



*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

**TUESDAY, FEBRUARY 25, 2020
4:00 P.M.**

*HOLY CROSS COMMUNITY ROOM
CATHOLIC EDUCATION CENTRE, WELLAND, ONTARIO*



- | | |
|--|---|
| 1. Opening Prayer – Trustee Burkholder | - |
| 2. Election of Chair of the Policy Committee 2020 – John Crocco, Director of Education/Secretary-Treasurer | - |
| 3. Attendance | - |
| 4. Approval of Agenda | - |
| 5. Declaration of Conflict of Interest | - |
| 6. Minutes of Policy Committee Meeting of January 28, 2020 | 5 |
| 7. Policies | |

Action Required

POLICIES – FOR RECOMMENDATION TO MARCH COMMITTEE OF THE WHOLE

- | | | |
|-----|--|-----|
| 6.1 | Naming of a Board Facility, Designate Area or Chapel Policy (100.15) | 6.1 |
| 6.2 | Occupational Health and Safety Policy (201.6) | 6.2 |
| 6.3 | Employee Workplace Harassment Policy (201.7) | 6.3 |
| 6.4 | Employee Workplace Violence Policy (201.11) | 6.4 |
| 6.5 | Sexual Misconduct Policy (201.13) | 6.5 |
| 6.6 | Concussion Policy (303.1) | 6.6 |
| 6.7 | Student Use of Guide Dogs & Service Animals (NEW) | 6.7 |

POLICIES – PRIOR TO VETTING

- | | | |
|------|---|------|
| 6.8 | Advocacy Expenditures Policy (100.9) | 6.8 |
| 6.9 | School Generated Funds Policy (301.6) | 6.10 |
| 6.10 | Advertising Expenditures Policy (600.5) | 6.11 |

Information

- | | | |
|------|---|------|
| 6.11 | Policies Currently Being Vetted to March 11, 2020 | - |
| | • Use of Corporate Logo Policy (100.14) | |
| | • Attendance Area Policy (301.3) | |
| | • Criminal Background Check – Safe Schools Policy (302.6.7) | |
| | • Video Security Surveillance Policy (701.3) | |
| 6.12 | Policy and Guideline Review 2019-2020 Schedule | 6.13 |
| 8. | Date of Next Meeting | |
| | March 24, 2020 – 4:00 p.m. | |
| 8. | Adjournment | - |

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

**TITLE: MINUTES OF THE POLICY COMMITTEE MEETING
JANUARY 28, 2020**

RECOMMENDATION

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



MINUTES OF THE POLICY COMMITTEE MEETING

TUESDAY, JANUARY 28, 2020

Minutes of the Policy Committee Meeting held on Tuesday, January 28, 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 Chair Fera who chaired the meeting for Policy Committee Chair Huibers who joined electronically.

1. Opening Prayer

The meeting was opened with a prayer by Trustee Fera

2. Attendance

Committee Members	Present	Present Electronically	Absent	Excused
Larry Huibers (Committee Chair)		✓		
Frank Fera	✓			
Leanne Prince	✓			

Trustees:

Rhianon Burkholder
Kathy Burtnik
Dino Sicoli
Paul Turner

Student Trustees:

Jade Bilodeau

Staff:

John Crocco, Director of Education
Ted Farrell, Superintendent of Education
Lee Ann Forsyth-Sells, Superintendent of Education
Frank Iannantuono, Superintendent of Education/Human Resources
Giancarlo Vetrone, Superintendent of Business & Finance
Scott Whitwell, Controller of Facilities Services

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

3. Approval of Agenda

Moved by Trustee Prince

THAT the January 28, 2020 Policy Committee Agenda be approved, as presented.

APPROVED

4. Declaration of Conflict of Interest

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

5. Minutes of the Policy Committee Meeting of November 26, 2019

Moved by Trustee Prince

THAT the Policy Committee approve the minutes of the Policy Committee Meeting of November 26, 2019, as presented.

APPROVED

6. Policies

ACTION REQUIRED

POLICIES - FOR RECOMMENDATION TO FEBRUARY 11, 2020 COMMITTEE OF THE WHOLE MEETING

6.1 Establishment and Cyclical Review of Policies Policy (100.5)

Director Crocco presented feedback received from the vetting process and highlighted recommended amendments to the Establishment and Cyclical Review of Policies Policy (100.5) following the vetting process.

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

POLICY STATEMENT

- Page 1, paragraph 3 – remove “*Vision 2020*”

ADMINISTRATIVE PROCEDURES

- No amendment

Moved by Trustee Huibers

THAT the Policy Committee recommend to the February 11, 2020 Committee of the Whole Meeting to approve the revisions to the Establishment and Cyclical Review of Policies Policy (100.5), as amended.

APPROVED

6.2 Trustee Electronic Meetings (Board and Committees) Policy (100.8)

Director Crocco presented feedback received from the vetting process and highlighted recommended amendments to the Trustee Electronic Meetings (Board and Committees) Policy (100.8) 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 Prince

THAT the Policy Committee recommend to the February 11, 2020 Committee of the Whole Meeting to approve the revisions to the Trustee Electronic Meetings (Board and Committees) Policy (100.8), as presented.

APPROVED

6.3 Code of Conduct Policy (302.6.2)

Lee Ann Forsyth-Sells, Superintendent of Education presented feedback received from the vetting process and highlighted recommended amendments to the Code of Conduct Policy (302.6.2) following the vetting process.

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

- Page 5, bullet 6 of Standards of Behaviour – add “values and”

Moved by Trustee Huibers

THAT the Policy Committee recommend to the February 11, 2020 Committee of the Whole Meeting to approve the revisions to the Code of Conduct Policy (302.6.2), as amended.

APPROVED

6.4 Purchasing/Supply Chain Management Policy (600.1)

Giancarlo Vetrone, Superintendent of Business & Financial Services presented feedback received from the vetting process and highlighted recommended amendments to the Purchasing/Supply Chain Management Policy (600.1) 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 Prince

THAT the Policy Committee recommend to the February 11, 2020 Committee of the Whole Meeting to approve the revisions to the Purchasing/Supply Chain Management Policy (600.1), as presented.

APPROVED

6.5 Volunteering in Catholic Schools Policy (800.9)

Scott Whitwell, Controller of Facilities Services presented feedback received from the vetting process and highlighted recommended amendments to the Volunteering in Catholic Schools Policy (800.9) following the vetting process.

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

POLICY STATEMENT

- Move resources listed of Code of Conduct Policy, Privacy Policy and Privacy Breach Procedure to Policies/Procedures Reference section

ADMINISTRATIVE PROCEDURES

- No amendment

Moved by Trustee Prince

THAT the Policy Committee recommend to the February 11, 2020 Committee of the Whole Meeting to approve the revisions to the Volunteering in Catholic Schools Policy (800.9), as amended.

APPROVED

POLICIES - PRIOR TO VETTING

6.6 Equity and Inclusive Education Policy (100.10)

Superintendent Forsyth-Sells, presented the Equity and Inclusive Education Policy (100.10).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- Page 4, 7 and 8 – change paragraphs to align with the Code of Conduct Policy once approved by the Board.

The Policy Committee requested that the Policy, be vetted following the Board's approval of the Code of Conduct Policy (302.6.2).

6.7 Use of Corporate Logo Policy (100.14)

Director Crocco, presented the Use of Corporate Logo Policy (100.14).

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 January 29, 2020 to March 11, 2020 with a recommended deadline for presentation to the Policy Committee in March 2020, for consideration to the Committee of the Whole and Board in February 2020.

6.8 Attendance Areas Policy (301.3)

Ted Farrell, Superintendent of Education, presented the Attendance Areas Policy (301.3).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- Page 3 – add “, *pastors*”

The Policy Committee requested that the Policy, be vetted from January 29, 2020 to March 11, 2020 with a recommended deadline for presentation to the Policy Committee in March 2020, for consideration to the Committee of the Whole and Board in February 2020.

6.9 Criminal Background Check – Safe Schools Policy (302.6.7)

Superintendent Iannantuono, presented the Criminal Background Check – Safe Schools Policy (302.6.7).

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 January 29, 2020 to March 11, 2020 with a recommended deadline for presentation to the Policy Committee in March 2020, for consideration to the Committee of the Whole and Board in February 2020.

