



*The Niagara Catholic District School Board through the charisms of faith, social justice, support and leadership, nurtures an enriching Catholic learning community for all to reach their full potential and become living witnesses of Christ.*

AGENDA AND MATERIAL

**POLICY COMMITTEE MEETING**

Electronic Meeting in Compliance with Education Act Section 207 and Ontario Regulation 463/97 Section 5.1 (2)  
Public Access 1-888-886-8047 Access Code 3738558#

**TUESDAY, APRIL 28, 2020**  
**4:30 P.M.**



1. Opening Prayer – Trustee Huibers	-
2. Attendance	-
3. Approval of Agenda	-
4. Declaration of Conflict of Interest	-
5. Minutes of Policy Committee Meeting of February 25, 2020	5
6. Governance Policies	

Action Required

GOVERNANCE POLICIES – FOR RECOMMENDATION TO MAY COMMITTEE OF THE WHOLE

6.1 Advocacy Expenditures Policy (100.9)	6.1
6.2 Attendance Area Policy (301.3)	6.2

ADMINISTRATIVE OPERATIONAL PROCEDURES (CYCLE) - *Comments from Vetting - No approval required or to Committee of the Whole - This Policy Committee Meeting only*

6.3 Advocacy Expenditures (100.9)	6.3
6.4 Use of Corporate Logo (100.14)	6.4
6.5 Attendance Area (301.3)	6.5
6.6 School Generated Funds (301.6)	6.6
6.7 Criminal Background Check - Safe Schools (302.6.7)	6.7
6.8 Concussion (303.1)	6.8
6.9 Advertising Expenditures (600.5)	6.9
6.10 Video Security Surveillance (701.3)	6.10

GOVERNANCE POLICIES – PRIOR TO VETTING

6.11 Equity and Inclusive Education Policy (100.10)	6.11
6.12 Retirement and Service Recognition Celebration Policy (201.2)	6.12
6.13 Leadership Pathways Policy (203.4)	6.13
6.14 Volunteer Recognition Policy (800.4)	6.14

Information

6.15 Governance Policies Currently Being Vetted	-
Nil	

6.16 Governance Policy Review 2019-2020 Schedule

6.16

7. Date of Next Meeting

May 26, 2020 – 4:30 p.m.

8. Adjournment

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**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
APRIL 28, 2020**

**TITLE: MINUTES OF THE POLICY COMMITTEE MEETING  
FEBRUARY 25, 2020**

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**RECOMMENDATION**

**THAT** the Policy Committee approve the minutes of the Policy Committee Meeting of February 25, 2020, as presented.



# MINUTES OF THE POLICY COMMITTEE MEETING

## TUESDAY, FEBRUARY 25, 2020

Minutes of the Policy Committee Meeting held on Tuesday, February 25, 2020 at 4:00 p.m. in the Holy Cross Community Room, at the Catholic Education Centre, 427 Rice Road, Welland.

The meeting was called to order at 4:00 p.m. by John Crocco, Director of Education/Secretary-Treasurer, who chaired the meeting until the election of a Committee Chair.

**1. Opening Prayer**

The meeting was opened with a prayer by Trustee Burkholder

**2. Election of Chair of the Policy Committee 2020**

Director Crocco asked for nominations for the position of Chair of the Policy Committee 2020. Trustee Burkholder nominated Trustee Huibers.

Director Crocco asked Trustee Huibers if he wished to stand for the position of Chair of the Policy Committee. Trustee Huibers accepted the nomination.

There were no further nominations forthcoming.

Moved by Trustee Burkholder

**THAT** nominations for the position of Chair if the Policy Committee be closed.

**CARRIED**

Moved by Trustee Sicoli

**THAT** Trustee Huibers be acclaimed to the position of Chair of the Policy Committee 2020.

**APPROVED**

**3. Attendance**

Committee Members	Present	Present Electronically	Absent	Excused
Larry Huibers (Chair)	✓			
Rhianon Burkholder	✓			
Dino Sicoli	✓			

**Trustees:**

***Leanne Prince***

**Student Trustees:**

***Jade Bilodeau***

***Luca DiPietro***

**Staff:**

***John Crocco***, Director of Education

***Pat Rocca***, Superintendent of Education

***Frank Iannantuono***, Superintendent of Education/Human Resources

***Giancarlo Vetrone***, Superintendent of Business & Finance

***Anna Pisano***, Administrative Assistant, Corporate Services & Communications Department  
/Recording Secretary

**4. Approval of Agenda**

Moved by Trustee Sicoli

**THAT** the February 25, 2020 Policy Committee Agenda be approved, as presented.

**APPROVED**

**5. Declaration of Conflict of Interest**

No Disclosures of Interest were declared with any items on the agenda.

**6. Minutes of the Policy Committee Meeting of January 28, 2020**

Moved by Trustee Burkholder

**THAT** the Policy Committee approve the minutes of the Policy Committee Meeting of January 28, 2020, as presented.

**APPROVED**

**7. Policies**

***ACTION REQUIRED***

**POLICIES - FOR RECOMMENDATION TO DATE COMMITTEE OF THE WHOLE MEETING**

**7.1 Naming of a Board Facility, Designate Area or Chapel Policy (100.15)**

Director Crocco presented feedback received from the vetting process on the Naming of a Board Facility, Designate Area or Chapel Policy (100.15), following the vetting process.

Following discussion, the Policy Committee recommended the following additional amendments:

**POLICY STATEMENT**

- No amendment

**ADMINISTRATIVE PROCEDURES**

- No amendment

Moved by Trustee Sicoli

**THAT** the Policy Committee recommend to the March 10, 2020 Committee of the Whole Meeting to approve the revisions to the Naming of a Board Facility, Designate Area or Chapel Policy (100.15), as presented.

**APPROVED**

**7.2 Occupational Health and Safety Policy (201.6)**

Frank Iannantuono, Superintendent of Education/Human Resources presented feedback received from the vetting process on the Occupational Health and Safety Policy (201.6), following the vetting process.

Following discussion, the Policy Committee recommended the following additional amendments:

**POLICY STATEMENT**

- No amendment

**ADMINISTRATIVE PROCEDURES**

- No amendment

Moved by Trustee Burkholder

**THAT** the Policy Committee recommend to the March 10, 2020 Committee of the Whole Meeting to approve the revisions to the Occupational Health and Safety Policy (201.6), as presented.

**APPROVED**

**7.3 Employee Workplace Harassment Policy (201.7)**

Superintendent Iannantuono presented feedback received from the vetting process and highlighted recommended amendments to the Employee Workplace Harassment Policy (201.7), following the vetting process.

Following discussion, the Policy Committee recommended the following additional amendments:

**POLICY STATEMENT**

- No amendment

## **ADMINISTRATIVE PROCEDURES**

- Page 2 – remove last sentence under Workplace Harassment
- Page 3 change “*shall*” to “*may*”
- Page 3 – remove bullet “*The parties may ...*”
- Page 5 – Other Considerations – change “*All Principals/Supervisors*” to “*The Board*” and add closing bracket

Moved by Trustee Sicoli

**THAT** the Policy Committee recommend to the March 10, 2020 Committee of the Whole Meeting to approve the revisions to the Employee Workplace Harassment Policy (201.7), as amended.

## **APPROVED**

### **7.4 Employee Workplace Violence Policy (201.11)**

Superintendent Iannantuono presented feedback received from the vetting process and highlighted recommended amendments to the Employee Workplace Violence Policy (201.11), following the vetting process.

Following discussion, the Policy Committee recommended the following additional amendments:

## **POLICY STATEMENT**

- No amendment

## **ADMINISTRATIVE PROCEDURES**

- No amendment

Moved by Trustee Burkholder

**THAT** the Policy Committee recommend to the March 10, 2020 Committee of the Whole Meeting to approve the revisions to the Employee Workplace Violence Policy (201.11), as presented.

## **APPROVED**

### **7.5 Sexual Misconduct Policy (201.13)**

Superintendent Iannantuono presented feedback received from the vetting process and highlighted recommended amendments to the Sexual Misconduct Policy (201.13), following the vetting process.

Following discussion, the Policy Committee recommended the following additional amendments:

## **POLICY STATEMENT**

- No amendment

## **ADMINISTRATIVE PROCEDURES**

- Page 2, bullet 2 – change “*behavior or remarks*” to “*behaviour, remarks or conduct*”
- Page 4, Academic Teaching Staff – change “*member*” to “*teacher*”

Moved by Trustee Burkholder

**THAT** the Policy Committee recommend to the March 10, 2020 Committee of the Whole Meeting to approve the revisions to the Sexual Misconduct Policy (201.13), as amended.

## **APPROVED**

### **7.6 Concussion Policy (303.1)**

Pat Rocca, Superintendent of Education presented feedback received from the vetting process and highlighted recommended amendments to the Concussion Policy (303.1), following the vetting process.

Following discussion, the Policy Committee recommended the Concussion Policy be brought back to the March 24, 2020 Policy Committee meeting with amendments to the Policy Statement as discussed.

### **7.7 Student Use of Guide Dogs & Service Animals (NEW)**

Superintendent Rocca presented feedback received from the vetting process and highlighted recommended amendments to the Student Use of Guide Dogs & Service Animals Policy (NEW), following the vetting process.

Following discussion, the Policy Committee recommended the following additional amendments:

## **POLICY STATEMENT**

- Page 1, References – add the “*Privacy Policy*”

## **ADMINISTRATIVE PROCEDURES**

- No amendment

Moved by Trustee Sicoli

**THAT** the Policy Committee recommend to the March 10, 2020 Committee of the Whole Meeting to approve the revisions to the Student Use of Guide Dogs & Service Animals Policy (NEW), as amended.

## **APPROVED**

## **POLICIES - PRIOR TO VETTING**

### **7.8 Advocacy Expenditures Policy (100.9)**

Superintendent Vetrone, presented the Advocacy Expenditures Policy (100.9).



The Policy Committee suggested the following amendments:

**POLICY STATEMENT**

- Add the definition of Advocacy and send to Policy Committee members for approval.

**ADMINISTRATIVE PROCEDURES**

- No amendments

The Policy Committee requested that the Policy, be vetted from February 26, 2020 to April 15, 2020 with a recommended deadline for presentation to the Policy Committee in April, for consideration to the Committee of the Whole and Board in May.

**7.9 School Generated Funds Policy (301.6)**

Superintendent Vetrone, presented the School Generated Funds Policy (301.6).

The Policy Committee suggested the following amendments:

**POLICY STATEMENT**

- No amendments

**ADMINISTRATIVE PROCEDURES**

- No amendments

The Policy Committee requested that the Policy, be vetted from February 26, 2020 to April 15, 2020 with a recommended deadline for presentation to the Policy Committee in April, for consideration to the Committee of the Whole and Board in May.

**7.10 Advertising Expenditures Policy (600.5)**

Superintendent Vetrone, presented the Advertising Expenditures Policy (600.5).

The Policy Committee suggested the following amendments:

**POLICY STATEMENT**

- No amendments

**ADMINISTRATIVE PROCEDURES**

- No amendments

The Policy Committee requested that the Policy, be vetted from February 26, 2020 to April 15, 2020 with a recommended deadline for presentation to the Policy Committee in April, for consideration to the Committee of the Whole and Board in May.

## ***INFORMATION***

### ***7.11 Policies Currently Being Vetted to March 11, 2020***

- Use of Corporate Logo Policy (100.14)
- Attendance Areas Policy (301.3)
- Criminal Background Check – Safe Schools Policy (302.6.7)
- Video Security Surveillance Policy (701.3)

### ***7.12 Policy and Guideline Review 2019-2020 Schedule***

Director Crocco presented the Policy and Guideline Review 2019-2020 Schedule.

### ***7. Date of Next Meeting***

March 24, 2020

### ***8. Adjournment***

The meeting adjourned at 5:54 p.m.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
APRIL 28, 2020**

**TITLE: GOVERNANCE POLICIES FOR RECOMMENDATION TO THE  
MAY 2020 COMMITTEE OF THE WHOLE**

**ADVOCACY EXPENDITURES POLICY (100.9)**

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**RECOMMENDATION**

**THAT** the Policy Committee recommend to the Committee of the Whole approval of the Advocacy Expenditures Policy (100.9), as presented.

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Prepared by: Giancarlo Vetrone, Superintendent of Business & Financial Services

Presented by: Giancarlo Vetrone, Superintendent of Business & Financial Services

Date: April 28, 2020



Niagara Catholic District School Board  
**ADVOCACY EXPENDITURES POLICY**  
ADMINISTRATIVE OPERATIONAL PROCEDURES

100 - Board

Policy No 100.9

Adopted Date: March 27, 2007

Latest Reviewed/Revised Date: May 27, 2014

1. The Director of Education shall recommend for Board approval the appropriate expenditures which relate to advocacy and lobbying initiatives involving governments and ministries.
2. Expenditures related to attending events specific to fundraising by political parties or local politicians will not be approved.
3. Report Cards and Annual Reports shall not be used to advocate a particular position or point of view.
4. The engagement of Board staff and students in advocacy initiatives must be consistent with the Board's Mission Statement.

**Adopted Date:** March 27, 2007

**Revision History:** May 27, 2014

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
APRIL 28, 2020**

**TITLE: GOVERNANCE POLICIES FOR RECOMMENDATION TO THE  
MAY 2020 COMMITTEE OF THE WHOLE**

**ATTENDANCE AREA POLICY (301.3)**

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**RECOMMENDATION**

**THAT** the Policy Committee recommend to the Committee of the Whole approval of the Attendance Area Policy (301.3), as presented.

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Prepared by: Ted Farrell, Superintendent of Education

Presented by: Ted Farrell, Superintendent of Education

Date: April 28, 2020



Niagara Catholic District School Board

**ATTENDANCE AREA POLICY**

STATEMENT OF GOVERNANCE POLICY

300 – Schools/Students

Policy No 301.3

Adopted Date: June 23, 1998

Latest Reviewed/Revised Date: October 23, 2012

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board recognizes its responsibility to operate its schools economically and efficiently, while taking into account the best education of students, within the limits of the Board's available resources.

The Board will establish Attendance Areas for each of its schools within its jurisdiction to ensure that facilities are used effectively and that Catholic programs and services are provided to students.

The Board acknowledges that there may be changes to School Attendance Areas from time to time, to accommodate the changing demographics of the Region and as schools open or close. Changes to School Attendance Areas will follow a public consultation process.

The Director of Education shall make recommendations to the Board as required to establish an Ad-Hoc Attendance Area Review Committee with specific terms of reference.

The Director of Education will issue [\*Administrative Operational Procedures\*](#) for the implementation of this policy.

**References**

- [\*\*\*Education Act R.S.O. 1990, c. E.2, s. 171 \(1\), par. 7\*\*\*](#)
- [\*\*\*Niagara Catholic District School Board Policies/Procedures\*\*\*](#)
  - [\*\*\*Admission of Elementary and Secondary Students Policy \(301.1\)\*\*\*](#)
  - [\*\*\*Pupil Accommodation Review Policy \(701.2\)\*\*\*](#)

<b>Adopted Date:</b>	<b>June 23, 1998</b>
<b>Revision History:</b>	<b>November 9, 1999 September 12, 2000 September 19, 2001 June 16, 2009 October 23, 2012</b>

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
APRIL 28, 2020**

**TITLE: ADMINISTRATIVE OPERATIONAL PROCEDURES (CYCLE)  
ADVOCACY EXPENDITURES POLICY (100.9)**

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The Advocacy Expenditures Policy (100.9) Administrative Operational Procedures is presented for information.

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Prepared by: Giancarlo Vetrone, Superintendent of Business & Financial Services  
Presented by: Giancarlo Vetrone, Superintendent of Business & Financial Services  
Date: April 28, 2020



Niagara Catholic District School Board  
**ADVOCACY EXPENDITURES POLICY**  
STATEMENT OF GOVERNANCE POLICY

100 - Board

Policy No 100.9

Adopted Date: March 27, 2007

Latest Reviewed/Revised Date: May 27, 2014

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board supports the value of open communication with governments, ministries and education partners.

The Board will support appropriate expenditures which deal with advocacy initiatives directed to governments, provincial organizations and ministries.

Advocacy is defined as any action that speaks in favour of, recommends, argues for a cause, supports or defends, or pleads on behalf of others.

The Director of Education will issue [Administrative Operational Procedures](#) for the implementation of this Policy.

**References**

- **Niagara Catholic District School Board Policies/Procedures**
  - [Employee Code of Conduct and Ethics Policy \(201.17\)](#)
  - [Trustee Code of Conduct Policy \(100.12\)](#)

Adopted Date: **March 27, 2007**

Revision History: **May 27, 2014**



**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
APRIL 28, 2020**

**TITLE: ADMINISTRATIVE OPERATIONAL PROCEDURES (CYCLE)  
USE OF CORPORATE LOGO (100.14)**

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The Use of Corporate Logo (100.14) Administrative Operational Procedures is presented for information.

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Prepared by: John Crocco, Director of Education/Secretary-Treasurer  
Presented by: John Crocco, Director of Education/Secretary-Treasurer  
Date: April 28, 2020



## Niagara Catholic District School Board

### **USE OF CORPORATE LOGO**

#### ADMINISTRATIVE OPERATIONAL PROCEDURES

100 - Board

No 100.14

Adopted Date: June 17, 2014

Latest Reviewed/Revised Date: April 28, 2020

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the following are administrative operational procedures for the Use of Corporate Log.

#### **PREAMBLE**

The Board recognizes the importance of presenting to the community a representation of the distinctiveness of Catholic education and the identity of the Board.

Niagara Catholic is committed to creating a consistent visual identity throughout the Board. A common visual identity strengthens public awareness of our distinctive corporate identity, and enables members of the community, staff and stakeholders to identify the programs, services and initiatives of Niagara Catholic.

The Niagara Catholic corporate logo incorporates a cross and a plant, symbolizing a caring, nurturing environment, where individuals grow as students and as Christians. The colours of blue and green represent the water and land associated with the Niagara Peninsula. Our caring, Catholic, Christian environment is communicated visually by enclosing the growing plant, which represents the spiritual, academic and physical growth of our students, within the cross.

The Niagara Catholic District School Board corporate logo is a registered trademark and the exclusive property of the Board. The Niagara Catholic corporate logo may not be used, reproduced or displayed by an individual, organization or entity without the written permission of the Board's ~~Manager of Corporate Services and Communications~~ **Officer** or designate.

The logo of the Niagara Catholic District School Board is the centerpiece of the Board's communications strategy. As the heart of the Board's corporate identity, the logo must be given a place of prominence when used in concurrence with school logos on school-based documents, letterhead, agendas, spirit wear, signage and promotional items.

The proper display of the Board's corporate logo is required in all circumstances.

The Niagara Catholic corporate logo is to be included on all school and Board signage, letter heads, business cards, advertising and promotional materials, vehicles, websites, electronic communications, job postings, public announcements, media releases, system documents and publications. All student co-curricular clothing items, spirit wear or athletic uniforms will have, in addition to the school name and logo, the Board logo embroidered and/or screened on the item. All Board supplied staff uniforms and spirit wear will have the Board name and corporate logo embroidered and/or screened on the item.

#### **PERMISSION TO USE**

The Niagara Catholic logo may not be used reproduced or displayed by an individual, organization or entity without the written permission of the Board's ~~Manager of Corporate Services and Communications~~ **Officer** or designate. When permission is granted to an individual, organization or entity, the logo will be provided

through the Corporate Services and Communications Department, along with specific directions, colour and size for its appropriate use and reproduction.

### ***References***

- ***Niagara Catholic District School Board Policies/Procedures***
  - [\*\*\*Advertising Expenditures \(600.5\) AOP\*\*\*](#)
  - [\*\*\*Dress Code – Secondary Uniform Policy \(302.6.6\)\*\*\*](#)
  - [\*\*\*Elementary Standardized Dress Code Policy \(302.6.10\)\*\*\*](#)

<b>Adopted Date:</b>	<b>June 17, 2014</b>
<b>Revision History:</b>	<b>April 28, 2020</b>

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
APRIL 28, 2020**

**TITLE: ADMINISTRATIVE OPERATIONAL PROCEDURES (CYCLE)  
ATTENDANCE AREA POLICY (301.3)**

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The Attendance Area Policy (301.3) Administrative Operational Procedures is presented for information.

