	Municipal Public Health Organizations	To provide health information for tracking and trending purposes.	Student Information System	Municipal Health System	Student demographic and class information	Daily	
University Research Data	McMaster Early Development Institute	To provide demographic information on Kindergarten students in specified regions, sent for inclusion in Early Childhood Development research.	Student Information System	McMaster Tracking System	Student demographic	As required	

Data Flow Name	Partner Organization Name	Purpose	Data Sender	Data Receiver	Information Resource Name	Frequency	Comment
Municipal Library Account Data	Municipal Library (shared-use libraries)	Student demographic information is provided for account purposes to allow students to access library resources.	Student Information System	Library System	Student demographic	Monthly	
Design Registration Data	School Board	Student demographic information is provided for account purposes to allow student to access application.	Student Information System	Graphic Design Tools (e.g. Adobe Creative Cloud Platform)	Student demographic	As required	
Student Photography Data	Various Photography Vendors	To allow photography vendors to take student photos for school purposes	Student Information System	Photography Vendor System	Student demographic, school, class	As required	
Student Transportation Data	Various Transportation Consortia	Facilitates the planning of bus routes for students who live in transportation zones and students who are eligible for special transportation.	Student Information System	School Transportation System (e.g. BusPlanner)	Student demographic information	Daily	
Student Gifted Screening Data	Gifted Student Screening Vendors	Used to submit student information to the testing facilities to allow for gifted screen for special education purposes.	Student Information System	Screening Vendor System	Student demographic, Gifted Screening Tests (e.g. Canadian Cognitive Ability Test)	As required	
Student Platform Accounts	Education Content Vendors	Student account information is provided for setting up the accounts.	Student Information System	Educational Platforms (e.g. Raz-Kids, DreamBox, TVO Mathify)	Student account, student name	As required	
Student Warehouse Data	Compass for Success	Submission of student data to support data warehousing and reporting and analysis of student data.	Student Information System	Compass System	Student demographic, registration, enrolment and achievement	Daily	
Student LMS Assignments	School Boards	To allow teachers to create online classrooms for their assigned students.	Student Information System	Learning Management System (LMS) (e.g. Brightspace)	Student demographic and class information	Daily	

Data Flow Name	Partner Organization Name	Purpose	Data Sender	Data Receiver	Information Resource Name	Frequency	Comment
				LMS)			
Student Virtual Classroom Assignments	School Boards	Student demographic information is provided for account purposes. Teacher and class information is used to create online classrooms.	Student Information System	Virtual Classroom System (e.g. Google Classroom)	Student account information, class information, teacher information	Daily	
Research Department Data Extract	School Board Research Department	Internally the Board's Research department pulls data from the SIS for multiple purposes including pattern analysis, forecasting or trend analysis.	Student Information System	Research and Reporting Systems	Student demographic, student achievement, student attendance, registration, enrolment, Programs, Special Education information	As required	
Student Survey Result Data	School Board Departments	Results of student surveys are analyzed to build student engagement and improve student achievement and well being.	Student Survey System(e.g. Qualtrics)	Student Information System	Student survey results	As required	
Student Survey Data	School Board Departments	Student demographic information is provided for account purposes.	Student Information System	Student Survey System(e.g. Qualtrics)	Student demographics and questions	As required	
Student Enrolment Reporting	School Board	Reporting of student enrolment to facilitate EFIS reporting cycles	Student Information System	ERP System / Finance	Student enrolment	As required	
Teacher Assignment Data	School Board	Teachers, with their assignments are imported into the SIS from the HR system to be matched with their schools.	ERP System / Human Resources	Student Information System	Teachers(FTE) assignments	Daily	
Student School Library Data	School Library	Populates each school's Library system allowing students to utilize school library resources	Student Information System	School Library Software (e.g. Insignia, Symphony)	student demographic and class information	Daily	

Data Flow Name	Partner Organization Name	Purpose	Data Sender	Data Receiver	Information Resource Name	Frequency	Comment
Student eCommerce Demographic Data	School Office	Student demographic information is provided for account purposes.	Student Information System	eCommerce Solution (e.g. School Cash Online)	Student demographic information	Daily	
School Board Account Data	School Office	Staff and Student Board Account information to access the service.	Student Information System	Videoconference System (e.g. ZOOM Software)	Board account information	Daily	
Parent Reported Absence Data	School Office	Information captured from parent/guardian about the student's absence is recorded in the SIS.	Student Attendance System (e.g. School Messenger by Intrado Corporation)	Student Information System	Parent reported absence information	Every 15 minutes	Should be deprecated in the future. This feature should be part of the core SIS functionality.
Student Daily Attendance Data	School Office	The list of students and their daily school attendance is sent to the notification system to be sent out to the parents/guardians.	Student Information System	Student Attendance System (e.g. School Messenger by Intrado Corporation)	Student demographic and class information	Every 5 minutes	Should be deprecated in the future. This feature should be part of the core SIS functionality.
ConEd Achievement Data	Continuing Education (ConEd) Office	Enables reporting of the Continuing Education data to OnSIS	Continuing Education Application	Student Information System	Student achievement	Daily	Should be deprecated in the future. This feature should be part of the core SIS functionality.
ConEd Demographic Data	Continuing Education Office	The list of students and classes is sent to the Continuing Education module for the teachers to manage their classes.	Student Information System	Continuing Education Application	Student demographic and class information	Daily	Should be deprecated in the future. This feature should be part of the core SIS functionality.