6.10 Video Security Surveillance Policy (701.3)

Scott Whitwell, Controller of Facilities Services, presented the Video Security Surveillance Policy (701.3).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- Under References add “/Procedures” and remove “*Niagara Catholic District School Board Procedures/Documents*” bullet

ADMINISTRATIVE PROCEDURES

- No amendments

The Policy Committee requested that the Policy, be vetted from January 29, 2020 to March 11, 2020 with a recommended deadline for presentation to the Policy Committee in March 2020, for consideration to the Committee of the Whole and Board in February 2020.

INFORMATION

6.11 Policies Currently Being Vetted to February 6, 2020

- Naming of a Board Facility, Designate Area or Chapel Policy (100.15)
- Occupational Health and Safety Policy (201.6)
- Employee Workplace Harassment Policy (201.7)
- Employee Workplace Violence Policy (201.11)
- Sexual Misconduct Policy (201.13)
- Concussion Policy (303.1)
- Student Use of Guide Dogs and Service Animals Policy (NEW)

6.12 Policy and Guideline Review 2019-2020 Schedule

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

7. Date of Next Meeting

February 25, 2020

8. Adjournment

The meeting adjourned at 5:31 p.m.

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

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
NAMING OF A BOARD FACILITY, DESIGNATE AREA OR
CHAPEL POLICY (100.15)**

RECOMMENDATION

THAT the Policy Committee recommend to the Committee of the Whole approval of the Naming of a Board Facility, Designate Area or Chapel Policy (100.15), as presented.

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



Niagara Catholic District School Board

NAMING OF A BOARD FACILITY, DESIGNATED AREA OR CHAPEL

STATEMENT OF POLICY

100 – Board

Policy No 100.15

Adopted Date: June 21, 2016

Latest Reviewed/Revised Date: Nil

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, all Board facilities, designated area or Chapel will be named to honour the Divinity, a Catholic tradition, a person, or a group that has been officially recognized by the Catholic Church or the Bishop of the Diocese of St. Catharines.

The name of all Board facilities, designated area or Chapel, in whole or in part, will reflect the faith traditions and Gospel values of the Catholic Church, be of inspiration, unique identity and a connection for the students, staff and families associated within the community it serves.

Affirming the universal call to holiness, when an individual for whom a current school has been named is canonized by the Catholic Church or the individual's title or name has been changed by the Catholic Church, following consultation, the Board will change the name of the school accordingly and work with the school community through the transition.

All requests to the Board to consider naming or renaming of a Board facility, designated area or Chapel, in whole or in part, must meet the criteria and process outlined within the Administrative Procedures.

The Director of Education will issue Administrative Procedures for the implementation of this Policy.

References

- [Education Act](#)
- [Code of Canon Law](#)



Niagara Catholic District School Board

NAMING OF A BOARD FACILITY, DESIGNATED AREA OR CHAPEL

ADMINISTRATIVE PROCEDURES

100 - Board

Policy No 100.15

Adopted Date: June 21, 2016

Latest Reviewed/Revised Date: Nil

All requests for the naming or renaming of a Board facility, designated area or Chapel, in whole or in part, will meet the criteria outlined in the Administrative Procedures and adhere to the following process for consideration and approval:

1. All requests to name or rename a Board facility or designated area, in whole or in part, excluding Chapels, must be:
 - a. Named after a Saint, a Pope, one of the mysteries of the Catholic Church or an exemplary Catholic individual or group of individuals;
 - b. Designated as “Catholic” in the name of the whole facility;
 - c. Used in full and not abbreviated;
 - d. Named in the possessive form;
 - e. Unique within the names approved for Board facilities;
 - f. Prominently displayed on the exterior of the facility or designated area along with the Board logo for the naming of an entire facility; or,
 - g. Prominently displayed in the interior of the facility identifying the named designated area.
2. All requests will be presented to the Family of Schools’ Superintendent of Education for consideration.
3. If supported by the Family of Schools’ Superintendent of Education, a recommendation will be made to the Director of Education for consideration.
4. If supported by the Director of Education, the Director will determine the appropriate course of action to present the request to the Board of Trustees.
5. The Board of Trustees will approve the naming of all Board facilities, designated area or Chapel, in whole or in part.

Excluded from the above process is the renaming of an existing Board facility if the individual is canonized by the ~~Holy Father~~ **Catholic Church**. In this circumstance, following consultation with the Family of Schools’ Superintendent of Education, the school Principal, the Student Council President, where it is in place, and the Chair of the Catholic School Council, the Director of Education will bring a report to the Board of Trustees ~~for consideration~~ **to change the name of the school accordingly and to work with the school community through the transition.**

NAMING OR RENAMING OF A BOARD FACILITY IN WHOLE

Excluding the canonization of an individual for whom a school is named, or an individual’s title has been changed by the Catholic Church, all requests for the name of a new Board facility or to rename a current Board facility will meet the criteria outlined in this Policy and Administrative Procedures and adhere to the following process for consideration and approval.

The Director of Education will bring an Ad Hoc Committee report to the Board for the naming or renaming of a Board facility. The report will include the Terms of Reference and include the criteria as noted within this Policy and Administrative Procedures, the Ad Hoc Committee Membership and the timeline for the recommendation of the Ad Hoc Committee for the consideration of the Board.

The Ad Hoc Committee will consult with:

- a) the Bishop of the Diocese of St. Catharines;
- b) the local Trustee(s);
- c) the Chair and Vice-Chair of the Board;
- d) the Director of Education;
- e) the Board Chaplaincy Leader;
- f) where possible, staff of the facility;
- g) where possible, the local Student Council(s);
- h) where possible, the local Catholic School Council(s);
- i) where possible, the local Catholic school community.

PROCESS FOR NAMING OR RENAMING OF A DESIGNATED AREA WITHIN A BOARD FACILITY

All requests for the naming or renaming of a designated area of a Board facility will meet the criteria outlined in this Policy and Administrative Procedures and adhere to the following process for consideration and approval:

1. Requests will be presented to the Family of Schools' Superintendent of Education for consideration.
2. If supported by the Family of Schools' Superintendent of Education, a recommendation will be made to the Director of Education for consideration.
3. If supported by the Director of Education, the Director will present the recommendation to the Board of Trustees for consideration.
4. The Board of Trustees will approve the naming or renaming of all designated areas within a Board facility.
5. The name of the designated area of the Board facility will be displayed with an appropriate sign or lettering.

PROCESS FOR NAMING OR RENAMING A CHAPEL WITHIN A BOARD FACILITY

All requests for the naming or renaming of a Chapel within a Board facility will meet the criteria outlined in this Policy and Administrative Procedures and adhere to the following process for consideration and approval.

All Chapels in the Niagara Catholic District School Board will be named after the Blessed Trinity, or a name for Christ, or a mystery of his life already accepted in the liturgy, or the name of the Holy Spirit, or a name for the Blessed Virgin Mary, or a name of a holy angel, or the name of a Saint, or the name of a blessed provided the Bishop has given permission.

1. All requests will be presented to the Family of Schools' Superintendent of Education for consideration.
2. If supported by the Family of Schools' Superintendent of Education, a recommendation will be made to the Director of Education for consideration.
3. The Director of Education will consult with the Bishop of the Diocese of St. Catharines for endorsement.
4. If supported by the Director of Education and endorsed by the Bishop of the Diocese of St. Catharines, the Director will present the recommendation to the Board of Trustees for consideration.
5. The Board of Trustees will approve the naming or renaming of a Chapel within a Board facility.
6. The name of the Chapel within a Board facility will be displayed with an appropriate interior sign or lettering.

Adopted Date:	June 21, 2016
Revision History:	

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

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
OCCUPATIONAL HEALTH AND SAFETY POLICY (201.6)**

RECOMMENDATION

THAT the Policy Committee recommend to the Committee of the Whole approval of the Occupational Health and Safety Policy (201.6), as presented.

Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources

Presented by: Frank Iannantuono, Superintendent of Education/Human Resources

Date: February 25, 2020



Niagara Catholic District School Board
OCCUPATIONAL HEALTH & SAFETY POLICY
STATEMENT OF POLICY

200 – Human Resources

Policy No 201.6

Adopted Date: January 29, 2002

Latest Reviewed/Revised Date: November 27, 2018

In keeping with the Mission, Vision, and Values of the Niagara Catholic District School Board the Niagara Catholic District School Board believes that the prevention of employee occupational illness and injury and the prevention of accidents to volunteers, students and visitors on Board premises, is of the utmost importance. The Board, therefore, shall maintain as safe working environment as possible and take all reasonable precautions to prevent injury or occupational illness at Niagara Catholic District School Board sites and is committed to providing a safe, respectful and healthy workplace and learning environment for all employees, students, volunteers, visitors and contractors. The Board is committed to continually improving health and safety practices and performance in compliance with the Occupational Health and Safety Act.

The Director of Education shall issue Administrative Procedures for the implementation of this Policy.

Reference

- [**Occupational Health and Safety Act and Regulations for Industrial Establishments, R.S.O. 2001, Chapter 0.1**](#)



Niagara Catholic District School Board
OCCUPATIONAL HEALTH & SAFETY POLICY
ADMINISTRATIVE PROCEDURES

200 – Human Resources

Policy No 201.6

Adopted Date: January 29, 2002

Latest Reviewed/Revised Date: November 27, 2018

Every employee has a responsibility to work in a safe manner; to use or wear the equipment, protective devices or clothing that the Employer, or legislation, requires to be used or worn; to report to their supervisor, the absence or defect in any equipment or protective device of which they are aware and which may endanger them or another worker; to report to their Supervisor any hazard or potential hazard, within the Board's jurisdiction, of which they are aware.

The Employer through the Supervisor has a responsibility for the safety of employees who report to them and therefore must ensure that employees work in a safe manner and use or wear the equipment, protective devices or clothing that the Board, or legislation, requires to be used or worn. Additionally, the Employer and/or other designated personnel, has an obligation to address concerns put forth by any party regarding matters of occupational health and safety that are within the Board's jurisdiction.

The Niagara Catholic District School Board supports the Internal Responsibility System whereby all workplace parties participate in building safety programs that exceed the minimum standards as set out by the Occupational Health and Safety Act. Employees who direct work are responsible for ensuring that safe work procedures and training are implemented and followed to maintain a safe and healthy workplace. They are also responsible to ensure that hazards, unsafe conditions, practices and behaviors that are reported to them are addressed.

All parties employed within or contracted by the Employer must act in compliance with the *Occupational Health and Safety Act and Regulations for Industrial Establishments, R.S.O. 2001, Chapter 0.1*, as amended.

Adopted Date:	January 29, 2002
Revision History:	December 20, 2011 November 26, 2013 June 21, 2016 May 23, 2017 November 27, 2018

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

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
EMPLOYEE WORKPLACE HARASSMENT POLICY (201.7)**

RECOMMENDATION

THAT the Policy Committee recommend to the Committee of the Whole approval of the Employee Workplace Harassment Policy (201.7), as presented.

Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources

Presented by: Frank Iannantuono, Superintendent of Education/Human Resources

Date: February 25, 2020



Niagara Catholic District School Board

EMPLOYEE WORKPLACE HARASSMENT POLICY

STATEMENT OF POLICY

200 – Human Resources

Policy No 201.7

Adopted Date: March 26, 2002

Latest Reviewed/Revised Date: October 22, 2019

In keeping with the Mission, Vision, and Values of the Niagara Catholic District School Board, the Niagara Catholic District School Board is committed to providing a safe working environment in which all Employees are treated with consideration, dignity, respect, equity and in accordance with the gospel values of Jesus Christ, as well as the Mission, Vision and Values of the Board.

The Board believes that the eradication of harassment in the school/workplace is the joint obligation of the employer and the employee. Therefore, any employee who becomes aware of a harassment situation between employees has a responsibility to draw appropriate attention to it. Any failure to take measures to address harassment in the workplace has legal implications for the employer under the Ontario Human Rights Code.

Where the occasion of a complaint of harassment arises, the Board may achieve resolution through a formal or informal process. During the process all information gathered is to be kept confidential. It is the intention of the policy and the resulting procedures to attempt to protect both the complainant and the accused. Therefore, each party has equal rights at all steps throughout the process.

The Board will review this policy on an annual basis, and will post this policy in the workplace along with any applicable procedures and/or related programs.

The Director of Education will issue administrative procedures for the implementation of this policy.

References:

- [**Municipal Freedom of Information and Protection of Privacy Act**](#)
- [**Occupational Health & Safety Act \(December 2009\) Bill 13**](#)
- [**Bill 132: Sexual Violence and Harassment Action Plan Act**](#)
- [**Ontario Human Rights Code 1990**](#)
- [**Teaching Profession Act**](#)
- [**Niagara Catholic District School Board Policies/Procedures**](#)
 - [**Workplace Violence Policy \(201.11\)**](#)
 - [**Trustee Code of Conduct**](#)
 - [**Complaint Resolution Policy**](#)
 - [**Protocol Between Niagara Region Police Service and the Niagara Catholic District School Board**](#)
 - [**Employee Code of Conduct & Ethics Policy**](#)
 - [**Privacy Policy \(600.6\)**](#)
 - [**Records and Information Management Policy \(600.2\)**](#)



Niagara Catholic District School Board

EMPLOYEE WORKPLACE HARASSMENT POLICY

ADMINISTRATIVE PROCEDURES

200 – Human Resources

Policy No 201.7

Adopted Date: March 26, 2002

Latest Reviewed/Revised Date: October 22, 2019

The expected duties of a Supervisor of the Niagara Catholic District School Board are comprised of but not limited to **being positive role models with** the responsibilities of training, evaluating, counselling, supervising and disciplining when warranted. These duties in itself do not constitute harassment.

WORKPLACE HARASSMENT

Means engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought to reasonably to be known to be unwelcome or, workplace sexual harassment. **However, a single incident of a serious nature may be sufficient to constitute harassment.**

ETHNOCULTURAL HARASSMENT

Is one or a series of unwanted, unsolicited remarks, behaviours or communications, in any form, directed toward an individual or members of an identifiable group because of a prohibited ground of discrimination, which has the effect of:

- Creating an intimidating, hostile, or offensive psychological or emotional climate for work or study, and/or
- Undermining work/academic performance, and/or
- Preventing or impairing full and equal enjoyment of employment/educational services, benefits, and/or opportunities.

SEXUAL HARASSMENT IS:

Unwanted sexual attention of a persistent or abusive nature made by a person who knows, or ought to know, that such attention is unwanted;

- Implied or expressed threat or reprisal in the form either of actual reprisal or the denial of opportunity for refusal to comply with a sexually oriented request; and
- Sexually oriented remarks, gestures and/or behaviour which may reasonably be perceived to cause humiliation or a negative psychological and/or emotional environment for work or study.
- Engaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome, or
- making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome

Sexual Harassment may include:

- The display or distributing of offensive material such as pictures, cartoons, e-mails and graffiti in schools, or in other Board premises,
- Unwanted and unnecessary physical contact,
- Unwelcome remarks, jokes or other gestures of a sexual nature.
- Unwelcome sexual innuendo, sexual advances, inappropriate body contact, request for sexual favours and the display of exploitive material.

Sexual Harassment is not:

- Conduct which both parties find acceptable such as an occasional compliment,
- An occasional or appropriate comment which a reasonable person, in their circumstances, would not take to have an unwelcome sexual connotation.
- Relationships between consenting adults which are voluntary. However, when such a relationship ends, continued unwanted attention may constitute sexual harassment.

**COMPLAINT RESOLUTION PROCEDURES - INFORMAL RESOLUTION
(VERBAL PROCESS)**

- Informal resolution processes are used to resolve concerns and complaints in order to move working relationships forward constructively.
- Complainants are encouraged to attempt to resolve concerns at the Informal Resolution Stage, within two (2) working days or timelines agreed upon by both parties. However, if the complainant believes circumstances make this difficult to do; the complainant may follow the Formal Resolution procedures.