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Prepared by: Ted Farrell, Superintendent of Education  
Presented by: Ted Farrell, Superintendent of Education  
Date: April 28, 2020



Niagara Catholic District School Board

**ATTENDANCE AREA POLICY**

ADMINISTRATIVE OPERATIONAL PROCEDURES

300 – Schools/Students

Policy No 301.3

Adopted Date: June 23, 1998

Latest Reviewed/Revised Date: October 23, 2012

**1. DEFINITION**

For the purpose of this document, an “Attendance Area” is an area surrounding a school, defined by a specific boundary line, in which residing students would normally attend the school located within the attendance area.

**2. ACCOMMODATION PLANNING**

The Controller of Facilities Services shall maintain information on school capacities, enrolments, attendance area boundaries and out-of attendance-area students.

The Controller of Facilities Services shall report annually to the Director of Education outlining accommodation utilization and identification of potential attendance area boundary reviews and new schools, school additions, school consolidations or school closures.<sup>22</sup>

The Director of Education will provide recommendations to the Board where an Ad-hoc Attendance Area Review Committee may be required due to changing demographics and the need for new schools, school additions, ~~or school closures~~ **or a recommendation from a Pupil Accommodation Review.**

**3. SCHOOLS IDENTIFIED FOR ATTENDANCE AREA REVIEWS**

Specific schools may be identified for attendance area reviews:

- ~~Where the long-term enrolment projections indicate significant under/over -utilization. ~~or over-crowding or under or over utilization,~~~~
- When new schools, school additions or school consolidations or school closures are being considered.

**4. AD-HOC ATTENDANCE AREA REVIEW COMMITTEE**

An Ad-Hoc Attendance Area Review Committee shall be comprised of:

- Three (3) Trustees, as appointed by the Chair~~person~~ of the Board,
- One of the three (3) Area Attendance Review Committee Trustees must be a local Trustee of the Attendance Area under consideration,
- The three (3) Trustees shall be the voting members of the Committee,
- The Ad-Hoc Committee shall elect a Chair of the Committee,
- **The Controller of Facilities Services and/or designate who shall serve as a resource person.**
- A Superintendent of Education who shall serve as secretary of the Committee,
- The Principal(s) **who** will act as a resource to the Superintendent of Education and will be in attendance as required,
- ~~The Controller of Facilities Services and/or designate who shall serve as a resource person.~~

- Catholic School Council Chairs, **or designate, selected by the Catholic School Council** of each of the identified schools within the Ad Hoc Attendance Area Review Committee will be invited to participate as a resource to the Committee

The Committee shall consider such factors as the following in the Attendance Area Review:

- Current and projected enrolment,
- Out-of attendance-area students,
- Location and proximity of adjacent schools,
- **Proximity to a parish,**
- The current and future capacity of the school(s) and the school site(s),
- Other appropriate statistics,
- Effects on transportation, the facility and such other factors as appropriate,
- ~~Recommendations arising from a Pupil Accommodation Review, conducted by the local Accommodation Review Committee,~~
- **Input received** Notification to parents and guardians of proposed changes to attendance areas, ~~providing the opportunity to respond at public consultation meetings as well as in writing, or by delegation to the Board from parents/guardians, pastors, students and other stakeholders throughout the process.~~ **prior to consideration of changes by the Board.**

## 5. AD-HOC ATTENDANCE AREA REVIEW COMMITTEE RECOMMENDATIONS

The final report of the Ad-hoc Committee shall be submitted by a date established by the Board and will include the meeting minutes of the Committee.

The Committee of the Whole shall receive the report of the Ad-hoc Committee's report in public session.

The Board shall make a decision regarding the report as recommended by the Committee of the Whole.

The Director of Education and Senior Administrative Council will develop a plan to implement the **decision of the Board.** ~~direction.~~

<b>Adopted Date:</b>	<b>June 23, 1998</b>
<b>Revision History:</b>	<b>November 9, 1999 September 12, 2000 September 19, 2001 June 16, 2009 October 23, 2012</b>

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
APRIL 28, 2020**

**TITLE: ADMINISTRATIVE OPERATIONAL PROCEDURES (CYCLE)  
SCHOOL GENERATED FUNDS (301.6)**

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The School Generated Funds (301.6) Administrative Operational Procedures is presented for information.

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Prepared by: Giancarlo Vetrone, Superintendent of Business & Financial Services  
Presented by: Giancarlo Vetrone, Superintendent of Business & Financial Services  
Date: April 28, 2020



Niagara Catholic District School Board  
**SCHOOL GENERATED FUNDS**  
ADMINISTRATIVE OPERATIONAL PROCEDURES

300 – Schools/Students

No 301.6

Adopted Date April 25, 2006

Latest Reviewed/Revised Date February 25, 2014

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the following are Administrative Operational Procedures for School Generated Funds.

## **PREAMBLE**

The Niagara Catholic District School Board recognizes that funds may be generated at the school level from a number of different sources. School Generated Funds apply to all funds that are received, raised, or collected in the name of the school or school activity. The Administrative Operational Procedures on School Generated Funds operate in conjunction with existing Provincial Legislation, Board Policies, and publicly accepted accounting principles.

The Board has a mandate and fiduciary responsibility to ensure proper management of the funds to protect public interest and trust.

The accounting and control of the proceeds of School Generated Funds must be conducted in accordance with these Administrative Operational Procedures.

## **INTRODUCTION**

The Administrative Procedures are based on the ~~January 2009~~ **June 2014** publication, “School Generated Funds Guidelines” from the Ontario Association of School Business Officials (OASBO) and revised to meet the Niagara Catholic District School Board’s requirements.

## **SOURCES AND USES OF SCHOOL GENERATED FUNDS**

School Generated Funds shall have a defined purpose and must be used for its defined purpose. Funds must be categorized for each specific event or activity and accounted for separately. Residual amounts for a specific event/activity at the end of the school year shall roll forward to the next year, and where possible used against the same or similar event/activity.

## **CATEGORIES CLASSIFICATION OF SCHOOL GENERATED FUNDS**

1. Local School Initiatives
2. Board approved initiatives
3. Fundraising
4. Donations
5. Fee for service

## **ROLES AND RESPONSIBILITIES**

### ***Director of Education***

- Establish administrative procedures for school generated funds.



- Receive any financial review as determined by the appropriate Superintendent or designate.

***Superintendent of Business & Financial Services or designate***

- Provide training to staff on the appropriate application of the administrative procedures.
- Complete and/or follow-up on financial review reports.
  - ~~Receive and maintain a central file of annual financial reports from each Family of Schools Superintendent.~~
- ~~The Manager of Student Information and Administrative Services will also r~~Receive and maintain a central file of annual financial reports **for all school bank accounts and investments.**
- Report to the Family of Schools Superintendent when SGF are
  - Lost or stolen
  - Misused
  - Failure to follow any policy or administrative procedures

***Family of Schools Superintendent***

- Review with Principals current Board policy and Administrative procedures.
- Verify that schools are complying with the reporting requirements of the Administrative Procedures for School Generated Funds
- Family of Schools Superintendent's may request financial records at their discretion.
- Report to the Senior Business Official or designate when SGF are
  - Lost or stolen
  - Misuse
  - Failure to follow any policy or administrative procedures

***Principal***

- Ensure that the Administrative Procedures for School Generated funds are implemented in compliance with Board Policy and or Administrative Memorandum
- **Encourage a cashless environment in the school by utilizing the school finance system's online payment module.**
- Act as one of the approved signing officers on the school bank account.
- Appoint the Designated Secretary responsible for receipts, disbursements, banking and record keeping and communicate those responsibilities.
- Ensure that processes are in place to adequately control the funds within the school including security over cash and records.
- Ensure that no staff members or members of the community are collecting and managing funds in their own bank account.
- Communicate responsibilities to staff members.
- Ensure that there is a primary contact for each club or class involved with financial transactions.
- Review, initial and date the monthly bank reconciliation.
- Review records periodically.
- Review, sign and date the annual Financial Reports.
- Distribute and/or make available the annual financial reports as outlined in the section on Financial Reporting.
- Notify the Family of Schools Superintendent and the Senior Business Official **or Designate immediately upon suspicion if funds are of lost or stolen funds without beginning any form of internal investigation.**
- Ensure that the school or any individual associated with the school does not enter into contracts in the name of the school or the Board.
- Ensure that the Catholic School Council chair is aware and understands their roles and responsibilities.
- Provide **summary** financial reports for the Catholic School Council to review as they pertain to Catholic School Activities on a quarterly basis as a minimum.

***Designated Secretary in the School***

- Implement the administrative procedures for school generated funds as directed by the Principal.
- Act as one of the approved signing officers on the school bank account.
- Count and verify funds received for deposit.
- Prepare bank deposits and deposit funds at the bank on a regular basis.

- Issue cheques ensuring that all requests for payments are properly supported and approved by the Principal.
- Record transactions on a regular basis.
- Complete the monthly bank reconciliation **and review list of outstanding deposits and cheques.**
- Prepare transaction reports as required.
- Advise the Principal of deviations from the administrative procedures outlined in this manual.
- Prepare annual financial report and submit to Principal.
- Assist during financial review.
- Participate in board sponsored training relating to school generated funds.
- With approval of the principal, delegate some of these duties to another staff position directly involved with school generated funds.
- **Analysis category balances on a regular basis, advise Principal of variances and/or discrepancies in category balances.**

### ***Staff Members***

- Collect money from students or other sources as applicable.
- Count money collected and record amount and intended use on the Deposit Voucher **Funds Received Form** as indicated in the section on ~~Banking, Receipts and Disbursements~~.
- Ensure funds collected are delivered to the Designated Secretary on a daily basis.
- **Complete cheque requests for payment of invoices/receipts and request appropriate approval** ~~Ensure that invoices have the appropriate approval and are delivered to the Designated Secretary for payment as indicated in the section on Disbursements.~~
- Ensure details of financial activity related to their class or club are recorded correctly.
- Ensure that funds received are disbursed as per the intent of the funds raised or collected.
- Request and review transaction reports on a regular basis and advise the Designated Secretary of any discrepancy.

### ***Catholic School Council Chair***

- Work with the Principal to ensure that the sources and uses of school generated funds comply with Board policy and the established Administrative Operational Procedures.
- Ensure fundraising activities involving the students and/or the school are in compliance with Board policies and no direct or indirect benefit is derived by a member of the Catholic School Council.
- Ensure that Catholic School Council members are aware that where conflicts of interest exist, they are disclosed.
- Review, sign and date the annual Catholic School Council financial reports.
- Attend board sponsored training relating to school generated funds.
- Ensure that all records and financial reports are available for review at the school as indicated in the section on Catholic School Councils.

## **BANKING/RECEIPTS/DISBURSEMENTS**

- The school must have only one school generated funds **general** bank account.
- Where schools participate in Lotteries and Games of Chance; a second separate bank account must be maintained.
- The bank account must be in the name of the school.
- Cheques for the school bank account must be pre-numbered.
- The account must require two signatures on all cheques.
- ~~It is acceptable to have up to four signing officers. The Principal must be one of the four.~~
- **Acceptable signing officers are the Principal, Vice-Principal and designated Secretary with Finance responsibilities.**
- Bank account established must be such that statements are issued on a monthly basis along with returned cheques.
- The bank statement must be cut-off on the last day on the month.

## **RECEIPTS**

- All money received at the school must be stored on site in a designated locked and safe location, which has ~~with~~ limited access.
- All money collected must be deposited intact to the bank account promptly. This means that expenditures are not paid ~~from using the cash collected~~ cash. The total funds are deposited to the bank and a cheque is written to pay for expenditure expenses.
- All funds received need to be recorded on a Deposit Voucher.
- All staff collecting money must complete ~~the attached~~ a “Deposit Voucher” and include a class list of who has paid. and forward to the Designated Secretary in the school office.
- All money received into the school office must be logged onto the Deposit Log
- Funds logged onto Deposit Log must be verified and counted in the presence of the School Secretary and Individual handing in the Deposit Voucher and funds.
- Once the Designated Secretary receives the money, they will sign for receipt of funds on the “Deposit Log”. Designated Secretary will note ~~a the~~ reference number ~~from on~~ the Deposit Log ~~on the~~ and Deposit Voucher. The individual making the deposit to the office should sign the log indicating the deposit of funds to the office and should be done in the presence of the Designated Secretary.
- The Deposit Voucher must be fully completed accompanied by a class list or other supporting documents and must be totalled and signed to ensure that the deposit is accurate and deposited to the correct category/subcategory.
  - Money must be counted in the presence of two individuals.
- When the funds have been counted by the Designated Secretary, they will sign the Deposit Voucher indicating that the actual money originally submitted were correctly accounted for and verified.
- You may use the same procedure for receipting funds received directly from individuals or groups not employed by the Board.
- The Deposit Voucher must be used to process all deposits to the school bank account.

## DISBURSEMENTS

- All disbursements must be recorded promptly.
- All payments must be made by cheque or ~~through Board approved~~ School petty cash.
- Pre-signing of cheques is not acceptable. Signature stamps are not acceptable.
- Payments must only be made upon the presentation of a cheque request approved by the Principal with an original invoices, receipts or other appropriate supporting documentation ~~approved by the Principal.~~
- Hand written cheques are not acceptable.
- When a cheque is issued the cheque stub must be stapled to the cheque request providing proof of payment. ~~invoice must be marked paid and the cheque number and date recorded on the original documentation.~~ Payments should not be made from company statements.
- Cheques made payable to cash or for the purchase of cash equivalents such as gift cards or payments in advance to employees are not acceptable.
- Reimbursements to Principals above \$250.00 ~~a set dollar amount (determined by board)~~ must be approved by their Superintendent.
- ~~Using the number control feature,~~ All cheques should be accounted for. Voided cheques should be retained. If lost, a stop payment must be applied against the cheque.
- Unused cheques must be stored in a designated, secure location in order to prevent loss or theft.

## INVESTMENTS

Where a school has excess funds, they may be invested in the name of the school as permitted by Reg. 471/97 of the Education Act (Eligible Investments) and Board Policy and practices (e.g. term deposits, GIC's, etc.). These funds should be invested on a short-term basis.

## BANK RECONCILIATION

- Monthly bank reconciliations must be completed.

- Cheques not cashed within six months are stale-dated and shall be voided. Stop payments should be applied to staled dated cheques that become voided.~~reversed in your records.~~
- The Principal shall review the monthly bank reconciliation, sign it and retain on file.
- Reconciliation outstanding list of transactions should be reviewed on a monthly basis.

## FINANCIAL REPORTING

The Principal is accountable for the money to both the school community and the Board. Financial statements demonstrate accountability and, at the same time, provide information for decision-making needed by the school community and the Board.

- The financial reports shall be prepared under the direction of the Principal.
- The reports shall encompass all money generated in the name of or under the auspices of the school regardless of its source or use.
- The fiscal year for the reports shall be September 1 to August 31.
- The Principal shall review, sign and date all reports.
- The reports shall be made available at the school to the members of the school community upon request.
- The reports shall be kept with the records for the school generated funds for seven years.

## MINIMUM REQUIRED REPORTS TO INCLUDE

1. Plan for School Generated Funds – Yearly
2. ~~Banking~~ **Category** Summary Report – Monthly
3. Itemized Category Listing Report – Monthly
4. Summary Template (Template) – Annual
5. Bank Reconciliation Report – Monthly

## FINANCIAL REVIEW

The Board's appointed Auditors will conduct audits of school generated funds. This will occur on a cyclical basis, so that each school is audited periodically. ~~Through a Board staff will periodically conduct a financial review of and/or finance field visit to analysis, recommend and provide support around School Generated Funds. , regular financial reviews of school generated funds will be undertaken.~~ The financial review function reports to the Director of Education.

New Principal appointments require all financial information transferred to the new Principal and a review of current finances shall be completed by both Administrators.

## HARMONIZED SALES TAX

All items purchased through the school generated funds bank account, ~~if one exists,~~ are eligible for HST rebate. ~~as follows:~~

- ~~A rebate of 93% of Provincial Sales Tax~~
- ~~A rebate of 68% of Federal Sales Tax~~
- ~~100% of the HST paid on all purchases of text books and other published materials~~

To obtain a rebate of the HST paid on items purchased through school generated funds, ~~or the Catholic School Council funds~~ a HST rebate report **applications** must be prepared by the school **and submitted online to CRA by Board staff.** ~~HST rebate applications are prepared as part of the year-end process.~~

Original invoices that support the amounts shown on the HST Rebate Claim must be kept on file at the school for audit purposes for a period of 7 years.

## CHARITABLE DONATIONS

The Canadian tax system encourages taxpayers to support the activities of registered charities by allowing a tax credit to be claimed by a donor. To qualify as a donation, the transfer of funds must be voluntary and made without benefit to the donor.

To receive a tax receipt, cheques issued by the donor to support a school must be made out to Niagara Catholic District School Board or the Foundation for Catholic Education and not be payable directly to the school.

## LOTTERIES AND GAMES OF CHANCE

A license from the Alcohol and Gaming Commission of Ontario (AGCO) is required for all lotteries and games of chance. The application process for most lotteries and games of chance can be done through the local Municipality. The application should be in the name of the school and signed by the Principal.

~~All licenses require that a~~ separate in trust lottery bank account ~~be~~ account needs to be used for tracking revenue and expenses.

A condition of all licenses is that you report on the financial activity of the project.

## ENTERING INTO CONTRACTS

Board Administration, in consultation with schools, will determine the extent to which schools can enter into individual school contracts. Board policy, procedures, and administrative operational procedures will establish the parameters regarding the dollar amount and the duration of contracts into which schools can enter into a contract agreement.

Schools should refer to specific board policies/practices with particular attention given to the Board's Purchasing/Supply Chain Management policy (600.1).

## CATHOLIC SCHOOL COUNCIL

Under the Education Act Regulation 612, school boards in Ontario are required to establish a Catholic School Council for each school within the board. These Councils are advisory bodies that may make recommendations to the school Principal or the board on any matter. Many Catholic School Councils perform fundraising activities in the name of the school and as such are required to conform to the appropriate sections of Regulation 612 that deal with fundraising issues. The Principal is ultimately responsible for activities related to the school and therefore is also responsible for Catholic School Council activities.

Catholic School Councils are not to be incorporated. Any funds and assets generated through fundraising activities in accordance with Board policies and procedures assisted by the Catholic School Council are the property of the Board.

Catholic School Councils shall not maintain their own bank accounts or establish ownership of School Generated Funds in specific categories.

## BANKING PROCEDURES

- ~~All funds generated through the Catholic School Council are the responsibility of the Principal of the school shall be deposited and disbursed through the school bank account.~~
- ~~All monies generated will be counted by two (2) members of the Catholic School Council or with the assistance of a staff member and the total amount shall be recorded and initialed on the prescribed Deposit Voucher Form~~

- ~~All monies accompanied by the Deposit Voucher form will be submitted to the school Principal or Principal's designate.~~
- ~~The Principal or Principal's designate will then count the receipts and initial the Deposit Voucher Form indicating agreement with the amount to be deposited into the school bank account.~~
- ~~The deposit will be kept secure in the school office and will be promptly deposited.~~
- ~~Monthly bank reconciliations will be completed and retained in the school office.~~

## **DISBURSEMENTS**

Request for payment will be issued upon the completion of the Cheque Request Form supported by an original invoice(s) and/or receipt(s) and approval from the Principal and/or Principal's designate.

## **CATHOLIC SCHOOL COUNCIL FINANCIAL REPORTING**

Aligning with the fiscal year of the Board, Catholic School Councils annual financial report shall reflect the activities undertaken from September 1 to ~~August 31~~ **June 30** of the following ~~current~~ **current school** year.

### ***Catholic School Councils shall:***

- Record in each Catholic School Council meeting minutes that a financial report was presented and approved by the Catholic School Council members in attendance;
- ~~Keep records of all financial transactions and make available at the school for examination without charge by any person for up to four (4) years; and~~
- Annually submit a written **summary report of revenue and expenses** on all fundraisers and activities ~~to in collaboration with~~ the Principal of the school ~~and~~ to the Board.