Data Flow Name	Partner Organization Name	Purpose	Data Sender	Data Receiver	Information Resource Name	Frequency	Comment
Student Grade Data	Classroom teachers	The Report Card marks and comments is imported back into the SIS.	Gradebook & Report Card System	Student Information System	Student grades and comments	Daily	Should be deprecated in the future. This feature should be part of the core SIS functionality.
Student Gradebook Demographic Data	Classroom teachers	Supports teachers in creating their classrooms by allowing them to assign assignments & grades to students in their classes. A report card is generated at the mid- and end of term.	Student Information System	Gradebook & Report Card System	Student demographic and class information	Daily	Should be deprecated in the future. This feature should be part of the core SIS functionality.
ELD Tracking Data	English Language Development (ELD) staff	Importing the ESL/ELD data back into the Student Information System to enable reporting back to OnSIS.	ESL/ELD Tracking & Reporting System	Student Information System	Student achievement	Daily	Should be deprecated in the future. This feature should be part of the core SIS functionality.
ELL Demographic Data	English Language Development (ELD) staff	Enables the system for teachers to record and track ESL/ELD students	Student Information System	ESL/ELD Tracking & Reporting System	Student demographic	Daily	Should be deprecated in the future. This feature should be part of the core SIS functionality.
Student Enrolment Planning	School Board Planning Department	Student enrolment numbers are sent to the Planning department to assist with forecasting, boundaries and school allocations.	Student Information System	ERP System / Facility (e.g. SPSPlus by Paradigm Shift Technology Group)	Student enrolment	As required	Should be deprecated in the future. This feature should be part of the core SIS functionality.

Data Flow Name	Partner Organization Name	Purpose	Data Sender	Data Receiver	Information Resource Name	Frequency	Comment
Student Registration Data	School Office	The registration data for the student is loaded back into the SIS.	Online Registration Software (including Special Programs)	Student Information System	Student registration/selection information	Daily	Should be deprecated in the future. This feature should be part of the core SIS functionality.
Student Registration Demographic Data	School Office	Student demographic information is provided for account purposes.	Student Information System	Online Registration Software (including Special Programs)	Student demographic	Daily	Should be deprecated in the future. This feature should be part of the core SIS functionality.
Special Education Identification Data	Special Education Department	Key special education indicators required for OnSIS reporting are returned from the Special Education software and tracked in the SIS.	Special Education Software	Student Information System	Special education identification information	Daily	Should be deprecated in the future. This feature should be part of the core SIS functionality.
Special Education Demographic Data	Special Education Department	Student demographic information is provided to allow the system to track special education information on any board students.	Student Information System	Special Education Software	Student demographic	Daily	Should be deprecated in the future. This feature should be part of the core SIS functionality.
International Student Registration Data	International Programs Department	Enables the system for staff to record and track International students	International Students Software (e.g. True North)	Student Information System	Student demographic and registration	Daily	Should be deprecated in the future. This feature should be part of the core SIS functionality.

Data Flow Name	Partner Organization Name	Purpose	Data Sender	Data Receiver	Information Resource Name	Frequency	Comment
Course Selection Student Data Load	School Office	To allow students to view their course history and completed programs.	Student Information System	Course Selection Software (e.g. MyBluePrint, Xello)	Student demographic, student achievement, student transcript, SHSM program and certificates, course selection	3 times per week	Should be deprecated in the future. This feature should be part of the core SIS functionality.
Course Selection Student Choices	School Office	To import the student's chosen course options for the upcoming semester.	Course Selection Software (e.g. MyBluePrint, Xello)	Student Information System	Course information	3 times per week	Should be deprecated in the future. This feature should be part of the core SIS functionality.
Student Reporting	School and Board Offices	To facilitate utilization of the student data to create customized forms and reports.	Student Information System	Reporting Software (e.g. Clevr Software)	Student demographic, school, class	Daily plus real time	Should be deprecated in the future. This feature should be part of the core SIS functionality.
Parent Teacher Interview Data	Classroom teachers	To allow parents online access to their student's teachers interview schedule.	Student Information System	Parent Teacher Interview Application	Student demographic	Daily	Should be deprecated in the future. This feature should be part of the core SIS functionality.
Student Volunteer Enrolment Data	Guidance Department	To provide the secondary students who will be tracking their volunteer hours as per their secondary graduation requirements.	Student Information System	Volunteer Tracking Software (e.g. HourRepublic)	Student demographic	Daily + weekly	Should be deprecated in the future. This feature should be part of the core SIS functionality.

Data Flow Name	Partner Organization Name	Purpose	Data Sender	Data Receiver	Information Resource Name	Frequency	Comment
Student Volunteering Data	Guidance Department	To collect and track student entered volunteer hours and activities	Volunteer Tracking Software (e.g. HourRepublic)	Student Information System	Student volunteer hours	Daily + weekly	Should be deprecated in the future. This feature should be part of the core SIS functionality.

### 3. Recommendations for Future Consideration

- Streamlined data exchange — Standardized data records applied across the broad suite of internal and external data providers and consumers, replacing application specific interfaces for the same data.
- Bulk uploading and system-to-system transfers — The Data Exchange supports School Boards and their partners to transfer information directly from their own systems through bulk uploading and system-to-system transfers.
- Promoting a partnership approach to data exchange — flexibility and cooperation to exchange data in multiple formats for different audiences, without burdening participating organisations with multiple data requests. This should take into consideration Open Standards, developed in a collaborative process, which can make data available to the partner organizations. Whenever applicable, established industry data exchange formats should be used.
- Support for Multiple Data Standards for Cloud based solutions — Enterprises today use advanced cloud-based technologies which can use completely different databases and/or data models than stove-piped applications. Enterprise data exchange framework should ensure that data stored in all forms and standards between cloud and non-cloud systems.
- Consider established data exchange products — The products should provide a comprehensive management and monitoring environment for exchanging and sharing data, they should support universal transformation for all data formats, including unstructured data, industry-standard data, and a number of proprietary formats. The products should simplify the process of connectivity, transactions, security, configuration and maintenance. By using the established products, an organization can achieve a controlled and secured data exchange environment and potentially reduce the cost of operations and automate the process.



COSBO (Council of Senior Business Officials)



# **Student Information System Reference Architecture for Ontario District School Boards (SIS RA)**

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## ***Part 4 – Architectural and Non-Functional Requirements***

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## 1. Introduction

### 1.1. Overview of this Document

This document specifies the service quality metrics of the DSB SIS IT Solution (referred as “solution” in the subsequent text).