Available informal resolution processes include:

- The complainant may speak directly to the accused, in order to:
 - identify the specific conduct, action or attitudes which are alleged to be harassing
 - demand that the conduct, action or attitudes cease
- The complainant may choose to speak to their Immediate Supervisor, or another Supervisor, in an attempt to resolve the complaint.
- This Supervisor may arrange informal meetings to resolve the issue and the parties concerned shall be accompanied by an advocate to attend the meetings if they so choose.
- The parties may person may arrange a meeting with a neutral person to assist in arriving at a solution to the conflict
- In some circumstances training (such as sensitivity awareness training or group harassment/discrimination awareness training) can be considered for the complainant and the respondent.
- No formal written records are necessary at this stage. It is strongly suggested, however, that the parties should keep personal documentation of the meeting(s).

COMPLAINT RESOLUTION PROCEDURES - FORMAL RESOLUTION

- This complaint procedure is not intended to affect the employee's rights and duties as outlined in relevant legislation and/or Collective Agreements or Terms of Employment.
- If the complainant is not satisfied that the informal resolution procedure has produced acceptable results, or if circumstances warrant further action, then the complainant may initiate the formal resolution procedure.
- The complainant has the right to bring forward a formal complaint and to obtain a review of their complaint in an atmosphere of respect and confidentiality without fear of embarrassment or reprisals.
- The formal complaint shall be in written form.
- The formal complaint should be brought to the attention of the Immediate Supervisor with copies to the appropriate Superintendent and the Senior Administrator of Human Resources.
- Resolution to the formal complaint process shall be initiated through the Immediate Supervisor or Senior Administrator of Human Resources.
- When the accused is the Immediate Supervisor the complaint shall be directed to the appropriate Superintendent, with a copy to the Senior Administrator of Human Resources.
- When the accused person is a Superintendent or Senior Administrator of Human Resources the complaint shall be directed to the Director of Education.
- When allegations are made against the Director the complaint shall be directed to the Chairperson of the Board.

- When allegations are made against a Trustee the complaint shall be directed to the Director of Education who will follow the process according to the Trustee Code of Conduct Policy.
- The formal written complaint shall include:
 - identification of the accused individual(s) involved
 - identification of the specific conduct, action, or attitudes which the complainant considers harassing
 - identification of any witnesses to the conduct, action or attitudes
 - a suggested resolution
- A copy of this complaint must be sent by the complainant to the accused within three (3) working days of the registration of the complaint.
- If the complaint is directed at another member of the College of Teachers, teachers are required to comply with section 18 1(b) of the regulation made under the **Teaching Profession Act**.

INVESTIGATIVE PROCEDURE OF THE COMPLAINT BY THE SUPERVISOR

- Upon receipt of a formal complaint the Supervisor shall ascertain that a copy of the complaint has been provided to the accused and to the appropriate Superintendent and the Senior Administrator of Human Resources.
- The Supervisor shall arrange a meeting within two (2) working days of the written complaint being sent to the accused. Each party to this meeting may have an advocate present during the meeting. This advocate may be a Principal, Vice Principal, Supervisor, trusted staff member, friend, association or union representative.
- During this meeting the Supervisor shall review the complaint, allow each party to present their position relative to the complaint, and question the parties for clarification.
- **No Merit**

A written report is expected if the Supervisor concludes after an internal investigation that the complainant's allegations have no merit. This report shall be completed with a rationale for ending the investigation. The report shall be communicated to the parties within ten (10) working days of the meeting. A copy of this report shall be forwarded to the appropriate Superintendent and to the Senior Administrator of Human Resources. If there is a determination that a report of harassment has been filed in bad faith, the investigation process will be discontinued and disciplinary action may occur.
- **With Merit**

An internal investigation is expected if the Supervisor concludes that the allegations have merit. **After Upon completion of the Supervisor's** internal investigation:

 - If it is **clear determined** that the respondent's behaviour did constitute harassment/discrimination, the respondent will be required to provide a written plan that outlines what will be done to prevent any reoccurrence of the harassing behaviour(s).
 - The plan will also address future interactions with the complainant to ensure that there will be no overt or subtle intimidation or retaliation. The plan may include specific action regarding harassment/discrimination prevention education or counselling provided in the community.
 - The complainant's requests regarding future interactions with the respondent will be considered in the development and the final approval of the plan.
 - The Superintendent of Human Resources will determine the appropriate disciplinary action to be taken.
- If either party is not accepting of the findings the matter may be referred to the Director of Education. The Director of Education may elect to proceed with an investigation through their office or refer the matter to an independent third party. Selection of the third party shall be the exclusive decision of the Director of Education.
- Should the Director of Education choose to investigate the matter through the Director of Education's office the Director of Education may request, in writing a meeting with either party for the purpose of reviewing the decision reached by the Supervisor. This request must be made within fourteen (14) working days of the decision by the Supervisor. The Director of Education will hold a meeting with both parties.

- After a meeting with the Director of Education a written final decision will be presented to both parties. A copy of this final decision including any prescribed action and discipline will be filed with the Senior Administrator of Human Resources.
- The final decision of the Director of Education may be appealed to the Chair of the Board. This request shall be made in writing to Committee of the Whole/or the Board by either party and is not to exceed sixty (60) school days of the Director's decision.
- If the complaint is against the Director of Education the Chair of the Board will refer the issue to the Board after conducting an informal investigation in order to assess merit.
- If the complaint is against a Trustee, the Director of Education will refer the issue to the Chair of the Board after conducting an informal investigation in order to assess merit.
- If the complaint is against the Chair, the Director of Education will refer the issue to the Vice- Chair of the Board after conducting an informal investigation in order to assess merit.
- The Board will ensure the worker who has allegedly experienced workplace harassment and the alleged harasser, if he or she is a worker of the employer, are informed in writing of the results of the investigation and of any corrective action that has been taken or that will be taken as a result of the investigation

RECORDS

- All records for cases determined to have merit, shall be sealed and placed in the accused person's electronic personnel file and are accessible only to authorized Board personnel, the accused and any representative of the accused with the appropriate written permission of the accused. If there are no further complaints that are deemed to have merit, within a three (3) year period this individual may request, in writing, that their record be removed and destroyed.
- At the written request of the accused, the Director of Education and/or delegate may review the appropriate harassment file after a three (3) year period provided the individual has fully complied with the Board's Employee Workplace Harassment policy during that time period.
- The Director of Education and/or delegate may, at their discretion, determine that the harassment file be retained or destroyed following the review.

OTHER CONSIDERATIONS

- All investigations, accusations and all matters dealing with the Employee Workplace Harassment complaints will be conducted in a respectful manner with regard to due process and confidentiality.
- Any breach of confidentiality by those parties involved may result in disciplinary action.
- The process does not abrogate or deny the rights of any employee granted or contained in any other provincial acts or regulations, federal legislation or collective agreements.
- If the most recent incident giving rise to the complaint occurred prior to the current school year or prior to six months before initiation of the complaint, the complaint must have a reasonable explanation of why the complaint was not promptly made and the Supervisor, in consultation with the appropriate Supervisory Officer and/or Controller of Facilities Services, must be satisfied that the delay was incurred in good faith and no substantial prejudice will result to any individual affected by the delay.
- If the complaint is made by a student or a parent against an employee of the Board the appropriate Supervisor will exercise the relevant procedures or regulations as set out in the Police Protocol section of the Safe Schools Policy (302.6) as well as the FACS Protocol.
- All Principals/Supervisors shall make all employees aware of this policy as well as the Employee Assistance Program (EAP, Complaint Resolution Policy and Employee Code of Conduct Policy).
- This policy will be implemented in accordance with the Municipal Freedom of Information and Protection of Privacy Act.
- Timelines to the investigation and the process listed in this policy may be adjusted with the approval and agreement of the parties.
- Copies of this policy will be submitted to the complainant and harasser upon receipt of the complaint.

Adopted Date:	March 26, 2002
Revision History:	February 23, 2010 February 28, 2012 November 26, 2013 February 24, 2015 June 21, 2016 May 23, 2017 November 27, 2018 July 10, 2019 October 22, 2019

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

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
EMPLOYEE WORKPLACE VIOLENCE POLICY (201.11)**

RECOMMENDATION

THAT the Policy Committee recommend to the Committee of the Whole approval of the Employee Workplace Violence Policy (201.11), as presented.

Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources

Presented by: Frank Iannantuono, Superintendent of Education/Human Resources

Date: February 25, 2020



Niagara Catholic District School Board
EMPLOYEE WORKPLACE VIOLENCE POLICY
 STATEMENT OF POLICY

200 – Human Resources

Policy No 201.11

Adopted Date: March 26, 2002

Latest Reviewed/Revised Date: November 27, 2018

In keeping with the Mission, Vision, and Values of the Niagara Catholic District School Board, the Niagara Catholic District School Board is committed to providing a safe working environment in which all Employees are treated with consideration, dignity, respect, equity and in accordance with the gospel values of Jesus Christ, as well as the Mission, Vision and Values of the Board.

The Board believes that the eradication of workplace violence in the school/workplace is the joint responsibility of the employer and the employee. Therefore, any employee who becomes aware of a potential workplace violence situation has a responsibility to draw appropriate attention to it.

Workplace Violence will not be tolerated while an employee is conducting company business, or work related functions.

If the employee believes they are at risk of violence in the workplace including domestic violence they must advise the employer and the employer will take appropriate steps which may include seeking the assistance of the local police.

Where the occasion of workplace violence arises, the Board will achieve resolution through a formal process. During the process all information gathered is to be kept confidential.

In accordance with current legislation in the Province of Ontario, the Board will assess the risks of workplace violence ([Appendix A](#)) that may arise from the nature of the workplace, and provide relevant training, information and instruction to the employees.

This Policy is to be applied in conjunction with other Board Policies dealing with employee behaviour, progressive discipline, conflict resolution and school safety (i.e. Code of Conduct, Access to School Premises, Criminal Background Check, Police and School Board Protocol, Occupational Health and Safety, Employee Workplace Harassment).

The Board will review this policy with respect to workplace violence, on an annual basis, and will post this policy in the workplace along with any applicable procedures and/or related programs.

The Director of Education will issue Administrative Procedures for the implementation of this policy.

References

- [Bill 168: Occupational Health and Safety Amendment Act \(Violence and Harassment in the Workplace\) 2009](#)
- [Human Rights Code](#)
- [Municipal Freedom of Information and Protection of Privacy Act](#)
- [Occupational Health & Safety Act \(December 2009\)](#)
- ~~[Workplace Violence in School Boards: A Guide to the Law](#)~~ [MJH]
- *Niagara Catholic District School Board Policies/Procedures*
 - [Employee Workplace Harassment Policy \(201.7\)](#)
 - [Privacy Policy \(600.6\)](#)



Niagara Catholic District School Board
EMPLOYEE WORKPLACE VIOLENCE POLICY
 ADMINISTRATIVE PROCEDURES

200 – Human Resources

Policy No 201.11

Adopted Date: March 26, 2002

Latest Reviewed/Revised Date: November 27, 2018

Workplace Violence is defined by the Ministry of Labour (MOL) as:

- the exercise of physical force by a person against a employee, in a workplace, that causes or could cause physical injury to the employee;
- an attempt to exercise physical force against a employee in a workplace, that could cause physical injury to the employee; and
- a statement or behaviour that it is reasonable for a employee to interpret as a threat to exercise physical force against the employee, in the workplace, that could cause physical injury to the employee.
- **Workplace** refers to any place where employees perform work or work-related duties or functions. Schools and school-related activities, such as co-curricular activities and excursions, comprise the workplace, as do Board offices and facilities. Conferences and training sessions fall within the ambit of this policy.
- **Employee** refers to all employees of the Board.

According to the Occupational Health & Safety Act:

- “worker” means any of the following
 - A person who performs work or supplies services for monetary compensation.
 - A secondary school student who performs work or supplies services for no monetary compensation under a work experience program authorized by the school board that operates the school in which the student is enrolled
 - A person who performs work or supplies services for no monetary compensation under a program approved by a college of applied arts and technology, university or other post-secondary institution.
 - A person who receives training from an employer, but who, under the Employment Standards Act, 2000, is not an employee for the purposes of that Act because the conditions set out in subsection 1 (2) of that Act have been met.
 - Such other persons as may be prescribed who perform work or supply services to an employer for no monetary compensation;

Definitions are subject to changes from time to time as the appropriate legislation is reviewed or amended.

The Employee Workplace Violence Policy and Administrative Procedures shall be posted in a specific area, at the Health and Safety Station, in every workplace throughout the Niagara Catholic District School Board.

PROVISION OF INFORMATION

Disclosure of Information with respect to Workplace Violence provided to a employee may include personal information related to a risk of violence from a person with a history of violent behaviour if,

- The employee can be expected to encounter that person in the course of his or her work; and
- The risk of workplace violence is likely to expose the employee to physical injury, as outlined in legislation.

No employer or supervisor shall disclose more personal information than is reasonably necessary to protect the worker from physical injury.

DOMESTIC VIOLENCE

If the employer becomes aware, or ought to reasonably be aware that domestic violence that is likely to expose a employee to physical injury may occur in the workplace, the employer will take every reasonable precaution to protect the employee.

COMPLAINT PROCEDURE

When a employee has been the subject of a workplace violence, the following steps shall be considered:

1. The alleged assailant will be removed from the presence of the employee immediately, if the immediate Supervisor at the time of the incident deems it reasonable and practical.
2. The employee(s) shall receive immediate and appropriate support and/or medical attention if warranted.
3. In the event of a physical assault, medical verification of the injury sustained in the assault must be established and recorded as soon as possible by the immediate Supervisor.
4. Without delay, the assaulted employee(s) shall inform the immediate Supervisor. The immediate Supervisor must inform the Senior Administrator of Human Resources, who will then notify the appropriate Superintendent or Controller of Facilities Services.
5. It shall be the responsibility of the Senior Administrator of Human Resources to inform the appropriate Union President, if applicable, of the incident. These procedures do not preclude the assaulted employee(s) from contacting the Police and/or their Association/union representatives.
6. The immediate Supervisor will advise the alleged assailant, as soon as it is practical, that documentation of the specific details shall be recorded.
7. The immediate Supervisor will endeavour to restore the environment to normalcy and will conduct an investigation into the assault. The completed ~~Niagara Catholic Employee Workplace Violence Incident Report Form~~, Ontario Education Service Corporation (OESC) On-Line Reporting System [MJ2] resulting from the investigation will be forwarded to the Senior Administrator of Human Resources with a copy to the appropriate Superintendent or Controller of Facilities Services. A copy of the ~~Niagara Catholic Workplace Safety and Insurance Board Employee Incident/Accident Report~~ will also be required in the event of a physical assault.
8. Upon receiving the reports from the employee and immediate Supervisor, the Senior Administrator of Human Resources will consult with the appropriate Superintendent(s) and/or Controller of Facilities Services prior to any action taken.
9. The Senior Administrator of Human Resources may seek legal advice for the Board regarding the incident.
10. The Senior Administrator of Human Resources shall inform the employee of the support mechanisms available through the Board.
11. With the approval of the Superintendent of Human Resources, the Senior Administrator of Human Resources may, if deemed appropriate, grant an approved leave of absence without loss of pay or sick leave credit, to the employee(s) who has been the subject of an assault.
12. The Niagara Catholic District School Board will not discriminate against employees because they are perceived to be victims of workplace violence.
13. In all cases, with Police involvement, the employee and immediate Supervisor shall report the incident(s) on the appropriate ~~form~~ **incident report**.
14. Copies of reports made by the employee and immediate Supervisor must be given to the Senior Administrator of Human Resources, appropriate Superintendent(s) and/or Controller of Facilities Services if appropriate, where appropriate action will be taken. Upon written request to the Senior Administrator of Human Resources, a copy of the detailed report from the immediate Supervisor will be provided to the employee(s).
15. Where the two (2) or more parties involved in the assault are assigned to the same department or work-site, future work assignments and location shall be reviewed with the Senior Administrator

of Human Resources, the appropriate Superintendent(s) or Controller of Facilities, and the Immediate Supervisor.

16. Infringement of this policy will give rise to disciplinary measures up to and including termination of employment.

JOINT OCCUPATIONAL HEALTH AND SAFETY COMMITTEE REPRESENTATIVES

The employer shall advise the Joint Occupational Health and Safety Committee at the school site of the results of the assessment or re-assessment of the Workplace Violence Management Program and provide a copy where the assessment or re-assessment is in writing.