The Principal shall, on behalf of the Catholic School Council, provide the annual report to parents by posting the report in the school in a location that is accessible to parents.

### ***References***

- [\*Alcohol and Gaming Commission of Ontario \(AGCO\)\*](#)
- [\*OASBO School Generated Funds Guidelines ~~\(2009\)~~ June 2014\*](#)
- [\*Ontario Regulation 612/00 – School Councils and Parent Involvement Committees\*](#)
- [\*Public Sector Accounting Board \(PSAB\)\*](#)
- [\*Niagara Catholic District School Board Policies/Procedures\*](#)
  - [\*Fundraising \(301.4\) AOP\*](#)
  - [\*Student Fees \(301.11\) AOP\*](#)
  - [\*Purchasing/Supply Chain Management Policy \(600.1\)\*](#)
  - [\*Privacy Policy \(600.6\)\*](#)

<b>Adopted Date:</b>	<b>April 25, 2006</b>
<b>Revision History:</b>	<b>February 25, 2014</b>

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
APRIL 28, 2020**

**TITLE: ADMINISTRATIVE OPERATIONAL PROCEDURES (CYCLE)  
CRIMINAL BACKGROUND CHECK - SAFE SCHOOLS (302.6.7)**

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The Criminal Background Check - Safe Schools (302.6.7) Administrative Operational Procedures is presented for information.

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Prepared by: Frank Iannantuono, Superintendent of Education  
Presented by: Frank Iannantuono, Superintendent of Education  
Date: April 28, 2020



Niagara Catholic District School Board  
**CRIMINAL BACKGROUND CHECK**  
*(Safe Schools)*

ADMINISTRATIVE OPERATIONAL PROCEDURES

Section 200 – Human Resources

No 302.6.7

Adopted Date: June 26, 2001

Latest Reviewed/Revised Date: June 17, 2014

In keeping with the Mission, Vision, and Values of the Niagara Catholic District School Board, the following are Administrative Operational Procedures for Criminal Background Check.

## PREAMBLE

The Board has the responsibility to provide a safe and secure working and learning environment for students and employees. The Board is in a position of trust and must strive to protect the well-being of students.

Therefore the Board shall implement the requirements for the collection of personal information. The Board will adjudicate the possibility of risk to students and staff, where a potential employee has a criminal record and shall not employ persons or continue to employ persons with a criminal record which demonstrates a risk to students or staff.

## DEFINITIONS

As per Regulation 521/01 of the Education Act, as amended by Regulation 322/03

**"Criminal Background Check"** means, in respect of a Board, a document concerning an individual:

- a. That was prepared by a police force or service from national data on the Canadian Police Information Centre (CPIC) database within six (6) months before the day the Board collects the document; and
- b. That contains information concerning the individual's Personal Criminal History. "Offence Declaration" means, in respect of a Board, a written declaration signed by an individual listing all of the individual's convictions for offences under the Criminal Code (Canada) up to the date of the declaration:
  - i. That are not included in a criminal background check collected by the Ontario College of Teachers (OCT) after December 31, 1998 or in the last criminal background check collected by the Board under this regulation; and
  - ii. For which a pardon under Section 4.1 of the Criminal Records Act (Canada) has not been issued or granted.

**"Personal Criminal History"** means, in respect of an individual, information on criminal offences of which the individual has been convicted under the Criminal Code (Canada) and for which a pardon under Section 4.1 of the Criminal Records Act (Canada) has not been issued or granted to the individual.

**"Vulnerable Sector Screening"** means, in respect of a Board, a document concerning an individual:

- i. That was prepared by a police force or service from national data on the Canadian Police Information Centre (CPIC) database and from local police service records, within six (6) months before the day the Board collects the document; and
- ii. That contains information concerning the individual's personal criminal history and



- iii. That contains information resulting from a criminal record search of data maintained by the Royal Canadian Mounted Police for sexual offences for which a pardon has been granted or issued.

## CRIMINAL BACKGROUND CHECKS FOR CURRENT EMPLOYEES

All current employees will provide a Criminal Background Check in accordance with Regulation 521/01 as amended by Regulation 322/03.

### Requirements

The "Collection of Personal Information Regulation" will require the Niagara Catholic District School Board to do the following:

### Current Employees

- a. If the employee became a member of the Ontario College of Teachers (OCT) after December 31, 1998 and commenced employment with the Board before April 1, 2002, the Board shall collect an Offence Declaration from the individual by September 1 of each year in which the individual is employed by the Board.
- b. If the employee commenced employment with the Board prior to April 1, 2002 and is not an individual described in paragraph (a), the Board shall collect:
  - i. A Criminal Background Check (CPIC) by July 31, 2003 if the individual continues to be employed by the Board after July 31, 2003.
  - ii. An Offence Declaration from the individual by September 1 of each year in which the individual is employed by the Board, commencing in 2004.

## RETENTION OF DOCUMENTATION

The Board shall retain an original or a true copy taken from the original police criminal record check or police ~~vulnerable~~ ~~sector~~ ~~check~~ by the ~~Director~~ ~~Superintendent of Human Resources Services~~ or designate. ~~Completed criminal background checks and offence declarations will be filed in a separate and secure location in accordance with Regulation 521/01 as amended by Regulation 322/03)~~

## ADJUDICATION PROCESS

Where evidence is received of a criminal conviction, the Director or designate will consider at least the following factors in determining an appropriate course of action:

- a. Length of time since offence(s);
- b. Did the offence(s) involve children and/or sexual activity and/or violence and/or acts of dishonesty;
- c. Employment history;
- d. Employee's attitude towards offence(s);
- e. Treatment, counseling or other services received since offence;
- f. Other steps taken to rehabilitate;
- g. Likelihood offence(s) will be repeated;
- h. Was alcohol or illegal drugs a factor in commission of offence(s);
- i. Degree of co-operation with this investigation;
- j. Was offence(s) committed while employed by the Board;
- k. If employee is a teacher, relevance of offence(s) to teacher duties as set out in the Education Act and Regulations;
- l. If an employee is not a teacher, relevance of offence(s) to their employment duties as set out in Board policy and the specific governing body applicable to the particular employee; and
- m. Does offence(s) require any action pursuant to The Student Protection Act (including notification to the Ontario College of Teachers)

The course of action may include action up to and including dismissal, and/or withdrawal of offer, and shall be in compliance of other Board policies, collective agreements and legislation.

## CONSEQUENCES OF NON-COMPLIANCE

Employees who fail to provide a Criminal Background Check – **Vulnerable Sector Check** in compliance with Regulation 521/01 as amended by Regulation 322/03 may be suspended without pay pending submission of the Criminal Background Check.

Employees who fail to provide an annual Offence Declaration form by the date prescribed may be suspended without pay until the form is submitted.

## CRIMINAL BACKGROUND CHECKS FOR PROSPECTIVE EMPLOYEES

All prospective employees will be required to provide, at their own expense, an original Vulnerable Sector Screening Check prior to commencing employment.

1. All applicants for employment with the Board shall be asked on their employment application form to indicate whether they have ever been convicted of a criminal offence for which a pardon has not been granted.
2. The Board shall enter into a Memorandum of Understanding with the Niagara Regional Police Service regarding the disclosure of information covered by the Memorandum of Understanding and the requirements of the Municipal Freedom of Information and Protection of Privacy Act.
3. Once an applicant for employment has been identified as a potentially successful candidate, an offer of employment may be made conditional upon the Board receiving the applicant's criminal background check results, which meets the requirements of a safe work environment as determined by the senior official in Human Resources Services.
4. The Board shall provide the prospective employee with a Police Criminal Record Check – Police Vulnerable Sector Check form, which is to be completed by the prospective employee and submitted with the applicable fee to the Niagara Regional Police Service for processing.
5. Upon receipt of his or her verification of criminal record, the prospective employee will provide the original Niagara Regional Police Service document to Human Resources Services.
6. The Human Resources Department shall review the documentation to determine whether "bona fide" reasons exist to refuse the position based on the responsibilities inherent in the position.
7. Human Resources Services shall consider the legal procedures contained in the Canadian Charter of Rights and Freedoms, the Criminal Code, the Human Rights Code, the Police Services Act, the Child and Family Services Act, the Young Offenders Act and the Municipal Freedom of Information and Protection of Privacy Act and relevant Board policies.
8. The Board's offer of employment shall be withdrawn if the candidate:
  - i. has outstanding charges or prior convictions which indicate that the candidate could pose a threat to students/staff;
  - ii. has made a false declaration in his or her application for employment; or
  - iii. declines to provide a verification of criminal record as required by Board policy.
9. The offer of employment shall be either confirmed or withdrawn or the applicant's conditional employment shall be confirmed or terminated after receipt of the criminal background check.

10. All information surrounding the Criminal Background Check, including the results, will be maintained in accordance with the Municipal Freedom of Information and Protection of Privacy Act.
11. The Board shall collect an acceptable Criminal Background Check (Vulnerable Sector Screening) before the day an individual commences employment with the Board. All offers of employment with the Board shall be conditional upon the applicant supplying an acceptable criminal background check. Human Resources Services shall facilitate the collection of an Offence Declaration from the individual by September 1 of each year in which the Board employs the individual after the year employment was commenced.
12. In exceptional circumstances, with the approval of the Director of Education and the Superintendent of Human Resources an individual may begin employment with the Board before an acceptable criminal background check is collected.

In such circumstances, the Board will require the individual to submit an Offence Declaration, pending submission of the acceptable criminal background check. Before any exception is made, a binding agreement shall be entered between the employee or any authorized representative of the employee, and the Board, ensuring that the verification will be provided without delay. This agreement will preserve the Board's right to revoke the offer of employment, and dismiss the employee, should the information provided by the employee prove to be false or misleading in any respect, or if the background check is determined to be unacceptable.

## **CRIMINAL BACKGROUND CHECKS FOR SERVICE PROVIDERS**

A service provider is an individual who is not an employee of the Board and in the normal course of providing goods or services under contract with the Board, or carrying out their employment functions as an employee of a person who provides goods or services under contract with the Board or Ministry of Education. The definition of "others" extends the requirement of Police Criminal Record Check – Police Vulnerable Sector Check to individuals who provide goods or services without a formal contract with the Board.

1. The Board will not allow school access to service providers or “others” who have direct and regular contact with students if they have not provided a Police Criminal Record Check – Police Vulnerable Sector Check, or have provided a Police Criminal Record Check – Police Vulnerable Sector Check which has been adjudicated and found to present an unacceptable risk to students and/or staff.
2. School Administrators, Managers and Supervisors have the authority to request any service provider to produce a Police Criminal Record Check – Police Vulnerable Sector Check to ensure compliance with this Policy and the statutory Regulations.
3. The Board will determine who is a service provider who may come into direct contact with students on a regular basis, and who is required to produce a Police Criminal Record Check – Police Vulnerable Sector Check.
4. The Board will include provisions in the Request for Proposal/Tender/Quotations that notify potential service providers of the requirements to obtain Police Criminal Record Check – Police Vulnerable Sector Checks and annual Offence Declarations thereafter.

**References**

- [Education Act](#)
- [Regulation 521/01, as amended by Regulation 323/03](#)
- [Student Protection Act, 2002](#)
- [Teaching Profession Act](#)
- [Police Records Check Reform Act 2015](#)
- [Regulation 521/01s.2\(1\)](#)
- **Niagara Catholic District School Board Policies/Procedures**
  - [Access to Board Premises: Safe Schools \(302.6\) AOP](#)
  - [Accessibility Customer Service Policy \(800.8.1\)](#)
  - [Educational Field Trip \(400.2\) AOP](#)
  - [Sexual Misconduct \(201.13\) AOP](#)
  - [Volunteering in Catholic Schools \(800.9\) AOP](#)
  - [Police Protocol between the Niagara Regional Police Services and the Niagara Catholic District School Board](#)

<b>Adopted Date:</b>	June 26, 2001
<b>Revision History:</b>	June 19, 2003 June 17, 2014

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
APRIL 28, 2020**

**TITLE: ADMINISTRATIVE OPERATIONAL PROCEDURES (CYCLE)  
CONCUSSION (303.1)**

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The Concussion (303.1) Administrative Operational Procedures is presented for information.

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Prepared by: Pat Rocca, Superintendent of Education  
Presented by: Pat Rocca, Superintendent of Education  
Date: April 28, 2020



Niagara Catholic District School Board

**CONCUSSION**

## ADMINISTRATIVE OPERATIONAL PROCEDURES

300-Schools/Students

No 303.1

Adopted Date: December 16, 2014

Latest Reviewed/Revised Date: Nil

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the following are Administrative Operational Procedures for Concussion.

**PREAMBLE**

The Niagara Catholic District School Board (Board) recognizes the importance of the health, safety and overall well-being of its students and is committed to taking steps to reduce the risk of injury. **These Administrative Operational Procedures are a tool assist in the prevention, recognition and return to sport protocol for individuals who have a concussion or are suspected to have a concussion.**

The Board recognizes that children and adolescents are among those at greatest risk for concussions and that while there is potential for a concussion any time there is body trauma, the risk is greatest during activities where collisions can occur, such as during physical education classes, playground time, or school-based sports activities.

Concussion prevention, recognition and management requires the cooperation of all partners in the school community. To ensure the safety of students while they enjoy the many benefits of being active, parents/guardians, students, volunteers, staff, and school boards must all understand and fulfill their responsibilities. **It is critical to a student's recovery that the Return to Learn/Return to Physical Activity Plans be developed through a collaborative team approach.**

Increasing awareness of conditions to prevent and identify symptoms related to concussions will support the proper management of concussions, reducing increased risk. ~~This Policy authorizes the creation of administrative procedures for implementation, which include~~ **These Administrative Operational Procedures includes** requirements described in Ministry of Education Policy/Program Memoranda, as ~~matters of policy, and any such administrative procedures shall be considered~~ procedures pursuant to the *Education Act* and other relevant ~~and/or~~ Ministry of Education materials ~~all of which will be sufficient for the purposes of implementing the requirements of Ministry of Education Policy/Program Memoranda.~~

**PURPOSE**

The Niagara Catholic District School Board recognizes concussions as a serious injury which requires appropriate follow-up measures to reduce risk of potential additional injury. Concussion awareness, prevention, identification and management are a priority for the Board. The implementation of the Board's Concussion Administrative Operational Procedures is another important step in creating healthier schools in the Niagara Catholic District School Board.

**INFORMATION DEFINITIONS**

A concussion:

- is a brain injury that causes changes in how the brain functions, leading to symptoms that can be physical (e.g., headache, dizziness), cognitive (e.g., difficulty concentrating or remembering), emotional/behavioural (e.g., depression, irritability) and/or related to sleep (e.g., drowsiness, difficulty falling asleep)
- may be caused either by a direct blow to the head, face or neck, or a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull
- can occur even if there has been no loss of consciousness (in fact most concussions occur without a loss of consciousness)
- cannot be seen on X-rays, standard CT scans or MRIs
- is a clinical diagnosis made by a medical doctor or nurse practitioner\*
- \* It is critical that a student with a suspected concussion be examined by a medical doctor or nurse practitioner as soon as possible.

~~Due to their developing brain and risk taking behavior, children and adolescents are more susceptible to concussion and take the longest to recover. Recent research has made it clear that a concussion can have a significant impact on a student's cognitive and physical abilities. In fact, research shows that activities that require concentration can actually cause a student's concussion symptoms to reappear or worsen. It is equally important to help students as they "return to learn" in the classroom as it is to help them "return to physical activity". Without identification and proper management, a concussion can result in permanent brain damage and in rare occasions, even death.~~

~~Research also suggests that a child or youth who suffers a second concussion before he or she is symptom free from the first concussion is susceptible to a prolonged period of recovery, and possibly Second Impact Syndrome—a rare condition that causes rapid and severe brain swelling and often catastrophic results, including death.~~

~~A Learn/Return to Physical Activity Plan requires a collaborative team approach lead by the school principal. This team should include the concussed student, their parents/guardians, school staff and volunteers who work with the student, and the medical doctor/nurse practitioner. Ongoing communication and monitoring by all members of the team is essential for the successful recovery of the student.~~

## **CONCUSSION SIGNS AND SYMPTOMS**

The first step to managing a concussion is being able to recognize common signs and symptoms. A concussion should be suspected following a blow to the head, face or neck, or a blow to the body that transmits a force to the head. It is important to recognize that one or more of the signs or symptoms of a concussion which may take hours or days to appear. ~~Review Appendix A for a list of common signs and symptoms and complete this form. Appendix C5: Concussion Recognition Tool is a pocket sized tool that can also be used to identify a suspected concussion. If staff is not sure of the presence of one or more of these signs and symptoms of a possible concussion, Appendix A should be given to the parent/guardian and student. If staff, in communication with the school principal, suspects head trauma or a concussion might be possible, the Appendix A: Tool to Identify a Suspected Concussion and Appendix B: Documentation of Medical Exam must be given to the parent/guardian and student.~~

## **CONCUSSION SIGNS AND SYMPTOMS OF A CONCUSSION**

### *NOTE:-*

- Signs and symptoms may be different for everyone
- Signs and symptoms can appear immediately after the injury or may take hours or days to emerge
- Concussion symptoms for younger students may not be as obvious compared to older students

- A student may be reluctant to report symptoms because of a fear that they will be removed from the activity, their status on a team or in a game could be jeopardized or academics could be impacted
- It may be difficult for students under 10, with special education needs, or students for whom English/French is not their first language, to communicate how they are feeling
- If student loses consciousness or signs or symptoms worsen, call 911
- Cognitive or physical activities can cause student's symptoms to reappear
- Steps are not days-each step must take a minimum of 24 hours and the length of time needed to complete each step will vary based on the severity of the concussion and the student
- The signs and symptoms of a concussion often last for 7-10 days, but may last longer in children and adolescents
- Compared to older students, elementary school children are more likely to complain of physical problems or misbehave in response to cognitive overload, fatigue, and other concussion symptoms
- If a student returns to activity while symptomatic, or before the brain has fully recovered, they are at an increased risk of sustaining another concussion with symptoms that can be prolonged and increased
- Principals, supervising staff, coaches and volunteers must be very aware of students asking to return to learn and return to play too early.
- Parents/guardians must report non-school related concussions
- Return to Learn/Return to Physical Activity steps must be followed regardless of where diagnosed concussion occurred

### DOCUMENTATION

If staff, in communication with the school principal, suspects head trauma or a concussion might be possible:

**Appendix C1: Tool to Identify a Suspected Concussion** and **Appendix D2: Documentation of Medical Exam** must be given to the parent/guardian and student.

**Appendix C2: Concussion Recognition Tool** is a pocket sized tool that can also be used to identify a suspected concussion. If staff is not sure of the presence of one or more of these signs and symptoms of a possible concussion

### THE DIAGNOSIS OF A CONCUSSION

Medical doctors and nurse practitioners are the only healthcare professionals in Canada with licensed training and expertise to diagnose a concussion; therefore, all students with suspected concussions should undergo evaluation by one of these professionals.