It starts with the specifications of the scalability requirements in Section 2, which indicate the current and future user volumes, required response times, estimated number of system transactions, etc.

**Note:**

**Specific references to extended metadata elements such as volatility and volumetrics, are not contained in this document, as they depend on the size of each school board, the total number of users and local school board IT infrastructure.**

**Also, specific references to extended metadata elements such as data sensitivity and document retention, are not contained in this document. However, it is recommended that school boards follow current guidelines around data sensitivity (especially in an SAAS hosting environment where the vendor is responsible for security) and document retention periods (using PIM Toolkit and OPS GO-ITS standards as a guideline for best practices) and local school board policies.**

**It is also recommended that school boards follow FIPPA/MFIPPA as well as advice from the Information Privacy Commissioner.**

**Additional direction will be provided in a companion memo from ECNO/OECM to be released with the SIS Reference Architecture document that outlines best practices for boards when dealing with data sensitivity and document retention.**

Section 3 introduces service metrics for the system availability and recoverability: availability during regular business hours and maintenance periods, availability of the business and technical support teams, solution recovery time, etc.

Security requirements are elaborated in Section 4, which also includes the list of applicable OPS-IT security standards. Meeting these requirements are mandatory the applications in the Broader Public Sector organizations, including the School Boards.

Section 5 focuses on the interoperability and integrability requirements of the solution. These requirements are particularly significant for the DSB SIS IT systems, which will be composed of several IT products. These products must be able to interface with each other in a highly efficient way by using automated electronic services.

The quality level metrics for solution usability are explained in Section 6. These include the specifications of the client Web browsers that the solution *must* support, and general requirements about the quality of user interfaces, and the accessibility requirements, regulated by the Accessibility for Ontarians with Disabilities Act (AODA).



Section 7 further details the supportability requirements, such as quality of the user documentation and the speed of resolution of the incidents and defects. It also underlines the need of high configurability of the COTS products that will support the solution, which should be highly extensible and flexible to meet the specific functional and processing requirements of the individual DSB solutions.

Deployment requirements of these COTS products are specified in Section 8, and their integrity requirements in Section 9.

## 2. Scalability

### Business Objectives:

- A scalable platform/system that can support the current and future SIS user volumes.
  - Future consideration for integration achieved through API's and similar constructs.
  - Example: A mobile app that pulls data from the back-end SIS
- A scalable platform/system that provides acceptable response time for the current and future volumes of concurrent users, in the peak and regular time intervals.
- Ability to support the current and predicted business transaction volumes of the DSB SIS functions and processes.
  - Future consideration for the adoption of ML/AI based transaction processing/workflow automated solutions.

### System Design Targets:

#### *Impact of Background Processes*

- Background processes must be able to take place concurrently with all other activities with no user experience impact to system performance.
- Improved response time/turnaround time for enquires made by the senior School Board management, media and the Ministry.

#### *Server Utilization*

- For the cloud-based solution cloud elasticity and cloud resource scalability must be properly utilized to provide adequate performance.
  - Future consideration for auto-scaling to meet the demand curve on a real-time basis.
  - Example: RTT (Round Trip Time) processing as measured from a user perspective

#### *User Load\**

##### 1. Total users:

- Initial number of users: up to 400,000\*\*
- Growth rate of users: 1% per year

##### 2. Concurrent users\*\*\*

- Initial average number of concurrent users: 275,000 students and teachers
- Initial peak number of concurrent users\*\*\*\*: 10,000
- Growth rate of concurrent users: 1% per year

\* All metrics depend on the size of the School Board. Provided details are included as examples.

\*\* For example, Toronto DSB, including students, teachers and parents.

\*\*\* Users who are actively accessing system resources within the same period.

\*\*\*\* For example, students access the system to view grades, obtain transcripts, view timetables. Parents access the system to register their children in school.

#### *System Load*

- User Transaction a set of user interactions with the system aimed at fulfilling a specific user need. For example, take class attendance, or attend and online class.

Volumes :

- 20,000,000 transactions per year
  - 20,000,000 Electronic notifications generated by the system per year (transaction size ~ 5k)
- Growth rate: 1% per year.

- Target response times (per each system interaction):
  - 2500-5000 TPS (transactions per second) over a 5-minute period
- Data Scalability:
  - Initial 500GB (includes migration of legacy data)
  - Growth rate: 2% per year

Note: Systems must recognize that School Boards own their own data and must have documented and tested means to repatriate the data upon conclusion of the SIS contract. A schedule of testing the process every 2-3 years must be in place.

Audit logs are to be kept for 3 years and documents attached for 7 years.

Systems must follow School Board retention policies pertaining to all data types to determine retention period and disposition protocols.

#### *Error Logs*

- Initial: 0 GB
- Growth: Must be retained on a rolling 12-month basis

#### *Discussion:*

- The DSB SIS platform/system should support scalability by the load-balancing and clustering of servers in various tiers of the architecture. The platform/system's ability to scale up ensures that the background processes run concurrently with all other system activities with minimal impact to its performance, improves response time for various queries, keeps the individual server utilization within the target utilization, handles increased user and system loads, and manages data growth.
- The application architecture should support n-tier architecture by decomposing the application into the Access, Presentation, Application and Data Tiers. This type of architecture allows for the scalability at the individual tier level, which adds to the overall scalability of the solution.
- Regression and load testing should be done prior to go-live and for every major software revision and performance related bug fixes to validate system's capacity.
- The architecture needs to be extendible to accommodate additional components, channels and services.
- The solution should support error logging and provide reports on system's performance.

### 3. Availability and Recoverability

Business Objectives:

The solution needs to be available 99.90% of the time 24/7 for transaction processing

System Design Targets:

*Service Metrics*

The solution is required to be available 24/7:

- 99.90% of the time measured on yearly and monthly bases.
- Periodic maintenance windows to be scheduled outside normal business hours

*System Availability*

- The DSB SIS system is available 24/7 except for data-driven integration scheduled activities.
- The tolerance for the system being unavailable is 24 hours per occurrence, but not exceeding a total of 4 days per year.