The Workplace Violence Survey ([Appendix B](#)) will be conducted as often as necessary in order to monitor employee input ~~on assessments~~ and the provision necessary information to employees.

The employer will provide for a risk assessment ([Appendix A](#)) in relation to workplace violence having regard to the nature of the workplace, the type of work, working conditions, circumstances that would be common to similar workplaces and circumstances particular to that workplace. The results of the risk assessment must be provided to the joint health and safety committee or the health and safety representative, or, if none exists, to the workers themselves within ten (ten) working days or a timeline agreed upon by both parties. Risk assessments must be performed as often as necessary.

The OHSA requires employers to notify the Ministry of Labour of critical injury (as defined by the OHSA) or fatality immediately and file a written report ~~with~~in 48 hours. In the absence of a critical injury or fatality, an employer need not report a workplace violence incident to the Ministry of Labour unless ordered to do so by a Ministry of Labour Inspector.

The JHSC, the health and safety representative and the union(s) shall be notified within four (4) days of a workplace violence incident if a person is disabled from performing his or her usual work or requires medical attention because of the incident.

This Policy is to be interpreted and applied in conjunction with other board policies dealing with employee behaviour, progressive discipline, conflict prevention and resolution, and school safety.

Adopted Date:	April 23, 2002
Revision History:	June 15, 2010
	November 23, 2010
	December 20, 2011
	November 26, 2013
	February 24, 2015
	June 21, 2016
	May 23, 2017
	November 27, 2018

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

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
SEXUAL MISCONDUCT POLICY (201.13)**

RECOMMENDATION

THAT the Policy Committee recommend to the Committee of the Whole approval of the Sexual Misconduct Policy (201.13), as presented.

Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources

Presented by: Frank Iannantuono, Superintendent of Education/Human Resources

Date: February 25, 2020



Niagara Catholic District School Board

SEXUAL MISCONDUCT POLICY

STATEMENT OF POLICY

200 – Human Resources

Policy No 201.13

Adopted Date: June 26, 2006

Latest Reviewed/Revised Date: June 17, 2014

In keeping with the Mission, Vision, and Values of the Niagara Catholic District School Board, the Board believes that all students, employees, volunteers and other individuals who have a legal right to be at sites owned, leased, operated or being used by the Board, have a right to study and work in an environment free from sexual misconduct.

Students, employees, volunteers and other individuals who have a legal and educational right to be at sites owned, leased, operated or being used by the Board and who lodge a complaint of sexual misconduct, or who report their suspicion of such conduct, must be able to do so without threat or fear of reprisal. The complainant and the accused have equal rights at all steps throughout the process.

The Director of Education will issue Administrative Procedures for the implementation of this Policy.

References

- [*Child and Family Services Act*](#)
- [*Criminal Code of Canada*](#)
- [*Education Act*](#)
- [*Ontario Human Rights Code*](#)
- [*Ontario College of Teachers Act*](#)
- [*Ontario College of Teachers*](#)
 - [*Professional Advisory – Professional Misconduct Related to Sexual Abuse and Sexual Misconduct – Professional Misconduct of a Sexual Nature, September 22, 2019*](#)
 - [*The Ethical Standards for the Teaching Profession*](#)
 - [*The Standards of Practice for the Teaching Profession*](#)
- [*Ontario Regulations*](#)
 - [*Ontario Regulation 298 - Operation of Schools - General*](#)
 - [*Ontario Regulation 437 / 97 - Professional Misconduct*](#)
 - [*Ontario Regulation 521 / 01 - Collection of Personal Information*](#)
- [*Robins Report*](#)
- [*Safe Schools Act, 2000*](#)
- [*Student Protection Act, 2002*](#)
- [*Teacher Profession Act*](#)
- [*Niagara Catholic District School Board Policies/Procedures*](#)
 - [*Bullying Prevention & Intervention Policy \(302.6.8\)*](#)
 - [*Employee Workplace Harassment Policy \(201.7\)*](#)
 - [*Family and Children's Services Niagara \(FACS\) Protocol*](#)
 - [*Police Protocol between the Niagara Regional Police Services and the Niagara Catholic District School Board*](#)
 - [*Privacy Policy \(600.6\)*](#)
 - [*Privacy Breach Protocol*](#)



Niagara Catholic District School Board

SEXUAL MISCONDUCT POLICY

ADMINISTRATIVE PROCEDURES

200 – Human Resources

Policy No 201.13

Adopted Date: August 28, 2006

Latest Reviewed/Revised Date: June 17, 2014

DEFINITIONS OF SEXUAL MISCONDUCT

Definitions are subject to changes from time to time as the appropriate legislation is reviewed and amended.

1. Sexual Abuse

Sexual abuse is a form of professional misconduct. The *Student Protection Act* defines sexual abuse of a student and amends the *Ontario College of Teachers Act* to include this definition:

- sexual intercourse or other forms of physical sexual relations between the member and a student,
- touching, of a sexual nature, of the student by the member, or
- behaviour or remarks of a sexual nature by the member towards the student.

2. Sexual Misconduct

Sexual misconduct is ~~offensive conduct~~ inappropriate behaviour or remarks of a sexual nature in person or electronically where the employee knows or should know that the behaviour or remarks, which may cause distress, be detrimental to the person's physical or mental well-being, affect the personal integrity, or security of any student, employee of the Board, volunteers or other persons covered by this policy, as well as the creation of a negative school environment.

3. Sexual Harassment

Sexual harassment of students may be defined as a form of sexual misconduct as follows:

Inappropriate behaviour or remarks of a sexual nature which may constitute professional misconduct include, but are not limited to, conduct that would amount to sexual harassment or sexual discrimination under the Ontario Human Rights Code. These need not be overtly sexual but may nonetheless demean or cause personal embarrassment to a student, based upon a ~~student's~~ person's gender, race or sexual orientation.

Board employees of the Niagara Catholic District School Board must avoid even a single event that may constitute sexual harassment, including but not limited to:

- objectionable conduct or comments incompatible with the role of an employee regardless of whether the affected student(s) appear to be offended by the conduct or comments
- sexual harassment of non-students or of co-workers
- reprisals or threatened reprisals for rejecting sexual advances.

4. Sexual Relationships with Students

Regardless of the age of a student and whether there are any criminal law considerations, it is unacceptable for Board employees of the Niagara Catholic District School Board to engage in or attempt to establish a sexual relationship with a student.

Sexual relationships include, but are not limited to, any sexual relationship with:

- a student, regardless of the student's age
- a former student under the age of 18
- a former student who suffers from a disability affecting his or her ability to consent to a relationship.

Responsibility for ensuring that a ~~member~~employee-student relationship is professional and appropriate rests with the employee and not with the student. This remains the case even when it is the student who attempts to initiate an inappropriate relationship. Any conduct directed to establishing such a relationship may constitute professional misconduct.

A student may be a student who is in the school or school system where the ~~member~~employee is employed, or in relation to whom an ~~member~~employee is otherwise considered to hold a position of trust and responsibility.

Board employees of the Niagara Catholic District School Board must not engage in activity directed to establishing a sexual relationship. This includes, but is not limited to:

- any form of sexual touching of students
- sending intimate correspondence to students
- making telephone calls of a personal nature to students
- engaging in sexualized dialogue through any means with students
- making suggestive comments to students
- dating students
- giving personal gifts to students
- grooming of students

Board employees of the Niagara Catholic District School Board **must avoid:**

- inviting individual students to their homes
- seeing students in private and isolated situations
- exchanging personal notes, comments or communication
- becoming personally involved in students' affairs
- sharing personal information about themselves to students
- making physical contact of a sexual nature with a student.

5. Professional Misconduct for ~~Academic Teaching Staff~~

A sexual relationship with a student or former student ~~under the age of 18~~, or conduct directed to establishing such a relationship, may be regarded as professional misconduct. This conduct may also amount to sexual exploitation or sexual assault, which is addressed in the Criminal Code of Canada and the Ontario College of Teachers Act.

Where allegations of sexual misconduct are consistent with those offences outlined in the Criminal Code, the procedures set out through the FACS and Niagara Regional Police Protocols must be followed.

Where sexual misconduct may not amount to a criminal offence, but may amount to professional misconduct, then the Principal of the school and/or the Immediate Supervisor must conduct an investigation of the matter.