### PREVENTION

Regardless of the steps taken to prevent injury, some injuries may occur. The severity of the injury may be mitigated by the following:

1. Awareness and education for coaches, volunteers, staff, parents and students to:
  - a) Recognize the symptoms of concussion
  - b) Remove the student from play
  - c) Refer the student to a medical doctor/nurse practitioner
  - ~~d) Deliver curriculum based lessons on concussion awareness to students at specified grades~~
  - d) Connect Curriculum with student learning about concussions and injury prevention



2. Wearing the school's sport specific protective equipment:
  - a) Equipment will fit properly
  - b) Equipment will be well maintained
  - c) Equipment will be worn consistently and correctly
  - d) Equipment will meet current safety standards
  - e) Damaged or expired equipment will be replaced
3. Follow OPHEA sport specific safety guidelines and our Niagara Catholic Fair Play Code of Conduct
4. Ensure all students receive instruction, understand and follow the sport/activity specific safety rules and skills prior to participation (e.g. eliminate all checks to the head and eliminate all hits from behind)
5. Teach skills in proper progression (e.g. emphasize the principles of head-injury prevention, keeping the head up and avoiding collision)
6. Outline the concussion risks associated with the activity/sport and demonstrate how they can be minimized e.g. teach proper sport techniques - correct tackling in football, effective positioning in soccer, ~~how to avoid over crowding when using the playground~~ use of zones for activities to avoid overcrowding.
7. Students must follow their supervising staff/coach's/volunteer's safety instructions at all times
8. Reinforce that it is extremely important not to return to learning or physical activity while still recovering from a concussion to avoid further risk of injury.
9. Discourage parents/guardians/volunteers/teachers/coaches, school staff from pressuring recovering concussed students to play or learn before they are ready
10. Parents need to reinforce with their child the importance of following the school's safety procedures
11. Parents need to report concussion history on school medical form
12. Provide reassurance, support and request/offer academic accommodations as needed

## PROCEDURES

Immediate action must be taken by the individual (e.g. principal, teacher, coach) responsible for the student if the student receives a blow to the head, face or neck, or a blow to the body that transmits a force to the head. If in doubt, sit the student out and proceed with protocol.

Further to the Concussion Administrative Operational Procedures, the Board outlines the following roles and responsibilities:

## RESPONSIBILITIES

Family of Schools Superintendents of Education will:

- Perform an annual review of the Concussion Administrative Operational Procedures to ensure the procedures align with current best practice recommendations and, at a minimum, the OPHEA concussion guidelines.

- Create a Concussion Board Report (Student Concussion Appendix A, B, C), to be completed by school principals, to track student concussions and record staff concussion education.
- Review concussion board reports annually to ensure compliance with and effectiveness of the Administrative Procedures.
- Ensure concussion education is made available to all school personnel and volunteers.
- Implement concussion awareness and education strategies for students and their parents/guardians.
- Provide support to schools and staff to ensure enforcement of Return to Learn and Return to Physical Activity Guidelines and the Board Concussion Administrative Operational Procedures.
- Ensure that all board staff, including volunteers, involved in physical activity and supervision (includes but not limited to: recess supervision, curricular, interschool, and intramural physical activity, before and after school care), are trained to recognize signs and symptoms of a suspected concussion and what immediate action to take.
- Ensure that information on the Concussion Administrative Operational Procedures is shared with the school community, including organizations that use the school facilities, such as community sports organizations and licensed child-care providers operating in schools of the Board where applicable.
- Ensure each elementary and secondary school implements the Return to Learn and Return to Physical Activity Plan (Appendix **E1, E2 A, B, C**)

Principals will:

- Abide by the Concussion Administrative Operational Procedures.
- Ensure staff, volunteers, parents/guardians, and students are aware of the Concussion Administrative Operational Procedures and understand their roles and responsibilities.
- Ensure the Concussion Administrative Operational Procedures is followed by all school staff (including occasional staff/support staff, recess supervisors), parents/guardians, students, and volunteers.
- **In honour of Rowan's Law Day, provide training for staff and coaching volunteers by the last Wednesday in September every school year beginning September 2020, and repeat as necessary. The Rowan's Law Day Toolkit for Schools contains sample tools to recognize Rowan's Law Day in schools and to encourage conversation and raise awareness among students, staff and the school community about concussion safety. See Appendix H**
- **Provide annual concussion training for relevant school staff utilizing the Opeha's Concussion Identification, Management, and Prevention for Schools 2019/20. The e-Learning module was developed to increase awareness and understanding of concussion and of the methods and strategies to be used for identification and appropriate management of concussions. The module also includes strategies and resources to assist in the education of concussion prevention. This e-Learning module is intended for all school staff including educators, administrators, and support staff**
- ~~Arrange for concussion in servicing for staff and coaching volunteers, and repeat as necessary.~~
- Ensure the Concussion Recognition Tool is included in occasional teacher lesson plans and field trip folders.
- Share concussion information with students and their parents/guardians.
- Ensure lessons on Head Trauma/Concussion Awareness are delivered annually to all students.
- Ensure OPHEA safety guidelines are being followed.
- Work as closely as possible with students, parents/guardians, staff, volunteers, and health professionals to support concussed students with their recovery and academic success.
- Maintain up to date emergency contact and telephone numbers.
- Complete concussion Board report (OSBIE/Appendix I, Student Concussion) as each injury occurs **or** and for each term/semester.
- Attempt to obtain parental/guardian cooperation in reporting all non-school related concussions.
- Ensure concussion information is readily available to all school staff and volunteers.
- Ensure that all incidents are recorded, reported and filed as required by this Administrative Guideline, as appropriate, and with an OSBIE incident report form.

- For students who are experiencing difficulty in their learning environment as a result of a concussion, coordinate the development of an Individual Education Plan (IEP). See the revised OPHEA Strategies released by OPHEA for Return to Learn Strategies/Approaches.
- Approve any adjustments to the student’s schedule as required.
- Alert appropriate staff about students with a suspected or diagnosed concussion.
- Prior to student return to school, ensure completion and collection of the following documentation:
  - Documentation of Medical Examination Form (~~Appendix B, C~~) (**Appendix D2**)
  - Documentation for a Diagnosed Concussion – Return to Learn/Return to Physical Activity Plan (~~Appendix B~~) (**Appendices E1, E2**)
- File above documents (~~Appendix B, C~~) (**Appendices D2, E1, E2**) in student’s OSR and provide copy to appropriate school staff.
- Once concussion is diagnosed, appoint a ~~primary~~ staff member to act as the student’s liaison to ensure adequate communication and coordination of student’s needs.
- Ensure Parent/Guardian complete ‘Acknowledgement of Risk/Permission to Participate Form
- Ensure Parent/Guardian has been notified of any suspected concussion during the school day the incident occurred at the first reasonable opportunity.

### ENCOURAGING PARENT/GUARDIAN COOPERATION

If the Parent/Guardian refuses a physician consultation and/or refuses to adhere to the concussion admin procedure the Principal will:

- Discuss parental concerns (e.g. documentation fees) surrounding the process and attempt to address these concerns
- Provide rationale for the required steps of the Concussion Administrative Procedure
- Include parent/guardian and their child in every step of the recovery process
- Provide parents with concussion information to increase their awareness and knowledge
- Re-iterate the importance of obtaining an official diagnosis from trained physician
- Explain to parent/guardian if staff feels immediate medical attention is required that they are obligated to call 911 even on parent refusal
- Inform parent/guardian that school is obligated to follow the steps of the “Return to Learn” and “Return to Physical Activity” process
- Have parent sign off Appendix **E1 and E2** ~~C: Part A - Physical and Cognitive Home Rest; or Part C – Return to Physical Activity with no Restrictions~~
- If unsuccessful in acquiring full parental cooperation seek support from Senior Administration

School Staff (Includes administration staff, teaching staff, support staff, coaches, volunteers, etc.) will:

- ~~Understand and follow Concussion Policy and Administrative Procedures.~~
- Attend and complete concussion training (e.g. staff meeting, online, workshop, read concussion package, etc.).
- Ensure that the Acknowledgement of Risk/Permission to Participate Appendix A distributed, completed and signed by parent prior to student participation in a sport.
- Ensure age-appropriate concussion education, including prevention, is included for all students participating in activities that could result in a concussion.
- **Every school year, Confirmation must be received from parents, students, coaches, and trainers (which includes both school staff and volunteers) that a Concussion Code of Conduct has been reviewed prior to any participation in board-sponsored interschool sports. (Appendix G1, G2, G3)**
- Be able to recognize signs, symptoms and respond appropriately in the event of a concussion see Appendix ~~A-C1: Concussion Guidelines – The Teachers/Coaches and Appendix C: Tool to Identify a Suspected Concussion~~ Appendix **C2 A, B- Pocket Concussion Recognition Tool**
- Follow current OPHEA safety guidelines and implement risk management and injury prevention strategies.

## DRAFT

- Learn about concussions, including prevention strategies, signs and symptoms, concussion management and student roles and responsibilities, throughout applicable curriculum such as:
  - OPHEA's Concussion Awareness Resources
  - Rowan's Law E Booklets for students 15 years old and up (which includes student athletes, parents, coaches, official, or Educators).
- Make sure that occasional teaching staff are updated on concussed student's condition.

### Parents/Guardians will:

- Insure that any equipment used by their child meets up to date safety standards.
- Review with your child the concussion information that is distributed through the school (e.g. learn signs and symptom of concussion (Appendix A).
- Every school year, provide confirmation to the school that they and their child(ren) have reviewed the Concussion Code of Conduct prior to any participation in board-sponsored interschool sports.
- Learn about concussions, including prevention strategies, signs and symptoms, concussion management and student roles and responsibilities, throughout applicable curriculum such as:
  - OPHEA's Concussion Awareness Resources
  - Rowan's Law E Booklets for students 15 years old and up (which includes student athletes, parents, coaches, official, or Educators).
- Reinforce concussion prevention strategies (e.g. ~~Player~~ Student Code of Conduct with your child.
- Understand and follow parent/guardian roles and responsibilities in the Administrative Procedures.
- In the event of a suspected concussion, ensure child is assessed as soon as possible by physician/nurse practitioner, optimally on the same day.
- Cooperate with school to facilitate Return to Learn and Return to Physical Activity.
- Follow physician/nurse practitioner recommendations to promote recovery.
- Be responsible for the completion of all required documentation.
- Support your child's progress through recommended Return to Learn and Return to Physical Activity Guidelines.
- Collaborate with school to manage suspected or diagnosed concussions appropriately.
- Report any non-school related concussion or suspected concussion to the principal (Return to Learn/Return to Physical Activity guidelines will still apply)

### Students will:

- Learn about concussions, including prevention strategies, signs and symptoms, concussion management and student roles and responsibilities, throughout applicable curriculum ~~we have both curriculum councils creating lesson plans for head injury prevention and awareness.~~ such as:
  - -OPHEA's Concussion Awareness Resources
  - -Rowan's Law E Booklets for students 10 years old and Under
  - -Rowan's Law E Booklets for students 11 – 14 years of age
  - -Rowan's Law E Booklets for students 15 years old and up
  - Every school year, provide confirmation to the school that they have reviewed the Concussion Code of Conduct prior to any participation in board-sponsored interschool sports.
- Immediately inform school staff of suspected or diagnosed concussions occurring during or outside of school.
- Inform school staff if you experience any concussion related symptoms (immediate, delayed or reoccurring).
- Remain on school premises until parent/guardian arrives if concussion is suspected
- Communicate concerns and challenges during recovery process with staff concussion liaison, school staff, parents/guardians, and health care providers.
- Follow concussion management strategies as per medical doctor/nurse practitioner direction and Return to Learn/Return to Physical Activity Guidelines.

Physician and/or other health care professionals will:

- Assist in the development of an individualized Academic and Physical Concussion Management Plan.
- Monitor recovery process and modify concussion management plan as required.
- Complete required documentation (~~Appendix B~~) (**Appendices D2, F**).
- If symptoms persist beyond 10 days, referral may be made to brain injury specialist.

**STEPS AND RESPONSIBILITIES IN SUSPECTED AND DIAGNOSED CONCUSSIONS**

**INITIAL RESPONSE**

**Unconscious Student (or when there was any loss of consciousness)**

**Unconscious Student (or when there was any loss of consciousness)**

Action
1. Stop the activity immediately-assume concussion
2. Initiate school Emergency Action Plan and call 911. Assume neck injury. Only if trained, immobilize student. <u>DO NOT</u> move the student or remove athletic equipment unless breathing difficulty
3. Remain with student until emergency medical service arrives
4. Contact student’s parent/guardian (or emergency contact) to inform of incident and that emergency medical services have been contacted
5. Monitor student and document any changes (physical, cognitive, emotional/behavioural).
6. If student regains consciousness, encourage student to remain calm and still. Do not administer medication (unless the student requires medication for other conditions (e.g. insulin)
7. Complete and sign Appendix C: Tool to Identify Suspected Concussion and, if present, provide duplicate copy to parent/guardian retaining a copy.
8. If present, provide the parent/guardian a copy of Appendix B: Documentation of Medical Examination and inform parent/guardian that form needs to be completed and submitted to principal prior to student’s return to school.
9. Complete Board injury report ( <del>Appendix I Student Concussion Diagnosis Report/OSBIE</del> ), <b>Incident Report Form</b> ) inform principal of suspected concussion, and forward copy of the completed and signed <b>Appendix C1: Tool to Identify a Suspected Concussion</b> .
10. Once diagnosis is made <b>the parent/guardian completes Appendix C1 Documentation of Medical Examination</b> <del>Appendix B Tool to Identify a Suspected Concussion</del> and returns completed and signed document to school principal prior to student’s return to school.
11. <b>The Principal informs</b> all school staff (e.g. classroom teacher, educational resource teacher, physical education teachers, intramural supervisors, recess supervisors, coaches) and volunteers who work with the student of the suspected concussion
12. <b>The Principal Indicates</b> that the student shall not participate in any learning or physical activities until parent/guardian communicates the results of the medical examination to the school principal

**Conscious Student**

**If the Student is Conscious Student**

<b>Action</b>
1. Stop the activity immediately
2. Initiate school Emergency Action Plan <b>Appendix D1</b>
3. When safe to do so, remove student from current activity/game
4. Conduct an initial concussion assessment of the student using Appendix <del>A</del> <b>C1: Tool to Identify a Suspected Concussion</b> or <b>Appendix C2 (or pocket-CRT) Pocket Concussion Recognition Tool</b>

**If Concussion Is Suspected-If in Doubt, Sit them Out****If A Concussion Is Suspected-If in Doubt, sit them Out**

<b>Action</b>
1. Do not allow student to return to play in the activity, game or practice that day even if the student states they are feeling better
2. Contact the student's parent/guardian (or emergency contact) to inform them: <ul style="list-style-type: none"> <li>• Of the incident</li> <li>• That they need to come and pick up the student</li> <li>• That the student needs to be examined by a medical doctor or nurse practitioner as soon as possible that day</li> </ul>
3. Monitor and document any changes (i.e. physical, cognitive, emotional/behavioural) in the student. If signs or symptoms worsen, call 911
4. Complete, sign, and photocopy Appendix <b>C1: Tool to Identify a Suspected Concussion</b>
5. Do not administer medication (unless student requires medication for other conditions-e.g. insulin)
6. Stay with student until their parent/guardian (or emergency contact) arrives.
7. Student must not leave the premises without parent/guardian supervision
8. Provide parent/guardian (emergency contact) signed copy of Appendix C: Tool to Identify a Suspected Concussion, retaining a copy <b>for school records</b>
9. Provide parent/guardian (or emergency contact) copy of Appendix <b>D2: Documentation of Monitoring Medical Examination Assessment Form</b> and inform parent/guardian that form needs to be completed and submitted to principal prior to student's return to school
10. Inform parent/guardian (or emergency contact) that the student must be examined by a medical doctor or nurse practitioner as soon as possible that day
11. <b>School Staff</b> completes Board injury report ( <del>Appendix I Student Concussion Diagnosis Report/OSBIE Incident Report Form</del> ), and informs the principal of suspected concussion, and forward copy of the completed and signed Appendix <b>C1 A and B Tool to Identify a Suspected Concussion</b> .
12. Ensure student is examined by a medical doctor or nurse practitioner as soon as possible that day
13. <b>Parent/Guardian</b> Completes <del>Documentation of Medical Examination</del> Appendix <del>B</del> Appendix <b>D2 Documentation of Monitoring/Medical Assessment</b> once diagnosis is made and return completed and signed document to school principal prior to student's return to school.
14. <b>The Principal</b> informs all school staff (e.g. classroom teacher, SERT's, physical education teachers, intramural supervisors, coaches) and volunteers who work with the student of the suspected concussion

15. **The Principal Indicates** that the student shall not participate in any learning or physical activities until parent/guardian communicates the results of the medical examination to the school principal

~~If signs are NOT observed, symptoms are NOT reported AND student passes Quick Memory Function Assessment (Appendix A)~~

**If signs are NOT observed,  
Symptoms are NOT reported  
AND student passes Quick Memory Function Assessment (Appendix A C1)**

<b>Action</b>
1. <del>Recommended Staff</del> <b>Initiates</b> a precautionary withdrawal of student from physical activity
2. <b>School Staff:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>informs</b> parent/guardian (or emergency contact) of the incident</li><li><input type="checkbox"/> <b>provides a</b> signed copy of Appendix C1: Tool to Identify a Suspected Concussion, retaining a copy <b>for school records.</b></li><li><input type="checkbox"/> <b>Explains</b> to parent/guardian (or emergency contact) that student should be monitored for 24-48 hours after the incident as concussion symptoms may take hours or days to emerge. If any signs or symptoms appear, the student needs to be examined by medical doctor or nurse practitioner as soon as possible on the same day and results shared with principal before return to school.</li></ul>
3. <b>School Staff informs the Principal/Designate</b> <del>Supervising School Staff/Volunteers</del> if symptoms appear during learning or any activity
4. If symptoms appear proceed with Action items under “If a concussion is suspected”

~~ONCE DIAGNOSIS IS MADE~~

~~If **NO CONCUSSION** is diagnosed student may resume regular learning and physical activity~~

**If NO CONCUSSION is diagnosed...  
student may resume regular learning and physical activity when:**

<b>Action</b>
1. The Parent/Guardian provides the school a signed copy of Appendix C1: Tool to Identify a Suspected Concussion
2. The student has been monitored for 24-48 hours after the incident and has been medically cleared after a successful examination by a Doctor or Nurse Practitioner

<del><b>Action</b></del> <b>MOVED</b>
<del>1. Communicate diagnosis to school principal and return completed and signed Appendix B: Documentation of Medical Examination</del>
<del>2. Inform all school staff (e.g. classroom teacher, educational resource teacher, physical education teachers, intramural supervisors, recess supervisors, coaches) and volunteers who work with the student of the diagnosis</del>

- |   |
|---|
| 3. <del>File any related written documentation of the incident and results of the medical examination (e.g. in the student's OSR)</del> |
| 4. <del>Resume regular learning and physical activity</del>   |

~~**IF CONCUSSION IS DIAGNOSED:** Return to Learn/Return to Physical Activity (Note: Student must successfully complete return to learn steps before initiating return to physical activity steps)~~

**Once A Concussion Diagnosis is Made by a Doctor or Nurse Practitioner:**

**The Student Now Enters Phase 1 of the Return to School/Physical Activity Plan**

**Appendix E1**

### **Background Information on the Concussion Recovery Process**

A student with a diagnosed concussion needs to follow an individualized and gradual Return to School Plan (RTS) and Return to Physical Activity Plan (RTA). In developing the Plan, the RTS process is individualized to meet the particular needs of the student, as there is not a pre-set plan of strategies and/or approaches to assist a student returning to their learning activities. In contrast the RTPA Plan follows an internationally recognized graduated approach.

The management of a student concussion is a shared responsibility, requiring regular communication between the Collaborative Team\* and outside sports team (where appropriate).

*\* The Collaborative Team consists of the student, parents/guardians, staff and volunteers working with the student with consultation from the student's medical doctor or nurse practitioner and/or other licensed healthcare providers (for example, nurses, physiotherapists, chiropractors and athletic therapists).*

There are two parts to a student's RTS and RTPA Plan. The first part of the plan occurs at home (refer to the *Concussion Management - Home Preparation for Return to School (RTS) and Return to Physical Activity (RTPA) Plan (Appendix E 1)*) and prepares the student for the second part which occurs at school (refer to the *School Concussion Management – Return to School (RTS) and Return to Physical Activity (RTPA) Plan (Appendix E 2)*).

### **General Procedures for Home Preparation for Return to School (RTS) and Return to Physical Activity (RTPA) Plan**

➤ **This Plan does not replace medical advice.**

1. The home part of the plan begins with the Parent/Guardian communicating the diagnosis to school principal. Reporting non-school related concussions as well.
2. The school principal or designate will communicate information on the stages of RTS and RTPA Plan that occur at home.
3. The stages of the plan occur at home under the supervision of the parent/guardian in consultation with the medical doctor/nurse practitioner and/or other licensed healthcare providers.
4. A student moves forward to the next stage when activities at the current stage are tolerated and the student has not exhibited or reported a return of symptoms, new symptoms, or



worsening symptoms.