*Support Availability*

- Business support resource availability is: 08:00 – 17:00 Mon-Fri (except statutory and government holidays)
- Time to assign an incident: 90% within one business day.
- Time to assign an incident to the operations team: 90% within 4 hours.
- Option to contract for additional support outside core hours to meet an unforeseen support need (Cybersecurity incidents, natural disasters, etc.)

*System Backups*

A system backup and recovery plan should provide protection against the loss of information to a maximum of 24 hours.

For SAAS systems, real-time replication between availability zones is required.

*Recoverability within the solution*

The solution must provide automated recovery from failures with minimal manual intervention.

*Data Restore*

Should a data restore be necessary, the expected outcome would be that the restore will be done from the most recent weekly full backup (the last recovery point and not up to the last transaction) plus the nightly incremental backups since the last full backup.

Service/Channel Name and Description	How Downtime is defined and measured
Internet	Users are not able to access their submission data

<p>Reliability under expected/routine loads and circumstances, including minor to moderate disruptions.</p>	<p>Max. Permissible Unplanned Downtime</p> <p>Per Day: N/A</p> <p>Per Week: N/A</p> <p>Per Month: N/A</p> <p>Per Year: 96 hours</p>
<p>For Disaster/Major Failure rated events.</p>	<p>Recovery Time Objective: Best Effort based on internal support availability according to collective agreements.</p> <p>Recovery Point Objective: 24 hours</p>
<p>Prior analysis</p>	<p><i>Threat Risk Availability Recommendation = Medium</i></p>
	<p><i>Business Impact Analysis Return to Operation Recommendation:</i> Business impact analysis (BIA) to be prepared.</p>
	<p><i>Business Impact Analysis Restore Point Objective Recommendation:</i> Business impact analysis (BIA) to be prepared.</p>
	<p><i>Was this Service/Channel identified as Critical? Yes</i></p>

## 4. Security

### Business Objectives:

- It is required that the solution comply with GO-ITS 25.x Security Standards (available on the Ontario.ca portal) that define the general security requirements for the protection of the integrity, confidentiality, and availability of the DSB networks and computer systems:
  - [GO-ITS 25.0 General Security Requirements](#)
  - [GO-ITS 25.1 Security Requirements for Routers and Switches](#)
  - [GO-ITS 25.5 Security Requirements for Wireless LANs](#)
  - [GO-ITS 25.6 Security Requirements for Firewalls](#)
  - [GO-ITS 25.7 Security Requirements for Remote Access Services](#)
  - [GO-ITS 25.8 Security Requirements for Servers](#)
  - [GO-ITS 25.10 Security Requirements for Mobile Devices](#)
  - [GO-ITS 25.11 Security Design Requirements](#)
  - [GO-ITS 25.12 Security Requirements for the Use of Cryptography](#)
  - [GO-ITS 25.13 Security Requirements for Web Applications](#)
  - [GO-ITS 25.18 Data Centre Physical Security Standards](#)
  - [GO-ITS 25.20 Disposal, Loss and Incident Reporting of Computerized Devices and Digital Storage Media](#)
  - [GO-ITS 25.21 Cloud First Principles and Security Requirements](#)
  - [GO-ITS 42 Security Requirements for Enterprise Vulnerability Management](#)

### Platform/System Design Targets:

Secure access to DSB SIS System will be provided via DSB Single Sign-On Portal for the user identification and authentication.

### *Audit Logs and Activity Trails (Breach Notification)*

- The solution must have the capability to implement audit mechanisms to monitor access.
- The solution must maintain comprehensive information on changes to common entities.
- The solution must create and maintain on several levels, audit trails showing who (user identity) made the change and when the change was made and the old and the new values (date and time) for the common entities in the solution.

### *Security Audit - Monitoring, Recording and Archiving*

- The solution must enable and support the functionality to monitor, record, and archive all administrative user access and appropriate corresponding activities within the user administration environment.
- The solution must display a generic error message to the user whenever an unsuccessful access attempt has occurred, regardless of the reason for the failed access attempt (for example: Access denied, You Have Insufficient Privileges to Perform This Action etc.).
- The Audit log data must remain fully searchable and reportable on an on-going basis.

### *Privacy Impact and Threat Risk Assessments*

- The SIS solution requires a Privacy Impact Assessment.
- Data sensitivity will be ranked and have the appropriate security and controls implemented relative to the type of data as per the Information Security and Privacy Classification policy.

- It is recommended boards deploy privacy impact and threat risk assessments provided by the Educational Computing Network of Ontario (ECNO) who have engaged a Regional Information Security Analyst (RISA) to provide security support and services for the member school boards in the Eastern Ontario Region.

#### *Identification, Authentication and Authorization*

- The solution must be capable of integrating with local school board authentication mechanisms.
- The solution must deliver, enable and support the functionality to create and manage user profiles. (Example; Active Directory, SAML)
- The solution must enable and support seamless security for all information. The solution must not request additional authentication when navigating between components (SIS applications or products).
- The solution must have the capability to uniquely identify all users and successfully authenticate them before access is granted to any functionality or data.
- Passwords must be managed and stored in a secure manner compliant with standard GO-ITS 25.0 in accordance with sections: 3.1.3 Password Management, 3.1.4 Password Requirements, 3.1.5 Password use and 3.1.6 Password change and maintenance.
- The solution must authenticate clients logging into the solution using appropriate credentials.
- The *school board* authentication mechanism:
  - Should include two factor authentication for broader public sector users
  - Must include Single Sign-On (SSO)
  - Must include role-based access
  - Must include data encryption
  - Ability to self-register for an identity
  - Ability to self-service password reset
  - Strong password enforcement

#### *Confidentiality*

- Medium sensitive information on any type of storage device must be encrypted when operationally feasible or stored as a hash (e.g. passwords).