The matter of the investigation shall be conducted in a fair and judicious manner to ensure the confidentiality of all parties. The alleged perpetrator will be entitled to representation during questioning. Allegations about sexual misconduct usually require an explanation.

6. Criminal Offences

The following offences are considered Criminal in nature under the Criminal Code of Canada.

- Sexual interference - is an offence, which victimizes children under age 14. Generally, sexual interference involves an adult touching a child for a sexual purpose.

Invitation to touching - is also an offence as it applies to children under the age of 14. Generally, this act involves an adult inducing a child to touch him or her. It is **not a** defense that the child purportedly consented to such activity.

- Sexual exploitation - conduct of a sexual nature that is committed by a person who is in a position of trust or authority towards a young person (meaning a person at least 14 years old but under 18 years of age).
 - It is **not a** defense that the young person purportedly consented to the activity. Teachers and other school personnel and volunteers will almost inevitably be regarded as being in positions of trust or authority respecting students with whom they interrelate.
 - Indecent act and sexual exposure - criminalize indecent acts or the exposure of private parts, even absent of any suggested or actual physical contact between the perpetrator and another person. Sexual Assault - is an assault committed in circumstances of a sexual nature such as to violate the sexual integrity of its victim.

INVESTIGATION PROCEDURES

All reports of sexual misconduct will be thoroughly investigated by the supervising administrator with a report to their ~~administrative~~ **immediate** supervisor.

Academic Teaching Staff

The *Student Protection Act* also amended the Teaching Profession Act. A ~~member~~ **employee** ~~member~~ who makes an adverse report about another member respecting suspected sexual abuse of a student by that other member need not provide him or her with a copy of the report or with any information about the report. *“Members of the College may not engage in, or threaten to engage in, reprisals against anyone who discloses, reports for otherwise provides information with respect to alleged or suspected professional misconduct of a sexual nature.”*

Nor shall any disclosure be made that would undermine any ongoing or contemplated police or Family and Children’s Services (FACS) investigation.

The receiver of the complaint will treat the complaint and those associated with sensitivity and afford all the necessary protection in handling of such complaints.

Confidentiality will be respected and maintained at all times as required by relevant legislation.

Anyone who retaliates or threatens to retaliate against a person, who makes a complaint or reports alleged misconduct, in good faith, shall be subject to disciplinary action up to and including termination of employment.

A teacher who makes an adverse report about another teacher suspected of physical or sexual abuse or harassment of a student by that other teacher, shall not provide him or her a copy of the report or with any information about the report.

Where applicable, and if permitted by law, Police or FACS as well the ~~Ontario College of Teacher~~ investigators of the ~~Ontario College of Teachers~~ governing body should be consulted by the Board as to the nature and timing of disclosure of pertinent information to the alleged perpetrator.

Individuals who knowingly make unfounded allegations of sexual misconduct shall be subject to disciplinary action.

The Superintendent of Human Resources Services, under the direction of the Director of Education will ensure that:

- improper conduct is the subject of appropriate disciplinary action
- appropriate records of improper conduct are kept;
- prospective employers as well as professional bodies and organizations are properly notified of such conduct.

Sexual misconduct with students under the age of sixteen (16), the Protocols and procedures set out in the *Family and Children's Services Niagara (FACS) Protocol* and the *Police and School Board Protocol* will be followed for alleged sexual misconduct.

Board Employee

Where a Board employee or volunteer is suspected of sexual misconduct, the individual making a report to FACS or the Police, shall notify the Principal and the appropriate Superintendent of Education who supervises the alleged perpetrator of the report.

Principal

Where the Principal is suspected of such conduct, the notification of the report shall go to the appropriate Family of Schools Superintendent and to the Superintendent of Human Resources Services and/or the Director of Education.

Superintendent of Education

When a complaint is filed against the conduct of a Superintendent of Education, Superintendent of Business and Finance Services or the Controller of Facilities Services, the Director of Education will investigate the complaint.

An appeal of the decision by the Director of Education rests with the Board.

Director of Education

When a complaint is filed against the conduct of the Director of Education, the Director or the Chairperson of the Board, whoever receives the complaint will notify the appropriate Board Solicitor Legal Counsel to determine the next course of action. A report will be presented to the Board at the earliest opportunity.

The Board liaison with the Niagara Regional Police will request from the Police that when they become aware that a Principal is under investigation for sexual misconduct that they notify the Superintendent of Human Resources Services.

Reporting of an Allegation

A student, employee or volunteer who has made a report concerning any allegation of sexual misconduct against an employee or volunteer and is not satisfied with the response may contact the Principal or the Family of Schools Superintendent of the school directly to investigate the matter and to report back to the student, employee or volunteer the status of the investigation.

The subject matter of the complaint should not be discussed with the alleged perpetrator until specific instructions are received from the investigating Police or FACS personnel conducting the investigation.

Senior Administration is obliged to address the interim status of the employee or volunteer against whom allegations of sexual abuse have been made, pending a preliminary investigation of the allegation.

When considering the interim status of an individual accused of misconduct, safety and security of the alleged victim (s) is paramount. However, the interim status must also reflect a consistency of approach following the principles of procedural fairness to all affected.

Where sexual abuse has been alleged against an employee or a volunteers, the subject of the allegations should be removed from the classroom or from situations involving unsupervised access to students, pending determination as to whether abuse has occurred.

~~The removal of the alleged perpetrator is mandated in legislation as soon as Senior Administration becomes aware that a teacher, temporary teacher, employee or volunteer has been charged with, or convicted of an offence under the Criminal Code involving sexual conduct and minors or of any other offence under the Criminal Code that in the opinion of the Senior Administration indicates that students may be at risk.~~

Depending on the circumstances, removal may involve reassignment to other duties, suspension or in some circumstances, commencement of termination proceedings, ~~for example, where abuse is admitted.~~

While the Family and Children Services/Police determination may be an "unable to verify report", the Board may still, in its discretion, determine that there is sufficient information from its own investigation for discipline or discharge.

An employee or volunteer's assignment, re-assignment or employment status should be revisited upon completion of any police or FACS investigation, after any criminal charges are laid, after any criminal case is completed and upon completion of any internal investigation.

Where sexual misconduct is alleged, the police, together with FACS, if the allegations fall within the FACS jurisdiction, will conduct the investigation.

Any internal investigation should be deferred, pending conclusion of any ongoing or contemplated police investigation.

Where the Alleged Victim is Sixteen (16) and Over

- Where an employee or volunteer of the Board has reasonable grounds to suspect that a student sixteen (16) and over has suffered, or is at risk of likely suffering, sexual abuse as a result of actions of a person having charge of that student, ~~he or she~~ they shall forthwith report those suspicions and the information on which they are based directly to the police.
- Such employees or volunteers shall also notify the Principal of the school who supervises the alleged perpetrator of the report. If the Principal is the suspected perpetrator, the employee or volunteer shall notify the appropriate Superintendent of Education of this report.
- Given the age of the complainant/ student, after a report has been made to the police, the parents should not be notified of the complaint or allegations unless specific consent has been obtained from the student.
- If the alleged perpetrator has access to children under the age of 16, the statutory reporting obligation of notifying FACS will also be triggered regardless of the fact that the particular student suspected to have been abused is 16 years of age or over.

Where the Alleged Perpetrator is a Student

- In some cases, a young offender (after they attain the age of 12) may be criminally responsible for sexual abuse.
- Where a student is alleged to have sexually abused another student the procedures outlined in the FACS protocol and Niagara Regional Police protocol must be followed.
- The Principal, in consultation with the Superintendent of Education, will review the available information to determine whether the student who is alleged to have abused another student may remain in school pending investigation of the matter.
- Where the student is charged with the sexual abuse of another student, the Principal, after consultation with the Police and FACS, will immediately remove the alleged offender from the school until the investigation is completed or the charge has been disposed of or a decision is made by the Superintendent of Education.
- Upon conclusion of the matter, the Principal in consultation with the Superintendent will determine the placement of the student.

Employer Responsibilities

The *Student Protection Act* stipulates that employers must report to the ~~College~~ **Governing Body Ontario College of Teachers** at the time member is charged with a sexual offence.