5. If **symptoms return**, or **new symptoms appear at any stage** in the Home Preparation for RTS and RTPA Plan, the student returns to previous stage for a **minimum of 24 hours** and only participates in activities that can be tolerated.
6. If at any time **symptoms worsen**, the student/parent/guardian contacts medical doctor/nurse practitioner or seeks medical help immediately.
7. While the RTS and RTPA stages are inter-related they are not interdependent. Students do not have to go through the same stages of RTS and RTPA at the same time.
8. A student must not return to vigorous or organized physical activities where the risk of re-injury is possible, until they have successfully completed all stages of the Return to School Plan. Early introduction of some low intensity physical activity in controlled and predictable environments with no risk of re-injury is appropriate.
9. Progression through the Plan is individual; timelines and activities may vary.
10. Prior to the student returning to school the principal will identify and inform members of the collaborative team and designate a staff member to serve as the main point of contact for the student and the collaborative team.

**INSTRUCTIONS**

- Review the activities (permitted and not permitted) at each stage prior to beginning the Plan.
- Check (✓) the boxes at the completion of each stage to record student’s progress through the stages.
- A student may progress through the RTS stages at a faster or slower rate than the RTPA stages.
- When the student has successfully completed all stages of the Home Preparation for RTS and RTPA Plan, parent(s)/guardian(s) must sign and date this form.
- Communicate to the school principal/designate that the student is ready to begin the school portion of the RTS and RTPA Plan (**Appendix E2**).

~~**IF CONCUSSION IS DIAGNOSED** Return to Learn/Return to Physical Activity  
(Note: Student must successfully complete return to learn steps before initiating return to physical activity steps)~~

<b>Action</b>
<p>1. <b>The Parent:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communicates the diagnosis to school principal and returns the completed and signed Appendix <del>B</del> <b>D2: Documentation of Monitoring /Medical Assessment Form</b> for a Diagnosed Concussion.</li> <li><input type="checkbox"/> Also reports <i>non-school related concussions</i>. <i>For the student who is participating in activities outside of the school, communication is essential between the parent/guardian/student, activities supervisor and the collaborative team members.</i></li> </ul>
<p>2. <b>The Principal:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides parent/guardian <del>Document for a Diagnosed</del> <b>Appendix E1: Concussion Management – Home Preparation for Return to Learn School (RTS) / and Return to Physical Activity (RTPA) Plans</b> form</li> <li><input type="checkbox"/> Indicates to the Parent and School Staff that:               <ol style="list-style-type: none"> <li>a) <b>The student must</b> Successfully and gradually advance through Stage1 and Stage 2 of the RTS and RTPA <b>at home prior to returning to school</b></li> </ol> </li> </ul>

<ul style="list-style-type: none"><li>b) <b>The Student must be</b> symptom free or improved <b>prior to returning to school</b></li><li>c) <b>Appendix E1 must</b> <del>and form needs to</del> be completed and signed before student can return to school.</li><li>d) <b>All Staff will work collaboratively with the parent/guardian as a collaborative team in order to</b> ensure parent/guardian understands the plan, addressing their questions, concerns, and working with parent/guardian to overcome any barriers.</li></ul> <p><input type="checkbox"/> Ensures that all related written documentation of the incident and results of the medical examination are filed (e.g. in the student’s OSR)</p>
<p><b>3. The Parent:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> completes <b>Appendix E1: Home Preparation for</b> <del>Step 1</del>-return to <b>School Learn/Return to Physical Activity:</b></li><li><input type="checkbox"/> <b>Keeps</b> student home for cognitive rest (no school, no homework, no texting, no screen time) and physical rest (restricting recreational/leisure and competitive physical activities) until student is feeling better.</li><li><input type="checkbox"/> Once symptoms start to improve, gradually <b>increases</b> mental activity (limit activities such as reading, texting, television, computer, and video games that require concentration and attention to 5-15 minutes).</li><li><input type="checkbox"/> If moderate symptoms return, <b>stops</b> activity and allow student 30 minute break to resolve symptoms.</li><li><input type="checkbox"/> If symptoms don’t resolve, returns to complete cognitive rest. Continue to gradually increase mental activity and monitor symptoms.</li></ul>
<p><b>4. The Parent:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Continues <b>to provide</b> cognitive and physical rest at home for at least 24-48 hours (or longer) until student’s symptoms are improving or they are symptom free.</li><li><input type="checkbox"/> <b>Ensures that the</b> student should be able to complete 1-2 hours of mental activity (e.g. reading, homework) at home for one to two days before attempting return to school.</li></ul>
<p><b>5. The Principal:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>Informs</b> all school staff (e.g. classroom teacher, educational resource teacher, physical education teachers, intramural supervisors, recess supervisors, coaches) and volunteers who work with the student of the diagnosis</li></ul>
<p><b>6. The Principal:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>identifies and creates a Collaborative Team</b> (i.e. principal, concussed student, their parents/guardians, school staff and volunteers who work with the student, and the student’s medical doctor/nurse practitioner)</li><li><input type="checkbox"/> <del>and</del> <b>Designates</b> a school staff member of the team as the <b>“Concussion Liaison”</b> to serve as the main point of contact for the student, the parent/guardians, or other school staff &amp; volunteers who work with the student, and the medical doctor or nurse practitioner</li></ul>
<p><b>7. The Principal:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>Meets</b> with <b>Collaborative Team</b> to review potential cognitive and emotional/behavioural difficulties student may experience, explain how these symptoms can impact learning and identify strategies/approaches to manage these symptoms. See Appendix B: Return to Learn Strategies/Approaches <b>for a list of appropriate accomodations.</b></li></ul>
<p><b>8. The Principal:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>Ensures the Collaborative Team</b> understands the importance of not placing undue pressure on concussed student to rush through the return to learn/physical activity steps to avoid prolonged or increased symptoms. Return to learn should proceed slowly and gradually</li></ul>

**After successfully completing PHASE 1 of Appendix E1:  
The student will now Advance to PHASE 2 – Appendix E2**

*The student will gradually return to school and gradually progress through the following RTS and RTPA Stages.*

**Student's Symptoms Are Improving**

<b>Action</b>
<p>1. <b>The Parent:</b></p> <ul style="list-style-type: none"><li>□ Completes, signs and forwards <del>Appendix C: Documentation for a Diagnosed Concussion-Return to Learn/Return to Physical Activity Plan section titled Step 1 Return to Learn/Return to Physical Activity</del> <b>Appendix E1: Home Preparation for Return to School (RTS) / and Return to Physical Activity (RTPA) Plan form</b></li></ul>
<p>2. <b>The Collaborative Team:</b></p> <ul style="list-style-type: none"><li>□ Proceeds to <del>Step 2a-</del> <b>Appendix E2: Stage 3 Return to Learn: School Concussion Management – Return to School (RTS) and Return to Physical Activity Plan (RTPA) in preparation for the student's returns to school.</b></li><li>□ Develops and implements <del>Individual Education Plan (IEP) for Return to Learn</del> <b>School Strategies/Approaches with slow and gradual increases in cognitive activity (both at home and at school). Absolutely no recreational/leisure and competitive physical activity.</b></li></ul>
<p>3. <b>The Collaborative Team:</b></p> <ul style="list-style-type: none"><li>□ Monitors the student's progress through the Return to <del>Learn</del> <b>School/Return to Physical Activity Plan. This may include identification of the student's symptoms and how they respond to various activities.</b></li><li>□ <b>Reviews the strategies and accommodations implemented</b></li><li>□ <b>May need to be developed or modified modifications to the student's program (possibly the creation of an Individual Education Plan – IEP) in order to meet the changing needs of the student</b></li></ul>
<p>4. <b>The School Staff:</b></p> <ul style="list-style-type: none"><li>□ Follows individualized classroom strategies/approaches for return to learn plan until student is symptom free of all Stages of <b>Appendix E2: School Concussion Management – Return to School (RTS) and Return to Physical Activity Plan (RTPA)</b></li><li>□ Refers to <b>Appendix E3: School Concussion Management Plan – Return to School/Return to Physical Activity Reference Guide</b></li></ul>
<p>5. <b>The Collaborative Team:</b></p> <ul style="list-style-type: none"><li>□ Signs and Completes each stage of the RTS and RTPA plan indicating whether or not the student is able to proceed to the next stage or stay at the current stage of the plan.</li></ul> <p><b>Note: A student's progression of the RTS stages is independent from their progression of the RTPA stages</b></p>
<p><b>The collaborative Team Only moves the student forward to the next stage when:</b></p> <ul style="list-style-type: none"><li>□ <b>Activities at the current stage are tolerated</b></li><li>□ <b>The student has not exhibited or reported a return of symptoms, new symptoms, or worsening symptoms</b></li></ul>

**THE STUDENT NOW ENTERS PHASE 2 OF THE RETURN TO SCHOOL (RTS)/RETURN TO PHYSICAL ACTIVITY (RTPA) PLAN – APPENDIX E2**

**General procedures for – Return to School (RTS) and Return to Physical Activity (RTPA) Plan**

*The Plan does not replace medical advice*

- ❖ **Phase 2 of the RTS/RTPA Plan occur at school and where appropriate the RTPA part of the plan may occur during school activities or outside activities**

**The Principal:**

- Communicates Each of the stages of Phase 2 of the RTS and RTPA plans to the Collaborative Team
- Reviews the roles of the Collaborative Team Members
- Works with the Collaborative Team to determine the most appropriate RTS learning strategies and/or approaches required by the student based on the post-concussion symptoms
- Emphasizes to the Collaborative team the shared responsibility if the student experiences any return of symptoms
- Emphasizes to the parent/guardian that communication is essential between the parent/guardian/student, activities supervisor and the collaborative team members if the student is participating in activities outside of school

**STAGES OF PHASE 2**

- Stages are not days – each stage must take a **minimum of 24 hours**
- The length of time needed to complete each stage will vary based on the student and the severity of the concussion.
- A student who has no symptoms when they return to school must progress through all of the RTS stages and RTPA stages and remain symptom free for a minimum of 24 hours in each stage prior to moving to the nextstage.
- Completion of the plan may take 1-4 weeks.

**THE STUDENTS PROGRESSION THROUGH EACH STAGE:**

- The Collaborative Team will closely monitor student for the return of any concussion symptoms and/or deterioration of work habits and performance.
- A student moves forward to the next stage when activities at the current stage are tolerated and the student has not exhibited or reported a return of symptoms, new symptoms, or worsening symptoms.
- A student’s progression through the stages of RTS is **independent** from their progression through the RTPA stages.
- Medical clearance by a doctor/nurse practitioner is required **prior** to beginning Stage 5 of RTPA (*Documentation for Medical Clearance Appendix F*).
  1. Until a student has successfully completed all stages in the RTS plan they must not participate in the following physical activities where the risk of re-injury is possible:
    - full participation in the physical education curricular program;
    - intramural activities;
    - full participation in non-contact interschool activities; or
    - participation in practice for a contact sport.
  2. Upon completion of the RTS and RTPA Plan, this form is returned to the principal or designate for filing in the OSR.

**Return of Symptoms**

- The student and the parent/guardian will report any return of symptoms to supervising staff/volunteers
- During all stages of RTS and in Stages 1-4 of RTPA:
  - if symptoms return or new symptoms appear, the student returns to previous stage for a minimum of 24 hours and only participates in activities that can be tolerated.
- After Medical Clearance, during stages 5 and 6 of RTPA:
  - if symptoms return or new symptoms appear, the student must return to medical doctor/nurse practitioner to have the Medical Clearance re-assessed.
- During all stages of RTS and RTPA, if symptoms worsen over time, follow the school’s collaborative team procedures for contacting parents/guardians to inform them that the student needs a follow-up medical assessment.

**Students requires a medical assessment for return/worsening symptoms**

- When there is a return/worsening of symptoms the principal or designate contacts parent/guardian (or emergency contact) to inform of returned/worsened symptoms and the possible need for medical assessment on the same day.
- The collaborative team is to be informed and to follow the medical doctor/nurse practitioner’s treatment recommendations.

**Exchange between the School and Home**

- At Each Stage Review the activities (permitted and not permitted) at each stage prior to beginning the Plan.
- School provides appropriate activities and documents student’s progress by checking (✓), dating, initialing completion of each stage and communicating information (form) to parent/guardian.
- Within each stage, parent/guardian completes, checks (✓), dates, and signs the student’s tolerance to those activities giving permission for the student to progress to the next stage and returns completed form to school.
- Principal or designate will inform all school staff when the student:
  - is able to advance to the next stage
  - must return to the previous stage
  - must be medically assessed
  - has completed the plan

**Student Return to Learn/Return to Physical Activity Reference Guide**

<b>Return to School (RTS) Stages</b>	<b>Return to Physical Activity (RTPA) Stages</b>
<b>Each stage must last a minimum of 24 hours.</b>	<b>Each stage must last a minimum of 24 hours.</b>

<p><b><u>RTS Stage 3a –Return to school for 2 hours</u></b>          Student begins with an initial length of time at school of <u>2 hours</u>.</p> <p>The individual RTS Plan is developed by Collaborative Team following the student conference and assessment of the student’s individual needs determining possible strategies and/or approaches for student learning</p> <p><u>Activities permitted if tolerated by student</u></p> <ul style="list-style-type: none"> <li>✓ Activities from previous stage</li> <li>✓ School work for up to 2 hours per day in smaller chunks (completed at school) working up to a 1/2 day of cognitive activity</li> <li>✓ Adaptation of learning strategies and/or approaches</li> </ul> <p><u>Activities that are not permitted at this stage</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tests/exams</li> <li><input type="checkbox"/> H o m e w o r k</li> <li><input type="checkbox"/> Music class</li> <li><input type="checkbox"/> Assemblies</li> <li><input type="checkbox"/> Field trips</li> </ul>	<p><b><u>RTPA –Stage 3</u></b>          Simple locomotor activities/sport-specific exercise to add movement.</p> <p><u>Activities permitted if tolerated by student</u></p> <ul style="list-style-type: none"> <li>✓ Activities from previous stage (20-30 minutes walking/stationary cycling/elliptical/recreational dancing at a moderate pace)</li> <li>✓ Simple individual drills (e.g., running/throwing drills, skating drills in hockey, shooting drills in basketball) in predictable and controlled environments with no risk of re-injury</li> <li>✓ Restricted recess activities (e.g., walking)</li> </ul> <p><u>Activities that are not permitted at this stage</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Full participation in physical education or DPA</li> <li><input type="checkbox"/> Participation in intramurals</li> <li><input type="checkbox"/> Full participation in interschool practices</li> <li><input type="checkbox"/> Interschool competitions</li> <li><input type="checkbox"/> Resistance or weight training</li> <li><input type="checkbox"/> Body contact or head impact activities (e.g., heading a soccer ball)</li> <li><input type="checkbox"/> Jarring motions (e.g., high speed stops, hitting a baseball with a bat)</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> <u>After each stage</u>, parent/guardian completes, checks (✓), dates, and signs the student’s tolerance to those activities giving permission for the student to progress to the next stage and returns completed form to school.</li> </ul>	
<p><b><u>RTS - Stage 3b – Return to school Half-time</u></b>          Student continues attending school half time with gradual increase in school attendance time, increased school work, and decrease in learning strategies and/or approaches.</p> <p><u>Activities permitted if tolerated by student</u></p> <ul style="list-style-type: none"> <li>✓ Activities from previous stage</li> <li>✓ School work for 4-5 hours per day, in smaller chunks (e.g., 2-4 days of school/week)</li> <li>✓ Homework – up to 30 minutes per day</li> <li>✓ Decrease adaptation of learning strategies and/or approaches</li> <li>✓ Classroom testing with accommodations</li> </ul> <p><u>Activities that are not permitted at this stage</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standardized tests/exams</li> </ul>	

<p><input type="checkbox"/> <u>After each stage</u>, parent/guardian completes, checks (✓), dates, and signs the student’s tolerance to those activities giving permission for the student to progress to the next stage and returns completed form to school.</p>	
<p><b><u>RTS– Stage 4 a – Full day return to school</u></b>                  Full day school, minimal adaptation of learning strategies and/or approaches.</p> <p>Nearly normal workload.</p> <p><u>Activities permitted if tolerated by student</u></p> <ul style="list-style-type: none"> <li>✓ Activities from previous stage</li> <li>✓ Nearly normal cognitive activities</li> <li>✓ Routine school work as tolerated</li> <li>✓ Minimal adaptation of learning strategies and/or approaches                         <ul style="list-style-type: none"> <li>• Start to eliminate adaptation of learning strategies and/or approaches</li> <li>• Increase homework to 60 minutes per day</li> <li>• Limit routine testing to one test per day with accommodations (e.g., supports - such as more time)</li> </ul> </li> </ul> <p><u>Activities that are not permitted at this stage</u></p> <p><input type="checkbox"/> Standardized tests/exams</p>	<p><b><u>RTPA –Stage 4</u></b>                  Progressively increase physical activity. Noncontact training drills to add coordination and increased thinking.</p> <p><u>Activities permitted if tolerated by student</u></p> <ul style="list-style-type: none"> <li>✓ Activities from previous stage</li> <li>✓ More complex training drills (e.g., passing drills in soccer and hockey)</li> <li>✓ Physical activity with no body contact (e.g., dance, badminton)</li> <li>✓ Participation in practices for noncontact interschool sports (no contact)</li> <li>✓ Progressive resistance training may be started</li> <li>✓ Recess – physical activity running/games with no body contact</li> <li>✓ DPA (elementary)</li> </ul> <p><u>Activities that are not permitted at this stage</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Full participation in physical education                         <ul style="list-style-type: none"> <li>Participation in intramurals</li> </ul> </li> <li><input type="checkbox"/> Body contact or head impact activities (e.g., heading a soccer ball)</li> <li><input type="checkbox"/> Participation in interschool contact sport practices, or interschool games/competitions (non-contact and contact)</li> </ul>
<p><input type="checkbox"/> <u>After each stage</u>, parent/guardian completes, checks (✓), dates, and signs the student’s tolerance to those activities giving permission for the student to progress to the next stage and returns completed form to school.</p>	
<p><b><u>RTS - Stage 4b – Full day return to School</u></b>                  At school: full day, without adaptation of learning strategies and/or approaches.</p> <p><u>Activities permitted if tolerated by student</u></p> <ul style="list-style-type: none"> <li>✓ Normal cognitive activities</li> <li>✓ Routine school work</li> <li>✓ Full curriculum load (attend all classes, all homework, tests)</li> <li>✓ Standardized tests/exams</li> <li>✓ Full extracurricular involvement (non-sport/non-physical activity - e.g., debating club, drama club, chess club)</li> </ul>	<p><b><u>Before progressing to RTPA Stage 5, the student must:</u></b></p> <ul style="list-style-type: none"> <li>have completed RTS Stage 4a and 4b (full day at school without adaptation of learning strategies and/or approaches)</li> <li>have completed RTPA Stage 4 and be symptom-free, and <u>obtain signed Medical Clearance</u> from a medical doctor or nurse practitioner. (<b>Appendix F</b>)</li> </ul>

<p><input type="checkbox"/> <u>After each stage</u>, parent/guardian completes, checks (✓), dates, and signs the student’s tolerance to those activities giving permission for the student to progress to the next stage and returns completed form to school.</p>	
	<p><b><u>RTPA–Stage 5</u></b>          Following <b>medical clearance</b>, full participation in all non-contact physical activities (i.e., non- intentional body contact) and full contact training/practice in contact sports.  <b>(Appendix F)</b></p> <p><u>Activities permitted if tolerated by student</u></p> <ul style="list-style-type: none"> <li>✓ Physical Education</li> <li>✓ Intramural programs</li> <li>✓ Full contact training/practice in contact interschool sports</li> </ul> <p><u>Activities that are not permitted at this stage</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Competition (e.g., games, meets, events) that involves body contact</li> </ul>
<p><input type="checkbox"/> <u>After each stage</u>, parent/guardian completes, checks (✓), dates, and signs the student’s tolerance to those activities giving permission for the student to progress to the next stage and returns completed form to school.</p>	
	<p><b><u>RTPA - Stage 6</u></b></p> <ul style="list-style-type: none"> <li>✓ Unrestricted return to contact sports. Full participation in contact sports games/competitions</li> </ul>
	<p><u>Activities permitted if tolerated by student</u></p> <ul style="list-style-type: none"> <li>✓ Physical Education</li> <li>✓ Intramural programs</li> <li>✓ Full contact training/practice in contact interschool sports</li> </ul> <p><u>Activities that are not permitted at this stage</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Competition (e.g., games, meets, events) that involves body contact</li> </ul>