#### *Auditing and Logging*

- Ensure system logging of all users and administrators. Log files should be kept for security auditing purposes.
- For the fields DSB wants to audit, these logs should capture:
  - Date and time,
  - Event;
  - Action taken;
  - Fields affected;
  - Previous and new values; and
  - Username.
- Automated backup procedures must also backup system activity logs.
- The audit and event logs must be kept for at least 1 year.

#### *Intrusion Prevention & Detection*

- Provisions must be made to prevent the deliberate or accidental introduction of viruses, worms,

spyware, etc. into the environment.

- The solution shall conform to system-wide security information management infrastructure as defined by GO-ITS 25.x standards to enable cross-correlation of information from various sources such as routers, switches, firewalls, and applications.
- Enterprise systems are vulnerable to threats from foreign countries. The solution must be geo-fenced to minimize access from foreign countries. Access can be provided to travelling staff by using a VPN.

#### *Flow Control Security Requirements*

- All communications traversing across security zones of control must pass through a flow control mechanism (e.g. firewall).

#### *Security Integration*

- The SIS System solution must be integrated with the common DSB identification authentication and authorization solution. (Example: Active Directory, SAML, etc.)

#### *Access Control*

- The SIS System solution must provide strong, robust and fine grain role-based access control (RBAC) to restrict application functionality and/or data to authorized individuals only as per GO-ITS 25.13 Security Requirements for Internet Web Applications.
- The SIS System solution must be able to support the segregation of duties based on the “need-to-know” principle.
- The SIS System solution must be able to archive audit logs for security auditing.
- The SIS System solution must be able to support the collection of log files for monitoring, audit and archive purpose.

#### *Environments*

- The solution must be capable of being deployed into a test environment prior to be deployed to production.
- The solution must be capable of being deployed into a training environment prior to be deployed to production
- The solution must be capable of being deployed into a pre-production environment prior to be deployed to production

#### *Security and Privacy Breach Protocol*

- The stakeholders will need to develop a Security and Privacy Breach protocol. The protocol must be followed in case of security and privacy breach.

## **5. Interoperability and Integrability**

#### Business Objectives:

- The SIS system solution may include several products. These products must be able to interface with each other to exchange necessary data via automated electronic services.
- The SIS system solution must be able to integrate and reuse the existing DSB products and solutions.

- The SIS System solution must be able to interact with external IT systems via Web Services or API.
- The solution should allow users the ability to import and export documents, and support hyperlinks to files containing photos, documents, Web pages, images, and videos. Wherever data importing and exporting is supported in the system, the solution should be able to export data to formats including but not limited to doc, .docx, .ppt, .pptx, .xls, .xlsx, .pdf, .htm, .html, .xml, .tiff, .png, and .jpg
- The solution should exclude the ability to upload executable code (Example: scripts, com, exe, etc.)
- The solution should support the exporting of the attribute tables for selected features in Comma Separated Value (CSV), and Microsoft Office such as but not limited to Excel.

#### System Design Targets:

- The solution must interoperate with the DSB IT infrastructure and IT Services.
- The solution *must* be 100% browser based.
- The solution must be Responsive and built to work properly on tablets, laptops, desktops, and phones.
- The solution architecture must be able to expose its functions via secure *API's* so that it can be easily integrated with the OPS applications and other external IT applications.
- The solution should utilize component-based design which facilitate reuse of and/or replacement of one component without impacting other components in the platform.
- The platform must be configurable to integrate any new application or system being added.
- The solution needs to be able to interface with the DSB Single Sign-on (SSO) solution.
- The solution needs to be able to integrate with the Postal Code Lookup applications (like Canada Post *AddressComplete*, Ministry of Ontario *PCLookup* and the like).
- The solution needs to be able to integrate with the on-line payment applications.
- The solution must interoperate with and make use of Simple Mail Transfer Protocol (SMTP) compliant e-mail systems.
- The solution needs to be able to interface with ONSIS, OEN, EQAO, EFIS, OCAS and OUAC external solutions via web-services.
- The solution should be able to consume services that combine data from multiple external services.
- The system should be highly configurable, to minimize the need to customize code or add code for implementing new or changes in business requirements.
- To facilitate addition of new components where necessary, the solution should facilitate integration with these components through web services or application programming interfaces (API).

## 6. Usability

### Business Objectives:

- The solution must support all current modern web browsers and *current* versions, including but not limited to:
  - Microsoft Edge
  - Google Chrome
  - Apple Safari
- The solution should adhere to the following general principles:

No.	Criteria	Description/Notes
1	Main UI Complexity	Anybody with basic computer skills should be able to initiate a session and use the application. Screens should not be overly cluttered. Information should be organized functionally with attention paid to the number of keystrokes and/or mouse clicks required to accomplish each activity.
2	Administration UI Complexity	Administrators are generally more technically advanced users and are therefore able to deal with a more complex interface and maintenance tasks. The interface should still be intuitive and minimize the risk of performing incorrect update of user maintenance or other configuration data.
3	Information complexity	Wherever possible the system should pre-fill or present only valid selections based on fixed lists or content of previously populated fields.
4	Support for keyboard and mouse users	It should support the use of standard user navigation techniques. The solution should follow an understandable and logical tab order so that keyboard users can easily navigate from field to field.
5	On-line help	Help should be provided at both a high (e.g. screen) and low (e.g. field) level.
6	AODA	The solution should have Web Content Accessibility Guidelines (WCAG) 2.0 Level AA compliance.

### System Design Targets:

#### *User Interface Look and Feel*

- The solution interface must follow standard GO-ITS 23.1 (Government of Ontario Public Web Standard).

#### *Official Language Support*

- The solution must be able to present information in English and French for internal and external users for the initial phase of the project and all subsequent phases.