Stage 6	
	<p><u>RTPA - Stage 6</u></p> <p>✓ Unrestricted return to contact sports. Full participation in contact sports games/competitions</p>

**IF CONCUSSION IS DIAGNOSED** Return to Learn/Return to Physical Activity  
 (Note: Student must successfully complete return to learn steps before initiating return to physical activity steps)

<b>Action</b>
<p>1. <del>Communicate diagnosis to school principal and return completed and signed Appendix B: Documentation for a Diagnosed Concussion. Also report non-school related concussions.</del></p>
<p>2. <del>Provide parent/guardian Document for a Diagnosed Concussion Return to Learn/Return to Physical Activity Plan form Appendix C and indicate that student must be symptom free or improved and form needs to be completed and signed before student can return to school. Ensure parent/guardian understands the plan, addressing their questions, concerns, and working with parent/guardian to overcome any barriers.</del></p>
<p>3. <del>Complete Step 1 Return to Learn/Return to Physical Activity: Keep student home for cognitive rest (no school, no homework, no texting, no screen time) and physical rest (restricting recreational/leisure and competitive physical activities) until student is feeling better. Once symptoms start to improve, gradually increase mental activity (limit activities such as reading, texting, television, computer, and video games that require concentration and attention to 5-15 minutes). If moderate symptoms return, stop activity and allow student 30 minute break to resolve symptoms. If symptoms don't resolve, return to complete cognitive rest. Continue to gradually increase mental activity and monitor symptoms.</del></p>
<p>4. <del>Continue cognitive and physical rest at home for at least 24-48 hours (or longer) until student's symptoms are improving or they are symptom free. Student should be able to complete 1-2 hours of mental activity (e.g. reading, homework) at home for one to two days before attempting return to school.</del></p>
<p>5. <del>Inform all school staff (e.g. classroom teacher, educational resource teacher, physical education teachers, intramural supervisors, recess supervisors, coaches) and volunteers who work with the student of the diagnosis</del></p>
<p>6. <del>Identify collaborative team (i.e. principal, concussed student, their parents/guardians, school staff and volunteers who work with the student, and the student's medical doctor/nurse practitioner) and designate a school staff member of the team as the concussion liaison to serve as the main point of contact for the student, the parent/guardians, or other school staff &amp; volunteers who work with the student, and the medical doctor or nurse practitioner</del></p>
<p>7. <del>Meet with collaborative team to review potential cognitive and emotional/behavioural difficulties student may experience, explain how these symptoms can impact learning and identify</del></p>

strategies/approaches to manage these symptoms. See Appendix B: Return to Learn Strategies/Approaches
8. Ensure collaborative team understands the importance of not placing undue pressure on concussed student to rush through the return to learn/physical activity steps to avoid prolonged or increased symptoms. Return to learn should proceed slowly and gradually

**Student’s Symptoms are Improving**

<b>Action</b>
1. Complete, sign and forward Appendix C: Documentation for a Diagnosed Concussion Return to Learn/Return to Physical Activity Plan section titled Step 1 Return to Learn/Return to Physical Activity
2. Proceed to Step 2a Return to Learn: Student returns to school. Develop and implement Individual Education Plan (IEP) for Return to Learn Strategies/Approaches) with slow and gradual increases in cognitive activity (both at home and at school). Absolutely no recreational/leisure and competitive physical activity.
3. Monitor the student’s progress through the Return to Learn/Return to Physical Activity Plan. This may include identification of the student’s symptoms and how they respond to various activities. Strategies may need to be developed or modified to meet the changing needs of the student
4. Follow individualized classroom strategies/approaches for return to learn plan until student is symptom free

**Student is Symptom Free**

<b>Action</b>
1. Complete, sign and forward Appendix C: Documentation for a Diagnosed Concussion Return to Learn/Return to Physical Activity Plan Step 2a)
2. Inform all school staff (e.g. classroom teacher, educational resource teacher, physical education teachers, intramural supervisors, coaches, Concussion Liaison, and volunteers) who work with the student that student is symptom free and can return to regular learning activities without individualized classroom strategies and/or approaches. Student can proceed to Step 2 Return to Physical Activity see Appendix C: Documentation for a Diagnosed Concussion Return to Learn/Return to Physical Activity Plan.
3. Closely monitor student for the return of any concussion symptoms and/or deterioration of work habits and performance
4. Report any return of symptoms to supervising staff/volunteer
5. If symptoms return, stop activity and see Table below titled: Return of Symptoms. For more information see the last sections of Appendix C: Documentation for a Diagnosed Concussion Return to Learn/Return to Physical Activity Plan.
6. Begin regular learning activities without individualized classroom strategies and/or approaches and initiate Step 2 Return to Physical Activity: individual light aerobic physical activity (e.g. walking, swimming or stationary cycling) only. Objective is to increase heart rate. Absolutely No participation in resistance/weight training, competition (including practices, scrimmages), participation with equipment or other students, drills, and body contact.
7. Complete and sign Appendix C: Documentation for a Diagnosed concussion Return to Learn/Return to Physical Activity Plan Step 2 Return to Physical Activity if your child/ward is symptom free after participating in light aerobic physical activity and return to principal.

8. Inform all school staff (e.g. classroom teacher, educational resource teacher, physical education teachers, staff supervisors, recess supervisors, coaches, Concussion Liaison, and volunteers) who works with the student that they may proceed to Step 3 Return to Physical Activity. Provide supervising staff/coaches/volunteers Appendix C: Documentation for a Diagnosed Concussion Return to Learn/Return to Physical Activity Plan to record student progress through Step 3 and 4.
9. Continue with regular learning activities at school and begin Step 3: individual sport specific physical activity only (e.g. running drills in soccer, skating drills in hockey, shooting drills in basketball) to add movement. Absolutely No resistance/weight training, competition (including practices, scrimmages), body contact, head impact activities (e.g. heading a soccer ball) or other jarring motions (e.g. high speed stops, hitting a baseball with bat)
10. If symptom free, proceed to Step 4 Return to Physical Activity. Student may begin activities where there is no body contact (e.g. dance, badminton); light resistance/weight training; non contact practice; and non contact sport specific drills (e.g. passing drills in football and ice hockey) to increase exercise, coordination and cognitive load. Absolutely no activities that involve body contact, head impact (e.g. heading soccer ball) or jarring motions (e.g. high speed stops, hitting a baseball with a bat)
11. Record student's progress through Steps 3 and 4. Once student has completed Steps 3 and 4 and is symptom free, complete and sign Appendix C: Documentation for a Diagnosed concussion Return to Learn/Return to Physical Activity Plan form section titled "Step 4 Return to Physical Activity". Communicate with parent/guardian that the student has successfully completed Steps 3 and 4 and return completed and signed form Appendix C to parent/guardian to obtain medical doctor/nurse practitioner diagnosis and signature
12. Provide school principal with written documentation from a medical doctor or nurse practitioner (e.g. completed and signed Appendix C: Documentation for a Diagnosed Concussion Return to Learn/Return to Physical Activity Plan section titled "Medical Examination") that indicates the student is symptom free and able to return to full participation in physical activity
13. Inform all school staff (e.g. classroom teacher, educational resource teacher, physical education teachers, intramural supervisors, recess supervisors, coaches, Concussion Liaison, and volunteers) who work with the student that student may proceed to Step 5 Return to Physical Activity. File written documentation (e.g. completed and signed Appendix E: Documentation for a Diagnosed Concussion Return to Learn/Return to Physical Activity Plan section titled "Medical Examination") in student's OSR.
14. Continue with regular learning activities and begin Step 5: resume full participation in regular physical education/intramural/interscholar activities in non contact sports and full training practices for contact sports. The objective is to restore confidence and assess functional skills by teacher/coach. Absolutely no competitions (e.g. games, meets, events) that involve body contact.
15. If student remains symptom free, proceed to Step 6: Return to full participation in contact sports with no restrictions

**Return of Symptoms**

<b>Action</b>
1. Report any return of symptoms to supervising staff/volunteers
2. If signs of returned concussion symptoms and/or deterioration of work habits and performance occur, stop activity and contact student's parent/guardian (or emergency contact) and report to principal. Complete Board (Appendix I Student Concussion Diagnosis Report/OSBIE) report and forward to principal who will file in student record
3. Contact parent/guardian (or emergency contact) to inform of returned symptoms and need for medical examination on the same day. Provide Appendix C: Documentation for a Diagnosed Concussion Return to Learn/Return to Physical Activity Plan form and indicate that the last section

titled “Return of Symptoms” must be completed, signed and returned before student can return to school.
4. Complete, sign and forward Appendix C: Documentation for a Diagnosed Concussion – Return to Learn/Return to Physical Activity Plan section titled “Return of Symptoms” to principal
5. Follow medical doctor/nurse practitioner’s treatment
6. Inform all school staff (e.g. classroom teacher, educational resource teacher, physical education teachers, intramural supervisors, recess supervisors, coaches), Concussion Liaison, and volunteers who work with the student that student has experienced return of symptoms and which step of the Return to Learn/Return to Physical Activity to proceed from.

**References**

- [Education Act](#)
- [Ministry of Education, Policy/Program Memorandum 158, School Board Policies on Concussion](#)
- [Ontario Physical Education Safety Guidelines \(OPHEA\) Guidelines](#)
- [Parachute Canada](#)

**OTHER SOURCES OF CONCUSSION INFORMATION**

The following web links and organizations have information, videos and interactive games for parents, teachers and students on concussion recognition, prevention and management. ~~Some organizations such as Bikes Boards and Blades will make school visits targeting Grade 2/3 students at no cost.~~

Approved Concussion Awareness Resources: <https://www.ontario.ca/page/rowans-law-concussion-awareness-resources>

Awareness Resources on the government's concussion website: <https://www.ontario.ca/page/rowans-law-concussion-safety>

Ontario Physical Activity Safety Standards in Education: <https://safety.ophea.net/tools-resources/concussions>

**General Concussion Information**

- [Parachute Canada](#)
- [Centre for Disease Control: Traumatic Brain Injury](#)
- <http://www.concussionsontario.org>
- <http://www.cdc.gov/concussion/sports/prevention.html>

**ELearning Modules**

- [Coaches Association of Ontario](#)
- [Parachute](#)

**Online Videos**

- [Dr. Mike Evans: Concussions 101](#)
- [What's a Concussion, Anyway?](#) (OREGON CENTER FOR APPLIED SCIENCES, INC.)

**Concussion Research**

- [Consensus statement on concussion in sport: the 4th International Conference on Concussion in Sport held in Zurich, November 2012](#)

**OPHEA Safety Guidelines**

- [Ontario Physical Education Safety Guidelines](#)

**Concussion Tools**

- [Concussion Recognition Tool](#)
- [Sport Concussion Assessment Tool](#)
- [Child Sport Concussion Assessment Tool](#)
- [Concussion App](#)

**Student Education**

- [Dr. Mike Evans: Concussions 101](#)
- [Brain Day](#)
- [Hamilton Brain Injury Association: Bikes, Blades and Boards Education Program](#) [info@hbia.ca](mailto:info@hbia.ca)
- 905-538-5251
- [Coaching Association of Ontario](#)
- Video: Head Games [www.slice.com](http://www.slice.com)

**REFERENCES**

Parachute Canada (Formerly Think First) –

- <http://parachutecanada.org/activeandsafe/>
- <http://www.youtube.com/parachutecanada>
- <http://www.parachutecanada.org/active-and-safe/items/roles-and-responsibilities-of-educators>
- <http://www.parachutecanada.org/active-and-safe/items/roles-and-responsibilities-of-coaches-and-officials>
- <http://www.cces.ca/files/pdfs/CCES-Active&Safe-Pledge-E.pdf>
- OPHEA Safety Guidelines, 2012 and 2013, Elementary and Secondary - <http://www.safety.ophea.net>
- [http://safety.ophea.net/sites/safety.ophea.net/files/docs/appendices/S\\_C/EN\\_S\\_C\\_Generic%20Section\\_12.pdf](http://safety.ophea.net/sites/safety.ophea.net/files/docs/appendices/S_C/EN_S_C_Generic%20Section_12.pdf)
- Canchild Sponsored by McMaster University and McMaster Children's Hospital - [http://canchild.ca/en/ourresearch/mild\\_traumatic\\_brain\\_injury\\_concussion\\_education.asp#NEW](http://canchild.ca/en/ourresearch/mild_traumatic_brain_injury_concussion_education.asp#NEW)
- Consensus statement on concussion in sport: the 4th International Conference on Concussion in Sport held in Zurich, November 2012: <http://www.sportsconcussion.com/pdf/Consensus-Statement-Concussion-Sports-4th.pdf>
- Sport Concussion Assessment Tool - 3rd edition for use by medical professionals only <http://www.sportsconcussion.com/pdf/SCAT3-pfh.pdf>
- Sport Concussion Assessment Tool for children ages 5 to 12 years for use by medical professionals only <http://www.sportsconcussion.com/pdf/SCAT3-Child.pdf>
- [Pocket Concussion Recognition Tool](#)
- <http://www.chop.edu/service/concussion-care-for-kids/home.html>
- Center for Disease Control and Prevention: Returning to School after a Concussion: A fact Sheet for School Professionals [www.cdc.gov/concussion](http://www.cdc.gov/concussion)
- <http://www.hockeycanada.ca/en-ca/news/2012-nr-130-en>
- [www.ontario.ca/concussions](http://www.ontario.ca/concussions)

**APPENDICES**

~~Appendix A – Tool to Identify Suspected Concussion~~

~~Appendix B – Documentation of Medical Examination~~

~~Appendix C – Documentation for a Diagnosed Concussion Return to Learn/Physical Activity~~

~~Appendix D – Pocket Concussion Recognition Tool~~

**Appendix A – [Appendix A Concussion Information for Parents and Students \(1\).docx](#)**

**Appendix B – [Appendix B Return to Learn Strategies Approaches.docx](#)**

**Appendix C1 – [Appendix C1 Tool to Identify a Suspected Concussion.docx](#)**

**Appendix C2 – [Appendix C2 Pocket Concussion Recognition Tool.docx](#)**

**Appendix D1 – [Appendix D1 EMERGENCY ACTION PLAN FOR CONCUSSION.docx](#)**

**Appendix D2 – [Appendix D2 Documentation of Monitoring Medical Assessment Form.docx](#)**

**Appendix E1** – [Appendix E 1 Concussion Management -Home Preparation for Return to School \(RTS\) and Return to Physical Activity \(RTPA\) Plan.docx](#)

**Appendix E2** - [Appendix E 2 School Concussion Management - Return to School \(RTS\) and Return to Physical Activity \(RTPA\) Plan.docx](#)

**Appendix E3** – [Appendix E3 School Concussion Management Plan Reference Guide.docx](#)

**Appendix F** - [Appendix F Documentation for Medical Clearance \(1\).docx](#)

**Appendix G1** – [Appendix G1 Student code of Conduct.docx](#)

**Appendix G2** – [Appendix G2 code of conduct parent.docx](#)

**Appendix G3** – [Appendix G3 Code of Conduct for Coach and Staff \(2\).docx](#)

**Appendix H** – [Appendix H Concussion Awareness Resources for School Staff.docx](#)

**Appendix I** – [Appendix I Concussion Diagnosis Report.docx](#)

**Other Resources**

1. **Chart 1** - Identifying a Suspected Concussion - [Identifying a Suspected Concussion – Steps and Responsibilities.pdf](#)
2. **Chart 2** - Diagnosed Concussion: Stages and Responsibilities - [Diagnosed Concussion - Stages and Responsibilities.pdf](#)

**TOOL TO IDENTIFY  
A SUSPECTED CONCUSSION**

Source: Ontario Physical Education Guidelines  
Appendix C-2—Tool to Identify a Suspected Concussion

**Identification of Suspected Concussion**

Following a blow to the head, face or neck, or a blow to the body that transmits a force to the head, a concussion must be suspected in the presence of **any one or more** of the signs or symptoms outlined in the chart below and/or the failure of the Quick Memory Function Assessment.

**1. Check appropriate box**

An incident occurred involving \_\_\_\_\_ (student name) on \_\_\_\_\_ (date).  
Student was observed for signs and symptoms of a concussion.

- No signs or symptoms described below were noted at the time. *Note: Continued monitoring of the student is important as signs and symptoms of a concussion may appear hours or days later (refer to #4 below).*
- The following signs were observed or symptoms reported:

This tool is a quick reference, to be completed by teachers/coaches, to help identify a suspected concussion and communicate this information to parent/guardian.

<b>Signs and Symptoms of Suspected Concussion</b>	
<b>Possible Signs Observed</b> <i>A sign is something that is observed by another person (e.g., parent/guardian, teacher, coach, supervisor, peer).</i>	<b>Possible Symptoms Reported</b> <i>A symptom is something the student will feel/report.</i>
<p><b>Physical</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> vomiting</li> <li><input type="checkbox"/> slurred speech</li> <li><input type="checkbox"/> slowed reaction time</li> <li><input type="checkbox"/> poor coordination or balance</li> <li><input type="checkbox"/> blank stare/glassy eyed/dazed or vacant look</li> <li><input type="checkbox"/> decreased playing ability</li> <li><input type="checkbox"/> loss of consciousness or lack of responsiveness</li> <li><input type="checkbox"/> lying motionless on the ground or slow to get up</li> <li><input type="checkbox"/> amnesia</li> <li><input type="checkbox"/> seizure or convulsion</li> <li><input type="checkbox"/> grabbing or clutching of head</li> </ul> <p><b>Cognitive</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> difficulty concentrating</li> <li><input type="checkbox"/> easily distracted</li> <li><input type="checkbox"/> general confusion</li> <li><input type="checkbox"/> cannot remember things that happened before and after the injury (see Quick Memory Function Assessment on page 2)</li> <li><input type="checkbox"/> does not know time, date, place, class, type of activity in which they were participating</li> <li><input type="checkbox"/> slowed reaction time (e.g., answering questions or following directions)</li> </ul> <p><b>Emotional/Behavioural</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> strange or inappropriate emotions (e.g., laughing, crying, getting angry easily)</li> </ul> <p><b>Other</b> _____</p>	<p><b>Physical</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> headache</li> <li><input type="checkbox"/> pressure in head</li> <li><input type="checkbox"/> neck pain</li> <li><input type="checkbox"/> feeling off/not right</li> <li><input type="checkbox"/> ringing in the ears</li> <li><input type="checkbox"/> seeing double or blurry/loss of vision</li> <li><input type="checkbox"/> seeing stars, flashing lights</li> <li><input type="checkbox"/> pain at physical site of injury</li> <li><input type="checkbox"/> nausea/stomach ache/pain</li> <li><input type="checkbox"/> balance problems or dizziness</li> <li><input type="checkbox"/> fatigue or feeling tired sensitivity to light or noise</li> </ul> <p><b>Cognitive</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> difficulty concentrating or remembering</li> <li><input type="checkbox"/> slowed down, fatigue or low energy</li> <li><input type="checkbox"/> dazed or in a fog</li> </ul> <p><b>Emotional/Behavioural</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> irritable, sad, more emotional than usual</li> <li><input type="checkbox"/> nervous, anxious, depressed</li> </ul> <p><b>Other</b> _____</p>
<b>If any observed signs or symptoms worsen, call 911.</b>	



## 2. Perform Quick Memory Function Assessment

Ask the student the following questions, recording the answers below. Failure to answer any one of these questions correctly may indicate a concussion:

- What room are we in right now? Answer:  
=
- What activity/sport/game are we playing now? Answer:  
=
- What field are we playing on today? Answer:  
=
- What part of the day is it? Answer:  
=
- What is the name of your teacher/coach? Answer:  
=
- What school do you go to? Answer:  
=

## 3. Action to be Taken

If there are **any** signs observed or symptoms reported, or if the student fails to answer any of the above questions correctly:

- a concussion should be suspected;
- the student must be immediately removed from play and must not be allowed to return to play that day even if the student states that they are feeling better; and
- the student must not leave the premises without parent/guardian (or emergency contact) supervision.