#### *Accessibility for Ontarians with Disabilities Act (AODA)*

- Internet accessible components of a web-based application user interface shall comply with the User Interface usability requirements as required by the AODA Act i.e. Web Content Accessibility Guidelines 2.0 Level AA compliance.
- The solution shall provide compatibility with current and future user agents including assistive

technologies.

- In accordance with the Accessibility for Ontarians with Disabilities Act (AODA), 2005 the SIS System services will be provided in a manner that respects the dignity and independence of persons with disabilities, including compliance with Integrated Accessibility Standards Regulation (IASR) 11/191, specifically the following ARP Standards
  - ARP1.1 - Text Alternatives (WCAG 2.0 Guideline 1.1) :  
The solution must provide the user with electronic text which may be rendered visually, audibly, tactilely or by any combination of such, for non-text presented materials that otherwise would provide relevant subject information to use such as graphs and images as well as graphic images of text.
  - ARP1.2 – Time Based Media (WCAG 2.0 Guideline 1.2)  
The solution shall provide alternatives of equivalent information to time-based and synchronized media except when the audio or video is a media alternative for text and is clearly labeled as such.
  - ARP1.3 – Adaptable (WCAG 2.0 Guideline 1.3)  
The solution shall present information in a form that can be perceived by all users by being programmatically converted to other forms (visually, audibly, tactilely, etc.) through use of assistive technology without losing information or structure
  - ARP1.4 – Distinguishable (WCAG 2.0 Guideline 1.4)  
The solution shall present default information to the user in a manner that is cognizant of the individual needs of person with disabilities. For example, visual presentations are to ensure a user’s ability to perceive foreground information from the background and audio presentations are to ensure foreground audibly delivered information is sufficiently louder than background sounds
  - ARP2.1 – Keyboard Accessible (WCAG 2.0 Guideline 2.1)  
The solution shall provide at a minimum, the capability for all user interactions of content using keystrokes without requiring specific timings for individual keystrokes (e.g., keyboard input and control, keyboard interface).
  - ARP2.2 – Enough Time (WCAG 2.0 Guideline 2.2)  
The solution shall provide the user with the ability to configure the interface to permit sufficient time to perceive and use the content being presented where practical
  - ARP2.3 – Seizures (WCAG 2.0 Guideline 2.3)  
The solution shall not present anything that flashes more than three (3) times in any one second period or where the flash is below the general flash and red flash thresholds which include
  - ARP2.4 – Navigable (WCAG 2.0 Guideline 2.4)  
The solution shall provide the user with the ability to orient themselves to their current location, navigate efficiently within the solution and make available all potential destinations. Users must always be able to navigate forwards and backwards within the solution
  - ARP3.1 – Readable (WCAG 2.0 Guideline 3.1)  
The solution shall provide content in a manner whereby it may be read by users and by assistive technology, and shall ensure that the information necessary for understanding it is available (e.g., language indicator)
  - ARP3.2 – Predictable (WCAG 2.0 Guideline 3.2)  
The solution shall present content to the user in a predictable order by making the behavior

of functional and interactive components consistent with one another throughout the solution

- ARP3.3 – Input Assistance (WCAG 2.0 Guideline 3.3)  
The solution shall provide the user with the following input assistance:
  - associated labels or instructions when content requires input;
  - associated error messaging and error suggestion assistance upon the automatic identification of input errors; and
  - mechanisms (reversibility, data checking, confirmations) for information inputted that causes legal commitments, financial transactions, modification or deletion of user-controlled data or submission of user test responses
- ARP4.1 – Compatible (WCAG 2.0 Guideline 4.1)  
The solution shall be enabled as to provide compatibility with current and future user agents including assistive technologies

## 7. Supportability

### Business Objectives:

- On-line, web enabled manuals and user guides are to be provided for use by users and administrators.
- The technical platform of the system is to be consistent with OPS standards.
- The system must include capabilities that allow an administrator to set-up, configure, monitor usage, optimize performance, and control the overall operation of the system.
- The application components should provide relevant feedback on run-time exceptions to enable support staff to detect and resolve operational issues quickly.

### System Design Targets:

Metric	Target
Time to determine that a reported incident is a defect.	80% within 5 business days

- The solution should maximize the use of COTS product configuration as opposed to customization (custom coding or database customizations) and have the functionality to support configuration and maintenance using Graphical User Interface based tools.
- The solution must be based on an n-tier architecture design to divide the solution into loosely coupled service tiers.
- The solution must enable the preservation and protection of installation specific material across updates to the solution. Installation specific material includes the following:
  - Parameter Configuration;
  - Customizations;
  - Help screens;
  - Metadata;
  - Workflows; and,
  - Application integration capabilities.
- The solution shall include a data dictionary of all data elements in the database(s).
- The solution must provide data administration facilities in both online and background modes.
- The solution should provide a data security administration tool that provides the capability to restrict displaying and updating data fields to specified users/groups/roles.
- The solution should allow the administrator to add and modify new entities and data fields and values to the application and remove (deactivate) existing fields and values as the business evolves.
- The solution should use a variety of standard User Interface (UI) elements, including checkboxes, radio buttons, drop-down lists, pop-up calendars, and free-form text boxes are available. The administrator should have ability to create expressions associated with the fields through a wizard and manually. The following expression types should be available: Boolean, decimal, float, and string.

## 8. Deployment

### Business Objective:

- Solution should be deployed within its planned budget and schedule as quickly, consistently, cost effectively and reliably as possible.

**System Design Targets:**

- In general, automated or scripted deployment is the preferred method for all components of the solution regardless of the physical location where the component resides. This should apply to the initial deployment of the solution and all its subsequent updates. Manual installation or configuration of components should be avoided but where it is necessary, the steps should be well documented.
- The online system must enable the deployment of individual software tiers on separate hardware platforms as may be required to support scalability.

**Release Deployment:**

Release deployment services are provided to transfer releases from development to production. It includes the following tasks:

- Package code for deployment
- Install code in non-production environment for System Integration Test and QA
- Plan, coordinate and communicate for outage window
- Create an RFC for planned outage window
- Transfer code to the production environment
- Install code in the production environment
- Verify that the newly released code is correctly deployed.
- Consideration for the impact on the business when scheduling the frequency of releases.

Objectives for Metric	Target
Deployment schedule	100% of releases deployed on the scheduled date.
Duration of deployment window	100% of releases deployed within the planned window.

**Patch Deployment:**

The patch deployment service provides the processes to make periodic updates to the application. It includes:

- Scheduling periodic (normally bi-weekly) patches
- Emergency patches to fix critical business or security issues
- Communicating the schedule to the business
- Packaging code for deployment
- Install code in non-production environment for System Integration Test and QA
- Transferring code to the production environment
- Verifying that the newly deployed code is correctly deployed

Metric	Target
Duration of deployment window	100% of releases deployed within the planned window.

## 9. Integrity

### Business Objectives:

- Ensure deployment with no functional defects and minimal non-functional defects.
- Ensure data accuracy, the data must be correct, accurate and must represent the value in a consistent form.
- Referential integrity must be enforced in the database, to prevent orphaned data.
- Data rules must be enforced by the system, including:
  - Enforce uniqueness for data that are required to be unique as per business requirements.
  - Ensure data is entered for mandatory data items
  - Validate data at point of data entry, based on validation rules specified by business
- Once a data item or record is saved by the user, it must remain available in the system (data durability).

### System Design Targets:

The solution must support a commercial relational Database Management System (DBMS) that embodies the following:

- supports structured and non-structured data;
- supports all data types;
- supports referential integrity;
- supports data persistence;
- supports two-phase commit;
- provides access control (create, read, update and delete) to database tables;
- provides utilities for database backup, restore and reorganization;
- can restore databases back to a point in time; and
- provides an automatic rollback for uncommitted database changes.

Description	Value
Number of incomplete business transaction abandoned per year	Best Efforts
% of automatically reject transactions due to missing information	Best Efforts
Number of broken link errors per year	Best Efforts

- No data stored by the application can be in an inconsistent state.
- All data written to database will be available after a restart.
- A user cannot create orphaned row(s) when adding, changing or deleting data.
- Database Referential Integrity has to be maintained. A user cannot add a record to a table that contains a foreign key unless there is a corresponding record in the linked table.

Metric	Target
Defects introduced in a release.	Zero defects introduced by 95% of releases.
Defects introduced in a deployment.	Zero defects introduced by 95% of deployments.

## Appendix A: Acronyms, Abbreviations and Definitions

This section provides the definitions of all terms, acronyms, and abbreviations used in this document.

Acronym or Term	Definition
<b>ACoE</b>	Accessibility Centre of Excellence
<b>AEFO</b>	Association of Franco-Ontarian Teachers
<b>ALF</b>	Actualisation Linguistique en Français (French Language Refresher)
<b>AODA</b>	Accessibility for Ontarians with Disabilities Act, 2005
<b>ARP</b>	Address Resolution Protocol
<b>AUAM</b>	Automated User Access Management
<b>BSID</b>	Board School Identification Number
<b>CASL</b>	Canada’s Anti-Spam Legislation
<b>CECE</b>	College of Early Childhood Educators
<b>Class Information</b>	The class(es) the student is currently enrolled in. Heavily used in Secondary Schools. Every class has a classroom teacher (if it’s the first period of the day in secondary school, it is also referred to as the Homeroom teacher). Elementary students will also have a Homeroom teacher – this will be their classroom teacher as elementary teachers do not change teachers throughout the day. If elementary teachers do change during the day (e.g. have a different teacher for physical education), this is not generally scheduled in a student’s timetable, and the student is shown as in just one class for the whole day.
<b>COA</b>	Certificate of Accomplishment
<b>ConEd</b>	Continuing Education
<b>COTS</b>	Commercial Off the Shelf
<b>COTS</b>	Commercial-Off-The-Shelf
<b>CRA</b>	Canada Revenue Agency
<b>CTCF</b>	Care Treatment and Correctional Facilities
<b>CUPE</b>	Canadian Union of Public Employees
<b>DBA</b>	Database Administrator
<b>DC</b>	Dual Credit
<b>DECE</b>	Designated Early Childhood Educator
<b>DSB</b>	District School Board
<b>ECNO</b>	Educational Computing Network of Ontario
<b>EDU</b>	Ministry of Education
<b>EHS</b>	Explore High Skills
<b>ELD</b>	English Language Development
<b>ELL</b>	English Language Learners
<b>EQAO</b>	Education Quality and Accountability Office
<b>ERP</b>	Enterprise Resource Planning
<b>ESL</b>	English as a Second Language
<b>ETFO</b>	Elementary Teachers’ Federation of Ontario
<b>FI</b>	French Immersion
<b>FIPPA</b>	Freedom of Information and Protection of Privacy Act