*In all cases of a suspected concussion, the student must be examined by a medical doctor or nurse practitioner for diagnosis and must follow our concussion protocol.*

## 4. Continued Monitoring by Parent/Guardian

- Students should be monitored for 24–48 hours following the incident as signs and symptoms can appear immediately after the injury **or may take hours or days to emerge.**
- If any signs or symptoms emerge, the student needs to be examined by a medical doctor or nurse practitioner as soon as possible that day.

5. Teacher/Coach name: \_\_\_\_\_

Teacher/Coach signature: \_\_\_\_\_

Date: \_\_\_\_\_



**DOCUMENTATION OF  
MEDICAL EXAMINATION**

Source: Ontario Physical Education Guidelines  
Appendix C-3 — Documentation of Medical Examination

This form to be provided to all students suspected of having a concussion. Please reference our Concussion Protocol for further information.

\_\_\_\_\_ (Student name) sustained a suspected concussion on \_\_\_\_\_ (date). As a result, this Student must be seen by a medical doctor or nurse practitioner. Prior to returning to school, the parent/guardian must inform the Student Success Team of the results of the medical examination by completing the following:

**Results of Medical Examination**

(medical documentation required below)

- My child/ward has been examined and **no concussion** has been diagnosed and therefore may resume full participation in learning and physical activity with no restrictions.
- My child/ward has been examined and **a concussion has been diagnosed** and therefore must begin a medically supervised, individualized and gradual Return to Learn/Return to Physical Activity Plan.

Declaration of Student Activity:

Academic Courses	Co-curricular Activities

Parent/Guardian signature: \_\_\_\_\_ Date \_\_\_\_\_

Comments: (Please provide direction re: cognitive/physical rest & activity.)

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Medical Doctor/Nurse Practitioner Signature: \_\_\_\_\_

\*Signature may be substituted by medical note with similar information regarding incident.

Date: \_\_\_\_\_



DOCUMENTATION
FOR A DIAGNOSED CONCUSSION
RETURN TO LEARN/RETURN
TO PHYSICAL ACTIVITY PLAN

Source: Ontario Physical Education Guidelines

Appendix C 4—Documentation for a Diagnosed Concussion—Return to Learn/Physical Activity Plan

The Return to Learn/Return to Physical Activity Plan is a combined approach. Parts A and B (Return to Learn) must be completed prior to the Student returning to physical activity. Each Part must take a minimum of 24 hours.

Part A—Physical and Cognitive Home Rest

- Completed at home.
Cognitive Rest includes limiting activities that require concentration and attention (e.g., reading, texting, television, computer, video/electronic games).
Physical Rest includes restricting recreational/leisure and competitive physical activities.
My child/ward has completed Part A—Physical and Cognitive Home Rest and my child/ward symptoms have shown improvement. My child/ward will proceed to Part B—Return to Learn.
My child/ward has completed Part A—Physical and Cognitive Home Rest and is symptom free. My child/ward will proceed directly to Part C—Return to Physical Activity.

Parent/Guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_

Comments:

Blank lines for comments.

If at any time during the following steps symptoms return, please refer to the “Return of Symptoms” section on page 4 of this form.

Part B—Return to Learn

- Student returns to school.
Requires individualized classroom strategies and/or approaches which gradually increase cognitive activity.
Physical rest includes restricting recreational/leisure and competitive physical activities.
My child/ward has been receiving individualized classroom strategies and/or approaches and is symptom free. My child/ward will return to regular learning activities at school. My child/ward will proceed to Part C—Return to Physical Activity.

Parent/Guardian signature: \_\_\_\_\_ Date \_\_\_\_\_

Comments:

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**Part C — Return to Physical Activity**

**~~i. — Light Aerobic Physical Activity~~**

- ~~● — Student can participate in individual light aerobic physical activity only.~~
- ~~● — Student continues with regular learning activities.~~
  
- ~~— My child/ward is symptom free after participating in light aerobic physical activity. My child/ward will proceed to Part C (ii) — Sport Specific Physical Activity.~~

Parent/Guardian signature: \_\_\_\_\_ Date \_\_\_\_\_

Comments:

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**~~ii. — Sport Specific Physical Activity (non-contact)~~**

- ~~● — Student may begin individual sport specific physical activities only. No body contact and/or resistance/weight training.~~

**~~iii. — Return to Non-Sport Specific Physical Activity (non-contact)~~**

- ~~● — Student may begin activities where there is no body contact (e.g., dance, badminton); light resistance/weight training; non-contact practice; and non-contact sport specific drills.~~
  
- ~~— Student has successfully completed Part C (i, ii, iii) and is symptom free.~~

Teacher/coach signature: \_\_\_\_\_

**Medical Examination**

I, \_\_\_\_\_ (medical doctor/nurse practitioner name) have examined \_\_\_\_\_ (child/ward) and confirm child/ward continues to be symptom free and is able to return to regular physical education class/intramural activities/interschool activities in non-contact sports and full training/practices for contact sports.

Medical Doctor/Nurse Practitioner Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**iv. Return to Regular Non-Contact Physical Activity**

- ~~• Student may resume regular physical education/intramural activities/interschool activities in non-contact sports and full training/practices for contact sports (no contact permitted).~~

**Return to Physical Activity With No Restrictions**

- Student may resume full participation in contact sports with no restrictions.
- My child/ward is symptom free after participating in regular non-contact physical activities in non-contact sports and full training/practices for contact sports and is now permitted to return to physical activity with no restrictions.

Parent/Guardian signature: \_\_\_\_\_ Date \_\_\_\_\_

Comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Return of Symptoms

My child/ward has experienced a return of concussion signs and/or symptoms and has been examined by a medical doctor/nurse practitioner, who has advised a return to:

- Step of the Return to Learn/Return to Physical Activity Plan

Parent/Guardian signature: \_\_\_\_\_ Date \_\_\_\_\_

Comments:

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# POCKET CONCUSSION RECOGNITION TOOL

Source: British Journal of Sports Medicine

Downloaded from [bjsm.bmj.com](http://bjsm.bmj.com) on September 4, 2013 - Published by [group.bmj.com](http://group.bmj.com)

## Pocket CONCUSSION RECOGNITION TOOL™

To help identify concussion in children, youth and adults



### RECOGNIZE & REMOVE

Concussion should be suspected **if one or more** of the following visible clues, signs, symptoms or errors in memory questions are present.

#### 1. Visible clues of suspected concussion

Any one or more of the following visual clues can indicate a possible concussion:

- Loss of consciousness or responsiveness
- Lying motionless on ground/Slow to get up
- Unsteady on feet / Balance problems or falling over/Incoordination
- Grabbing/Clutching of head
- Dazed, blank or vacant look
- Confused/Not aware of plays or events

#### 2. Signs and symptoms of suspected concussion

Presence of any one or more of the following signs & symptoms may suggest a concussion:

- Loss of consciousness
- Seizure or convulsion
- Balance problems
- Nausea or vomiting
- Drowsiness
- More emotional
- Irritability
- Sadness
- Fatigue or low energy
- Nervous or anxious
- "Don't feel right"
- Difficulty remembering
- Headache
- Dizziness
- Confusion
- Feeling slowed down
- "Pressure in head"
- Blurred vision
- Sensitivity to light
- Amnesia
- Feeling like "in a fog"
- Neck Pain
- Sensitivity to noise
- Difficulty concentrating

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### 3. Memory function

Failure to answer any of these questions correctly may suggest a concussion.

- "What venue are we at today?"
- "Which half is it now?"
- "Who scored last in this game?"
- "What team did you play last week / game?"
- "Did your team win the last game?"

**Any athlete with a suspected concussion should be IMMEDIATELY REMOVED FROM PLAY, and should not be returned to activity until they are assessed medically. Athletes with a suspected concussion should not be left alone and should not drive a motor vehicle.**

It is recommended that, in all cases of suspected concussion, the player is referred to a medical professional for diagnosis and guidance as well as return to play decisions, even if the symptoms resolve.

### RED FLAGS

**If ANY of the following are reported then the player should be safely and immediately removed from the field. If no qualified medical professional is available, consider transporting by ambulance for urgent medical assessment:**

- Athlete complains of neck pain
- Increasing confusion or irritability
- Repeated vomiting
- Seizure or convulsion
- Weakness or tingling/burning in arms or legs
- Deteriorating conscious state
- Severe or increasing headache
- Unusual behaviour change
- Double vision

### Remember:

- In all cases, the basic principles of first aid (danger, response, airway, breathing, circulation) should be followed.
- Do not attempt to move the player (other than required for airway support) unless trained to do so
- Do not remove helmet (if present) unless trained to do so.

from McCrory et. al, Consensus Statement on Concussion in Sport. Br J Sports Med 47 (5), 2013

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## Pocket CRT

*Br J Sports Med* 2013 47: 267

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Updated information and services can be found at:  
<http://bjsm.bmj.com/content/47/5/267.citation>

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**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
APRIL 28, 2020**

**TITLE: ADMINISTRATIVE OPERATIONAL PROCEDURES (CYCLE)  
ADVERTISING EXPENDITURES (600.5)**

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The Advertising Expenditures (600.5) Administrative Operational Procedures is presented for information.

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Prepared by: Giancarlo Vetrone, Superintendent of Business & Financial Services  
Presented by: Giancarlo Vetrone, Superintendent of Business & Financial Services  
Date: April 28, 2020



Niagara Catholic District School Board  
**ADVERTISING EXPENDITURE**  
 ADMINISTRATIVE OPERATIONAL PROCEDURES

600 – Business Services

No 600.5

Adopted Date: March 27, 2007

Latest Reviewed/Revised Date: March 18, 2014

In keeping with its Mission, Vision and Values, the Niagara Catholic District School Board, the following are Administrative Operational Procedures for Advertising Expenditure.

## PREAMBLE

The Board recognizes the value of advertising **to inform and educate the public, and to create for the purpose of informing and educating the public, creating awareness of educational programs, services, issues, events and community activities, for the overall benefit of the broader Niagara Catholic community and the stakeholders we serve.** ~~which creates a benefit to students, parents/guardians, staff, Catholic school supporters, and community stakeholders of the Niagara Catholic District School Board.~~

Board advertising ~~in support of public awareness and information~~ refers to system-wide announcements, ~~postings and promotional publications of events~~ **including but not limited to school and program registrations, information regarding programs initiatives and partnerships, services, employment opportunities** and other promotional campaigns, which ~~are~~ **may be** disseminated through the media, including television, radio, newspapers, magazines, flyers, billboards, and various social media networks.

~~The Board supports advertising expenditures directed at the~~ **Board advertising in support of the implementation of specific business practices of the Board such as** ~~includes,~~ **but is** not limited to advertising for **employment and volunteer opportunities, the recruitment of staff** ~~tendering offer~~ goods and services, **accommodation reviews, and information regarding public meetings., and Board publications.**

- ~~1. This policy~~ **These Administrative Operational Procedures applies to all Board staff, the Board of Trustees and Catholic sSchool Councils.**
- ~~2.1.~~ **All Board advertising and Board promotions shall be coordinated through the Board Services & Communications Officer** ~~Department.~~
- ~~3.2.~~ **Due diligence is to be used in the selection of the appropriate media, in order to minimize the cost and maximize the efficiency and the effectiveness of the advertising, in consideration of the communications objectives, intended audiences, urgency of the message content, and competitive selection requirements.**
- ~~4.3.~~ **All final Board advertising advertisements must be reviewed and approved by the Director of Education Manager of Corporate Services and Communications in order to ensure that the nature and extent of the campaign are appropriate and consistent with the Mission, Vision and Values of the Board and in accordance with the Board's approved budget.**
- ~~5.4.~~ **All Board advertising campaigns must present objective, factual and explanatory information on verifiable facts in an unbiased, fair and equitable manner.**
- ~~6.5.~~ **All Board advertising must comply with any applicable laws and regulations.**

**Reference**

- **[Broader Public Sector Accountability Act, 2010](#)**
- ***Niagara Catholic District School Board Policies/Procedures***
  - **[Accessibility Customer Service Policy \(800.8.1\)](#)**
  - **[Accessibility Standards Policy \(800.8\)](#)**
  - **[Employee Code of Conduct and Ethics Policy \(201.17\)](#)**
  - **[Purchasing/Supply Chain Management Policy \(600.1\)](#)**

<b>Adopted Date:</b>	<b>March 27, 2007</b>
<b>Revision History:</b>	<b>March 18, 2014</b>

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
APRIL 28, 2020**

**TITLE: ADMINISTRATIVE OPERATIONAL PROCEDURES (CYCLE)  
VIDEO SECURITY SURVEILLANCE (701.3)**

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The Video Security Surveillance (701.3) Administrative Operational Procedures is presented for information.

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Prepared by: Scott Whitwell, Controller of Facilities Services  
Presented by: Scott Whitwell, Controller of Facilities Services  
Date: April 28, 2020



Niagara Catholic District School Board  
**VIDEO SECURITY SURVEILLANCE**  
ADMINISTRATIVE OPERATIONAL PROCEDURES

700 – Buildings And Site

No 701.3

Adopted Date: February 26, 2002

Latest Reviewed/Revised Date: June 18, 2013

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the following are Administrative Operational Procedures for Video Security Surveillance.

## PREAMBLE

The Board strives to maintain safe and secure learning environments for students, staff and community members involved in Board authorized programs.

The Niagara Catholic District School Board supports the use of video security surveillance systems at any facility owned by the Board, if deemed necessary to ensure the on-going safety of students, staff, community members and property. The implementation of video security surveillance systems requires the approval of the Director of Education.

Surveillance equipment will be located in public access areas of schools/buildings and/or in areas where there is a demonstrated need to protect students, staff, community members and Board-owned equipment and property. Any exterior surveillance equipment will be located to monitor Board property only, and not neighbourhood areas. It is intended that the surveillance equipment will be operational at all times throughout the day and night. Video security surveillance systems complement other means being used to promote and foster a safe and secure learning environment under the *Safe Schools Act*.

School principals, or their designates, will be responsible for the use of the system equipment and for the privacy obligations under the *Municipal Freedom of Information and Protection of Privacy Act*.

Board employees and service providers will have access to the personal information collected under the video surveillance program only where necessary in the performance of their duties, and where the access is necessary and proper in the discharge of the Board's functions.

The Board recognizes its obligations under the *Municipal Freedom of Information and Protection of Privacy Act* regarding the collection, retention, use, disclosure and disposal of personal information relating to video surveillance. Any questions relating to the Board's privacy obligations under the Act must be referred to the Board's ~~Freedom of Information~~ **Coordinator of Information Management/Freedom of Information and Privacy**.

The Niagara Catholic District School Board will maintain control of and responsibility for the video surveillance system at all times.

The Director of Education is responsible for the overall Board video security surveillance program.

## DEFINITIONS

**Video Surveillance System** refers to a video, physical or other mechanical, electronic or digital surveillance system or device that enables continuous or periodic video recording, observing or monitoring of

individuals in school buildings and on school premises. A video surveillance system includes an audio device, thermal imaging technology, or any other component associated with recording the image of an individual.

**Reception Equipment** refers to the equipment or device used to receive or record the personal information collected through a video surveillance system, including a camera or video monitor or any other video, audio, physical or other mechanical, electronic or digital device.

**Storage Device** refers to a computer disk or drive, CD ROM, computer chip or other device used to store the recorded data or visual, audio or other images captured by a video surveillance system.

## RESPONSIBILITIES

### **Director of Education**

The Director of Education is responsible for the overall Board video security surveillance program.

### **Controller of Facilities Services**

The Controller of Facilities Services is responsible for the development and review of the policy and supporting procedures along with the technical aspects of the video security surveillance systems and the coordination of related audits.

### ~~Manager of Corporate Services & Communications~~/**Freedom of Information Coordinator of Information Management/Freedom of Information and Privacy.**

The ~~Manager of Corporate Services & Communications~~/**Freedom of Information Coordinator of Information Management/Freedom of Information and Privacy** is the staff member responsible for the Board's privacy obligations under the *Municipal Freedom of Information and Protection of Privacy Act* and privacy issues related to this policy.

### ~~Manager~~ **Administrator of Facilities Services**

The ~~Manager~~ **Administrator** of Facilities Services is responsible for the life-cycle management of authorized video security surveillance systems (specifications, equipment standards, installation, maintenance, replacement, disposal, and related requirements (e.g. signage)). ~~and Principal/Facility Manager~~ **Administrator of Facilities Services/Delegate are responsible for related** training at Board sites.

### ~~Principal/Facility Manager~~ **Administrator of Facilities Services/Principal**

The ~~Principal/Facility Manager~~ **Administrator of Facilities Services/Principal** of a school/site having a video security surveillance system is responsible for the day-to-day operation of the system in accordance with the policy, procedures, and direction/guidance that may be issued from time-to-time.

### **General**

#### **RELOCATED UNDER HEADING BELOW**

~~Video security surveillance systems are a resource used by the Niagara Catholic District School Board at selected schools and sites within the Board's jurisdiction to promote the safety of students, staff, and community members. Where deployed for that purpose, these systems help to protect school property against theft or vandalism and can assist in the identification of intruders and of persons breaking the law. In the event of a reported or observed incident, the review of recorded information may be used to assist in the investigation of the incident. These procedures are not intended to deal with instances where school staff record a specific school event or an isolated instance where a classroom is recorded for educational or research purposes.~~

~~The procedures do not apply to “covert surveillance” i.e. surveillance conducted by means of hidden devices, without notice to the individuals being monitored. Employees who knowingly or deliberately breach the policy or the provisions of the *Municipal Freedom of Information and Protection of Privacy Act* or other relevant statutes may be subject to discipline. Service providers who knowingly or deliberately breach the policy or the provisions of the Acts or other relevant statutes may be found to be in breach of the contract leading to penalties up to and including contract termination. Service contracts must be worded accordingly in order to permit such a process. Any agreements between the Board and service providers shall state that the records dealt with or created while delivering a video security surveillance program are under the Board's control and subject to the Acts.~~

## CONSIDERATIONS FOR VIDEO SECURITY SURVEILLANCE SYSTEMS

Video security surveillance systems are a resource used by the Niagara Catholic District School Board at selected schools and sites within the Board's jurisdiction to promote the safety of students, staff, and community members. Where deployed for that purpose, these systems help to protect school property against theft or vandalism and can assist in the identification of intruders and of persons breaking the law. In the event of a reported or observed incident, the review of recorded information may be used to assist in the investigation of the incident. These procedures are not intended to deal with instances where school staff record a specific school event or an isolated instance where a classroom is recorded for educational or research purposes.

~~The procedures do not apply to “covert surveillance” i.e., such as, surveillance conducted by means of hidden devices, without notice to the individuals being monitored. Employees who knowingly or deliberately breach the policy or the provisions of the *Municipal Freedom of Information and Protection of Privacy Act* or other relevant statutes may be subject to discipline. Service providers who knowingly or deliberately breach the policy or the provisions of the Acts or other relevant statutes may be found to be in breach of the contract leading to penalties up to and including contract termination. Service contracts must be worded accordingly in order to permit such a process. Any agreements between the Board and service providers shall state that the records dealt with or created while delivering a video security surveillance program are under the Board's control and subject to the **current** Acts.~~

Before deciding if a school or facility warrants a video security surveillance system, the following will be taken into consideration:

- Whether less intrusive means of deterrence, such as increased monitoring by staff and after-hours security guard patrols, have been shown or are believed to be ineffective or unworkable.
- The history of incidents (e.g. intrusion, personal safety issues) occurring in the specific school/facility.
- The physical layout of the school/facility – does it permit ready access to unauthorized individuals?
- The effectiveness of a video security surveillance program in dealing with or preventing future incidents of the type that have already occurred or may occur.