<b>FSL</b>	French as a Second Language
<b>GC</b>	Guidance Counsellor
<b>GO</b>	Government of Ontario
<b>GO-ITS</b>	Government of Ontario-Information Technology Standards
<b>GUI</b>	Graphical User Interface
<b>HRIS</b>	Human Resources Information System
<b>IB</b>	International Baccalaureate
<b>IBT</b>	International Business Technology
<b>IEP</b>	Individual Education Plan
<b>IPRC</b>	Identification and Placement Review Committee
<b>IST</b>	In School Team
<b>LDC</b>	Locally Developed Course
<b>LDCC</b>	Locally Developed Compulsory Credit
<b>LMS</b>	Learning Management System
<b>MDC</b>	Ministry Defined Course
<b>MFIPPA</b>	Municipal Freedom of Information and Protection of Privacy Act
<b>MIDENT</b>	Ministry of Education Identification Number
<b>MOE</b>	Ministry of Education
<b>OASBO</b>	Ontario Association of School Business Officials
<b>OASDI</b>	Ontario Association of School Districts International
<b>OCAS</b>	Ontario College Application Service
<b>OCT</b>	Ontario College of Teachers
<b>OECM</b>	Ontario Education Collaborative Marketplace
<b>OECTA</b>	Ontario English Catholic Teachers' Association
<b>OELC</b>	Ontario eLearning Consortium
<b>OEN</b>	Ontario Education Number
<b>OnSIS</b>	Ontario Student Information System of Ministry of Education
<b>OPC</b>	Ontario Principals' Council
<b>OPS</b>	Ontario Public Sector
<b>OSBIE</b>	Ontario School Board Insurance Exchange
<b>OSC</b>	Ontario Scholar Certificate
<b>OSR</b>	Ontario Student Record
<b>OSSC</b>	Ontario Secondary School Certificate
<b>OSSD</b>	Ontario Secondary School Diploma
<b>OSSLT</b>	Ontario Secondary School Literacy Test
<b>OSSTF</b>	Ontario Secondary School Teachers' Federation
<b>OST</b>	Ontario Student Transcript
<b>OUAC</b>	Ontario Universities Application Centre
<b>OYAP</b>	Ontario Youth Apprenticeship Program
<b>P/G</b>	Parent/Guardian
<b>PANA</b>	Programme D'Appui aux Nouveaux Arrivants (Newcomer Support Program from countries where French is the language of instruction)
<b>PAT</b>	Prolonged Absences Tracking
<b>PIM</b>	Privacy Information Management
<b>PLAR</b>	Prior Learning Assessment and Recognition
<b>RA</b>	Reference Architecture

<b>RFC</b>	Request for Comment
<b>RFP</b>	Request for Proposal
<b>SAAS</b>	Software as a Service
<b>SAML</b>	Security Assertion Markup Language
<b>SBCI</b>	School Boards' Co-operative Inc.
<b>SEA</b>	Special Equipment Amount
<b>SERT</b>	Special Education Resource Teacher
<b>SHSM</b>	Specialist High Skills Major
<b>SIF</b>	Student Information Function
<b>SIP</b>	Student Information Process, Special Incident Portion
<b>SIS</b>	Student Information System
<b>SME</b>	Subject Matter Expert
<b>SODT</b>	Secure Online Data Transfer
<b>SSGD</b>	Secondary School Graduation Diploma
<b>Student Achievement</b>	<p>For the data exchange, Student Achievement is the grades and credits the students have attempted and achieved.</p> <p>e.g. For younger elementary students, Language (English) has 4 stands - Reading, Writing, Oral Communication, &amp; Media Literacy and will have a letter grade. Whereas a secondary student will take an English course per year, based on the Ministry course codes and will get a percentage mark. Students may receive an “I” (insufficient data), “R” (Remediation needed), or “N/A”.</p>
<b>Student Data</b>	Student data includes a broad variety of information pertaining to student’s demographic, enrolment, achievements and registration.
<b>Student Demographics</b>	May include: OEN, Name, Address, Birthdate, Gender, Grade, Country of Birth, Languages Spoken at Home and Indigenous Ancestry if applicable.
<b>Student Enrolment</b>	The number of full-time students that attend a school.
<b>Student Registration</b>	Typically includes demographics and adds Parent/Guardian information, Emergency Contacts, Transportation, Siblings and Medical Alerts.
<b>TAA</b>	Teaching Assistant Allocations
<b>TVO</b>	TVOntario (often abbreviated as TVO) is a publicly funded English-language educational television network and media organization serving the Canadian province of Ontario
<b>VLE</b>	Virtual Learning Environment
<b>VP</b>	Vice-Principal
<b>VPN</b>	Virtual Private Network

## Appendix B: SMEs, Governance and Document Approval History

### Subject Matter Experts

Name	Title	Organization
John Brighton, et al	Senior Project Lead, SIS Project	Toronto Catholic District School Board
Kerry Johnson, et al	Manager, I.T.	Halton District School Board
Pam Neilsen	SIS Manager, IT	Hamilton-Wentworth District School Board
John McCormick, et al	Associate CIO	Upper Grand District School Board
Kelly Snow	Team Lead, Data Quality Management, IT	York Region District School Board
Carla Weller	Elementary Consultant, Special Education	York Region District School Board

### Reviewers

Name	Title	Organization
Mark Grysiuk	Manager, Privacy and Records Information Management	Halton Catholic District School Board
Angie Bondy	International Students Program Secretary	Greater Essex County District School Board
Carolyn Glaser	General Manager, Information Technology Services	Thames Valley District School Board
Shulin Dave	Senior Manager, Organizational Design and Information Management	Toronto District School Board
Brent McDonald	Superintendent of Education	Upper Grand District School Board
Roger Yang	Application Development Manger	Upper Grand District School Board
Paulla Bennett	Chief Technology Strategist	York Region District School Board
Joseph Morelli	Data Architect	York Region District School Board

## ERP/SIS RA Steering Committee

Name	Title	Organization
Wayne Toms	Executive Director, Chair	ECNO
Soussan Tabari	Chief Information Officer/ ADM	Ministry of Education, Community Services I+IT Cluster, OCIO
Chris Carrington	Sr. Technical Manager	Ministry of Education, Community Services I+IT Cluster, OCIO
Pradeep Mahalingam	Manager	Ministry of Education, Community Services I+IT Cluster, OCIO
Rahim Pira	Manager	Ministry of Education, Community Services I+IT Cluster, OCIO
Cathy Thier	General Manager of Information Services	Halton District School Board

## Approval History

Approved / Endorsed	Organization/Committee	Date	Document Version
<input type="checkbox"/>	[Business Organization / Stakeholders / EA Governance]	[Date]	[Document Version]
<input type="checkbox"/>	[Business Organization / Stakeholders / EA Governance]	[Date]	[Document Version]
<input type="checkbox"/>	[Business Organization / Stakeholders / EA Governance]	[Date]	[Document Version]
[Include any minutes, comments, or other materials relevant to the review and approval of the business architecture.]			