Consultations should be conducted with relevant stakeholders as to the necessity of the proposed video security surveillance program at the school/facility.

### ***Notification***

The Board is required to adhere to the notification requirements of the *Municipal Freedom of Information and Protection of Privacy Act* by prominently displaying signs at the entrances, exterior walls, and/or the interior of buildings having video security surveillance systems, indicating that video surveillance is in effect. Signage must include the legal authority for the collection of personal information; the principal purpose(s) for which the personal information is intended to be used and the title, business address and telephone number of someone who can answer questions about the collection.

***Security and Storage***

Reception equipment and storage devices shall be in a strictly controlled access area.

***Use of Recorded Video***

Only the Principal, Vice-Principal or designate **authorized by Facilities Services** may review the recorded video. Circumstances, which would warrant review, will normally be limited to an incident that has been reported/observed or to investigate a potential crime. Real-time viewing of monitors may be delegated by the Principal **or authorized by Facilities Services** to a very limited number of individuals (e.g. a secretary, a special event security guard).

***Retention of Recorded Information***

The retention period for information that has not been viewed for law enforcement, school or public safety purposes shall be **thirty (30)** ~~twenty-eight (28)~~ calendar days ~~(four (4) weeks)~~ for digital systems. Recorded information is to be routinely erased in a manner in which it cannot be reconstructed or retrieved. When recorded information has been viewed for law enforcement, school, or public safety purposes the retention period shall be **the current year plus one (1)** year from the date of viewing.

**EVALUATING THE USE OF A VIDEO SURVEILLANCE SYSTEM**

Senior Administrative Council will regularly review and evaluate its video surveillance practice at each site.

***References***

- [\*\*\*Education Statutes and Regulations of Ontario\*\*\*](#)
- [\*\*\*Information and Privacy Commissioner of Ontario: Guidelines for the Use of Video Surveillance\*\*\*](#)
- [\*\*\*Municipal Freedom of Information and Protection of Privacy Act\*\*\*](#)
- ~~[\*\*\*Safe Schools Act – Bill 81\*\*\*](#)~~
- [\*\*\*Niagara Catholic District School Board Policies/Procedures\*\*\*](#)
  - [\*\*\*Privacy Policy \(600.6\)\*\*\*](#)
  - [\*\*\*Records and Information Management Policy \(600.2\)\*\*\*](#)
  - [\*\*\*Freedom of Information Request Procedure\*\*\*](#)
  - [\*\*\*Records and Information Management Classification & Retention System\*\*\*](#)
  - [\*\*\*Notice of the Collection, Use and Disclosure of Student Personal Information\*\*\*](#)
  - [\*\*\*Privacy Breach Procedure\*\*\*](#)
  - [\*\*\*Safe and Accepting Schools Policy \(302.6\)\*\*\*](#)

<b>Adopted Date:</b>	February 26, 2002
<b>Revision History:</b>	October 25, 2002 June 4, 2003 May 11, 2004 June 18, 2013



**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
APRIL 28, 2020**

**TITLE: GOVERNANCE POLICIES – PRIOR TO VETTING  
EQUITY AND INCLUSIVE EDUCATION POLICY (100.10)**

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Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education  
Presented by: Lee Ann Forsyth-Sells, Superintendent of Education  
Date: April 28, 2020



Niagara Catholic District School Board  
**EQUITY AND INCLUSIVE EDUCATION POLICY**  
 STATEMENT OF GOVERNANCE POLICY

100 – Board

Policy No 100.10

Adopted Date: June 15, 2010

Latest Reviewed/Revised Date: June 16, 2015

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, (the Board) ~~Niagara Catholic recognizes~~ **acknowledges** that; **any form of discrimination is incompatible with Catholic moral principles and the teachings of the Church**; that all ~~people~~ **persons** are created equal, in the image of God, each with inimitable characteristics deserving of dignity (Genesis: 1:27); **and that every person has the right to freedom from discrimination and harassment.**

~~In accordance with the Church's teachings~~ Niagara Catholic provides in all **of** its operations an educational **and working** environment which supports and enables diversity within its Catholic community. ~~The Board recognizes that any form of social or cultural discrimination is incompatible with Catholic moral principles and is in violation of the Ontario Human Rights Code. The Board in accordance with the denominational rights of the Catholic~~ **recognizes** that the school system, ~~gives pre-eminence to the tenets of the Catholic faith, congruent with the protection afforded in the Ontario Human Rights Code, the Constitution Act, 1982 and confirmed in the Canadian Charter of Rights and Freedoms, Constitution Act 1982.~~

**The Board is committed to serving staff, students, and families in its diverse Catholic community by incorporating the principles of equity and inclusive education in its policies, programs, procedures, and practices that are consistent with the Ontario Human Rights Code and the teachings of the Catholic Church.**

~~The Board and its staff are committed to the elimination of discrimination as outlined in Ontario's Equity and Inclusive Education Strategy and the Ontario Ministry of Education (the "Ministry") Policy/Program Memorandum No. 119, in a manner which is consistent with the exercise of the Board's denominational rights under section 93 of the Constitution Act, 1982 and as recognized at section 19 of the Ontario Human Rights Code.~~

The Director of Education will issue [Administrative Operational Procedures](#) for the implementation of this policy.

### References

- [Achieving Excellence: A Renewed Vision for Education in Ontario \(2014\)](#)
- [Accepting Schools Act](#)
- [Assembly of Catholic Bishops of Ontario, \(letter dated October 4, 2010\)](#)
- [Canadian Charter of Rights and Freedoms](#)
- [Constitution Act, 1982](#)
- [Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation, 2014](#)
- [Accessibility for Ontarians with Disabilities Act \( 2005\)](#)
- ~~[Ontario Catholic School Graduate Expectations: Institute for Catholic Education, Second Edition 2011](#)~~
- [Ontario Catholic School Graduate Expectations: Institute for Catholic Education, Third Edition 2019](#)
- [Ontario's Human Rights Code](#)
- [Ontario Leadership Strategy](#)
- [Ontario's Equity and Inclusive Education Strategy](#)
- [Ontario Ministry of Education - Policy/Program Memorandum No. 108](#)

- [\*\*Ontario Ministry of Education - Policy/Program Memorandum No. 119\*\*](#)
- [\*\*Supporting Students Who Identify as Transgender in our Catholic Schools: Institute for Catholic Education 2019\*\*](#)
- [\*\*Niagara Catholic District School Board Policies\*\*](#)
  - [\*\*Access to Board Premises \(302.6.3\) AOP\*\*](#)
  - [\*\*Accessibility Standards Policy \(800.8\)\*\*](#)
  - [\*\*Bullying Prevention and Intervention Policy \(302.6.8\)\*\*](#)
  - [\*\*Code of Conduct Policy \(302.6.2\)\*\*](#)
  - [\*\*Employee Code of Conduct and Ethics Policy \(201.17\)\*\*](#)
  - [\*\*Employee Hiring and Selection \(Teachers\)\(203.1\) AOP\*\*](#)
  - [\*\*Employee Workplace Harassment Policy \(201.7\)\*\*](#)
  - [\*\*Employee Workplace Violence Policy \(201.11\)\*\*](#)
  - [\*\*Opening or Closing Exercises \(302.6.1\) AOP\*\*](#)
  - [\*\*Privacy Policy \(600.6\)\*\*](#)
  - [\*\*Progressive Student Discipline \(302.6.9\) AOP\*\*](#)
  - [\*\*Religious Accommodation Policy \(100.10.1\)\*\*](#)
  - [\*\*Safe and Accepting School Policy \(302.6\)\*\*](#)
  - [\*\*Voluntary and Confidential Indigenous Students First Nation, Métis and Inuit Self-Identification \(301.9\) AOP\*\*](#)

<b>Adopted Date:</b>	<b>June 15, 2010</b>
<b>Revision History:</b>	<b>November 23, 2010 June 16, 2015</b>

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
APRIL 28, 2020**

**TITLE: GOVERNANCE POLICIES – PRIOR TO VETTING  
RETIREMENT AND SERVICE RECOGNITION CELEBRATION  
POLICY (201.2)**

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Prepared by: Frank Iannantuono, Superintendent of Education  
Presented by: Frank Iannantuono, Superintendent of Education  
Date: April 28, 2020



Niagara Catholic District School Board  
**RETIREMENT & SERVICE RECOGNITION  
CELEBRATION POLICY**

STATEMENT OF GOVERNANCE POLICY

200 – Human Resources

Policy No 201.2

Adopted Date: March 24, 1998

Latest Reviewed/Revised Date: June 16, 2015

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board values and appreciates dedicated service by its employees and members of the clergy serving its schools.

Annually, the Board will invite its partners, OECTA, CUPE, and the Diocese of St. Catharines to co-host a Retirement and Service Recognition Celebration to formally express its appreciation to:

1. Employees who are retiring;
2. Employees who have contributed 25 years of service;
3. Clergy who have served within the Roman Catholic Diocese of St. Catharines and the jurisdiction of the Niagara Catholic District School Board who are celebrating their 25<sup>th</sup> or 50<sup>th</sup> anniversary of service as members of the clergy.

The Director of Education will issue [Administrative Operational Procedures](#) for the implementation of this Policy.

<b>Adopted Date:</b>	<b>March 24, 1998</b>
<b>Revision History:</b>	<b>March 26, 2002</b> <b>June 15, 2010</b> <b>June 16, 2015</b>

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
APRIL 28, 2020**

**TITLE: GOVERNANCE POLICIES – PRIOR TO VETTING  
LEADERSHIP PATHWAYS POLICY (203.4)**

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Prepared by: Frank Iannantuono, Superintendent of Education  
Presented by: Frank Iannantuono, Superintendent of Education  
Date: April 28, 2020



Niagara Catholic District School Board  
**LEADERSHIP PATHWAYS POLICY**  
 STATEMENT OF GOVERNANCE POLICY

200 – Human Resources

Policy No 203.4

Adopted Date: June 18, 2013

Latest Reviewed/Revised Date: NIL

In keeping with the Mission, Vision and Values of the Niagara District School Board, professional development programs will continue to be developed and made available to all Niagara Catholic staff who aspire to leadership position at the school and system levels within the Board.

While specific qualifications are required by the Education Act, Niagara Catholic requires staff aspiring to leadership positions, to have additional qualifications that focus on faith, Catholicity, and enhanced experiences.

The additional qualifications are critical to fulfilling the mandate of the Board, to ensuring the continued strength and growth of its Catholic identity, and to nurturing the faith development of its students and staff.

Niagara Catholic's Leadership Programs provide leadership tools that allow participants to build on and enhance their current skills, acquire new skills as well as focus on the gift of Catholic education while deepening their own faith journeys.

It is expected that staff who participate in Niagara Catholic Leadership Programs will, on completion, have the tools to be dynamic, passionate and skilled leaders who as Catholic leaders will focus their vocation and service on the success of all students and staff.

The Director of Education has established a Leadership Succession Program Guide that will serve to support the implementation of this Policy.

### **References**

- [\*\*Education Act R.S.O. 1990, Chapter E.2\*\*](#)
- [\*\*Institute for Education Leadership \(IEL\)\*\*](#)
- [\*\*Ontario Catholic Leadership Framework\*\*](#)
- [\*\*Niagara Catholic District School Board Policies/Procedures/Documents\*\*](#)
  - [\*\*Niagara Catholic District School Board Mission, Beliefs and Values\*\*](#)
  - [\*\*Employee Hiring and Selection \(Teachers\) \(203.1\) Administrative Operational Procedures\*\*](#)
  - [\*\*Catholic Leadership: Principal and Vice-Principal Selection \(202.2\) Administrative Operational Procedures\*\*](#)

<b>Adopted Date:</b>	<b>June 18, 2013</b>
<b>Revision History:</b>	<b>Nil</b>

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
APRIL 28, 2020**

**TITLE: GOVERNANCE POLICIES – PRIOR TO VETTING  
VOLUNTEER RECOGNITION POLICY (800.4)**

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Prepared by: John Crocco, Director of Education/Secretary-Treasurer  
Presented by: John Crocco, Director of Education/Secretary-Treasurer  
Date: April 28, 2020





Niagara Catholic District School Board

***VOLUNTEER RECOGNITION POLICY***

STATEMENT OF GOVERNANCE POLICY

800 – Schools and Community Councils

Policy No. 800.4

Adopted Date: April 24, 2007

Latest Reviewed/Revised Date: April 28, 2015

In keeping with the Mission, Vision and Values, the Niagara Catholic District School Board recognizes and values the positive contribution that individuals make while volunteering in our Catholic school communities, committees and organizations.

With approval from the authorized administrator, Niagara Catholic volunteers undertake, without pay, assigned tasks that support and enhance the mission, vision and values of the Board.

Annually, administrators will be invited to select volunteers to be recognized at a celebration hosted by the Board. Volunteers will be recognized for making a positive, meaningful and significant contribution to a school and/or the Board. Through their spirit of volunteerism, they help in building a strong Catholic identity and community that nurtures the distinctiveness of Catholic education and advances student achievement.

The Director of Education will issue [Administrative Operational Procedures](#) for the implementation of this Policy.

***Reference***

- ***Niagara Catholic District School Board Policies/Procedures***
  - [\*Volunteering in Catholic Schools \(800.9\) AOP\*](#)

<b>Adopted Date:</b>	<b>April 24, 2007</b>
<b>Revision History:</b>	<b>April 28, 2015</b>

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD  
POLICY COMMITTEE MEETING  
FEBRUARY 25, 2020**

**TITLE: POLICY AND PROCEDURE REVIEW 2019-2020 SCHEDULE**

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The Policy and Procedure Review 2019-2020  
Schedule is presented for information.

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Prepared by: John Crocco, Director of Education/Secretary-Treasurer  
Presented by: John Crocco, Director of Education/Secretary-Treasurer  
Date: February 25, 2020



# POLICY AND GUIDELINE REVIEW SCHEDULE

SEPTEMBER 2019 - JUNE 2020

Updated: April 28, 2020

SORTED BY POLICY COMMITTEE MEETING DATE				
Policy Issued	Reviewed Revised	Policy #	POLICY NAME	Prior to Vetting After Vetting
1998	2017	202.2	Catholic Leadership: Principal & Vice-Principal Selection	September 2019
2010	2016	100.10.1	Religious Accommodation	September 2019
NEW	NEW	NEW	Emergency Instructors Elementary	September 2019
NEW	NEW	NEW	Catholic Leadership: Supervisory Officer & Controller of Facilities Selection	September 2019
1998	2016	100.5	Establishment and Cyclical Review of Policies	October 2019
2013	2013	800.9	Volunteering in Catholic Schools	October 2019
2005	2014	100.8	Trustee Electronic Meetings (Board and Committees)	October 2019
1998	2015	600.1	Purchasing/Supply Chain Management	October 2019
2001	2013	302.6.2	Code of Conduct - Safe Schools	October 2019
2007	2013	201.14	Employee Meals & Hospitality	October 2019
2007	2013	201.15	Employee Conferences, Workshops & Meetings	October 2019
2003	2013	400.5	Acceleration/Retention (Elementary)	October 2019
2001	2013	302.6.1	Opening or Closing Exercises - Safe Schools	October 2019
2014	2014	303.1	Concussion	November 2019
2016	2016	100.15	Naming of a Board Facility, Designated Area or Chapel	November 2019
2006	2014	201.13	Sexual Misconduct	November 2019
2002	2018	201.7	Employee Workplace Harassment *	November 2019
2002	2018	201.11	Employee Workplace Violence *	November 2019
2002	2018	201.6	Occupational Health & Safety *	November 2019
NEW	NEW	NEW	Student Use of Guide Dogs & Service Animals	November 2019
1998	2017	202.2	Catholic Leadership: Principal & Vice-Principal Selection	November 2019
2010	2016	100.10.1	Religious Accommodation	November 2019
2010	2015	100.10	Equity and Inclusive Education	January 2020
2014	2014	100.14	Use of Corporate Logo	January 2020
1998	2012	301.3	Attendance Areas	January 2020
2001	2014	302.6.7	Criminal Background Check - Safe Schools	January 2020
2002	2013	701.3	Video Security Surveillance	January 2020
1998	2016	100.5	Establishment and Cyclical Review of Policies	January 2020
2005	2014	100.8	Trustee Electronic Meetings (Board and Committees)	January 2020
2001	2013	302.6.2	Code of Conduct - Safe Schools	January 2020
1998	2015	600.1	Purchasing/Supply Chain Management	January 2020
2013	2013	800.9	Volunteering in Catholic Schools	January 2020
2007	2014	100.9	Advocacy Expenditures	February 2020
2006	2014	301.6	School Generated Funds	February 2020
2007	2014	600.5	Advertising Expenditures	February 2020
2016	2016	100.15	Naming of a Board Facility, Designated Area or Chapel	February 2020
2002	2018	201.6	Occupational Health & Safety *	February 2020
2002	2018	201.7	Employee Workplace Harassment *	February 2020
2002	2018	201.11	Employee Workplace Violence *	February 2020
2006	2014	201.13	Sexual Misconduct	February 2020
2014	2014	303.1	Concussion	February 2020
NEW	NEW	NEW	Student Use of Guide Dogs & Service Animals	February 2020
2010	2015	100.10	Equity and Inclusive Education	April 2020
1998	2015	201.2	Retirement & Service Recognition Celebration	April 2020
2013	2013	203.4	Leadership Pathways	April 2020
2007	2015	800.4	Volunteer Recognition	April 2020
2007	2014	100.9	Advocacy Expenditures	April 2020
1998	2012	301.3	Attendance Areas	April 2020
1997	2016	100.1	Board By-Laws	May 2020
2001	2016	302.6.6	Dress Code - Secondary Uniform - Safe Schools	May 2020
2012	2016	302.6.10	Elementary Standardized Dress Code - Safe Schools	May 2020
1998	2016	701.2	Pupil Accommodation Review	May 2020
1998	2017	800.3	Complaint Resolution	May 2020
2011	2016	800.7	Niagara Catholic Parent Involvement Committee & By-Laws	May 2020
2009	2016	800.8.1	Accessibility Customer Service	May 2020

\* Ministry of Labour Compliance Annual Review

**SORTED BY CW/BOARD MEETING DATE**

<b>Policy Issued</b>	<b>Reviewed Revised</b>	<b>Policy #</b>	<b>POLICY NAME</b>	<b>CW/BD</b>
NEW	NEW	NEW	Emergency Instructors Elementary	October 2019
NEW	NEW	NEW	Catholic Leadership: Supervisory Officer & Controller of Facilities Selection	October 2019
2007	2013	201.14	Employee Meals & Hospitality	November 2019
2007	2013	201.15	Employee Conferences, Workshops & Meetings	November 2019
2003	2013	400.5	Acceleration/Retention (Elementary)	November 2019
2001	2013	302.6.1	Opening or Closing Exercises - Safe Schools	November 2019
1998	2017	202.2	Catholic Leadership: Principal & Vice-Principal Selection	December 2019
2010	2016	100.10.1	Religious Accommodation	December 2019
1998	2016	100.5	Establishment and Cyclical Review of Policies	February 2020
2005	2014	100.8	Trustee Electronic Meetings (Board and Committees)	February 2020
2001	2013	302.6.2	Code of Conduct - Safe Schools	February 2020
1998	2015	600.1	Purchasing/Supply Chain Management	February 2020
2013	2013	800.9	Volunteering in Catholic Schools	February 2020
2016	2016	100.15	Naming of a Board Facility, Designated Area or Chapel	March 2020
2002	2018	201.6	Occupational Health & Safety *	March 2020
2002	2018	201.7	Employee Workplace Harassment *	March 2020
2002	2018	201.11	Employee Workplace Violence *	March 2020
2006	2014	201.13	Sexual Misconduct	March 2020
NEW	NEW	NEW	Student Use of Guide Dogs & Service Animals	March 2020
2007	2014	100.9	Advocacy Expenditures	May 2020
1998	2012	301.3	Attendance Areas	May 2020