The Director of Education shall promptly notify the ~~Ontario College of Teachers~~ **Governing Body Ontario College of Teachers** in writing when they have dismissed, suspended or otherwise disciplined a member ~~in the Board's employ who is employed by the Board~~ for an action of professional misconduct, and provide the reasons for such action.

The Director of Education shall promptly notify the ~~Ontario College of Teachers~~ **Governing Body Ontario College of Teachers** in writing where, in the opinion of the Director, a committee of the ~~Ontario College of Teachers~~ **Governing Body Ontario College of Teachers** should review the conduct or actions of a member who is or has been employed by the Board.

Where a current or former employee is not a member of the ~~Ontario College of Teachers~~ **Governing Body Ontario College of Teachers**, the Director of Education shall promptly notify any applicable licensing body in writing of the circumstances set out above.

The removal of the teacher or individual from the classroom may be considered as an interim measure until the investigation is complete.

The matter once investigated and found to have merit, will require disciplinary action up to and including termination of employment.

Appendix A Sexual Misconduct Complaint Form

Adopted Date:	June 26, 2006
Revision History:	June 17, 2014



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
SEXUAL MISCONDUCT COMPLAINT FORM**

Private and Confidential

Complainants may seek assistance before completing this form.

Please use back of form for further comments

This information is being collected under the Authority of The Education Act, and will be used for the purposes of reporting Sexual Misconduct. Questions about this collection should be directed to the Superintendent of Education - Human Resources, Niagara Catholic District School Board, 427 Rice Road, Welland, ON L3C 7C1 Telephone (905) 735-0240

Name of Complainant	
School/Department/Work Site	
Status of Complainant	
<input type="checkbox"/> Student	<input type="checkbox"/> Employee <input type="checkbox"/> Other
Job Title: _____	
Description of Alleged Sexual Misconduct	
Name(s) of Person(s) Accused of Sexual Misconduct	

Date(s) of Incident(s) or Time Frame	
Location(s) of Incident(s)	
Has this complaint been reported previously? <input type="checkbox"/> Yes <input type="checkbox"/> No	
If Yes, to whom? _____	
What actions were taken? (Police and/or FACS) _____	
Contact Name: _____ Phone Number of Contact: _____	
Resolution Requested	
Complainant(s) Signature(s)	Date
_____	_____
_____	_____

The information contained in this form is of a highly confidential nature and will be protected in accordance with all relevant legislation.

INSTRUCTIONS FOR HANDLING THIS FORM

Place this form in a sealed envelope marked "PRIVATE AND CONFIDENTIAL" and forward to the Family of Schools Superintendent

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

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
CONCUSSION POLICY (303.1)**

RECOMMENDATION

THAT the Policy Committee recommend to the Committee of the Whole approval of the Concussion Policy (303.1), as presented.

Prepared by: Pat Rocca, Superintendent of Education

Presented by: Pat Rocca, Superintendent of Education

Date: February 25, 2020



Niagara Catholic District School Board

CONCUSSION POLICY

STATEMENT OF POLICY

300-Schools/Students

Policy 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 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.

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 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 Return to Learn/Return to Physical Activity Plan be developed through a collaborative team approach led by the school principal.

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 might include 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.

The Director of Education will issue Administrative Procedures for the implementation of the Policy.

References

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



Niagara Catholic District School Board

CONCUSSION POLICY

ADMINISTRATIVE PROCEDURES

300-Schools/Students

Policy No 303.1

Adopted Date: December 16, 2014

Latest Reviewed/Revised Date: Nil

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 Policy and Administrative 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 Policy, the Board outlines the following roles and responsibilities:

RESPONSIBILITIES

Family of Schools Superintendents of Education will:

- Perform an annual review of the Concussion Policy and Administrative 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 Policy and Administrative 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 Policy and Administrative 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 Policy and Administrative Procedures.
- Ensure staff, volunteers, parents/guardians, and students are aware of the Concussion Policy and Administrative Procedures and understand their roles and responsibilities.
- Ensure the Concussion Policy and Administrative 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](#)**

DRAFT

- Provide annual concussion training for relevant school staff utilizing the Ophea'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.
- **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 (Appendix I Student Concussion Diagnosis Report/OSBIE), Incident Report Form) inform principal of suspected concussion, and forward copy of the completed and signed Appendix C1: Tool to Identify a Suspected Concussion. |
| 10. Once diagnosis is made the parent/guardian completes Appendix C1 Documentation of Medical Examination Appendix B Tool to Identify a Suspected Concussion and returns completed and signed document to school principal prior to student's return to school. |
| 11. The Principal informs 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. 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 |

Conscious Student

If the Student is Conscious Student

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

~~If Concussion Is Suspected-If in Doubt, Sit them Out~~

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

- | |
|---|
| Action |
| 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">• Of the incident• That they need to come and pick up the student• That the student needs to be examined by a medical doctor or nurse practitioner as soon as possible that day |
| 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 C1: Tool to Identify a Suspected Concussion |
| 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 for school records
9. Provide parent/guardian (or emergency contact) copy of Appendix D2: Documentation of Monitoring Medical Examination Assessment Form 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. School Staff completes Board injury report (Appendix I Student Concussion Diagnosis Report/OSBIE Incident Report Form), and informs the principal of suspected concussion, and forward copy of the completed and signed Appendix C1 A and B Tool to Identify a Suspected Concussion.
12. Ensure student is examined by a medical doctor or nurse practitioner as soon as possible that day
13. Parent/Guardian Completes Documentation of Medical Examination Appendix B Appendix D2 Documentation of Monitoring/Medical Assessment once diagnosis is made and return completed and signed document to school principal prior to student’s return to school.
14. The Principal 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)**

Action
1. Recommended Staff Initiates a precautionary withdrawal of student from physical activity
2. School Staff: <ul style="list-style-type: none"><input type="checkbox"/> informs parent/guardian (or emergency contact) of the incident<input type="checkbox"/> provides a signed copy of Appendix C1: Tool to Identify a Suspected Concussion, retaining a copy for school records.<input type="checkbox"/> Explains 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.
3. School Staff informs the Principal/Designate Supervising School Staff/Volunteers 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:**

Action
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

Action MOVED
1. Communicate diagnosis to school principal and return completed and signed Appendix B: Documentation of Medical Examination
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
3. File any related written documentation of the incident and results of the medical examination (e.g. in the student's OSR)
4. Resume regular learning and physical activity

~~**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 E 2**).

~~**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)

Action
<p>1. The Parent:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicates the diagnosis to school principal and returns the completed and signed Appendix B D2: Documentation of Monitoring /Medical Assessment Form for a Diagnosed Concussion. <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>
<p>2. The Principal:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides parent/guardian Document for a Diagnosed Appendix E1: Concussion Management – Home Preparation for Return to Learn School (RTS) / and Return to Physical Activity (RTPA) Plans form <input type="checkbox"/> Indicates to the Parent and School Staff that: <ul style="list-style-type: none"> a) The student must Successfully and gradually advance through Stage1 and Stage 2 of the RTS and RTPA at home prior to returning to school b) The Student must be Be symptom free or improved prior to returning to school c) Appendix E1 must and form needs to be completed and signed before student can return to school. d) All Staff will work collaboratively with the parent/guardian as a collaborative team in order to ensure parent/guardian understands the plan, addressing their questions, concerns, and working with parent/guardian to overcome any barriers. <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>3. The Parent:</p> <ul style="list-style-type: none"> <input type="checkbox"/> completes Appendix E1: Home Preparation for Step 1 return to School Learn/Return to Physical Activity: <input type="checkbox"/> Keeps 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. <input type="checkbox"/> Once symptoms start to improve, gradually increases mental activity (limit activities such as reading, texting, television, computer, and video games that require concentration and attention to 5-15 minutes). <input type="checkbox"/> If moderate symptoms return, stops activity and allow student 30 minute break to resolve symptoms. <input type="checkbox"/> If symptoms don’t resolve, returns to complete cognitive rest. Continue to gradually increase mental activity and monitor symptoms.
<p>4. The Parent:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continues to provide 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. <input type="checkbox"/> Ensures that the 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.
<p>5. The Principal:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Informs 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

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| <p>6. The Principal:</p> <ul style="list-style-type: none">□ identifies and creates a 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 Designates 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 & volunteers who work with the student, and the medical doctor or nurse practitioner |
| <p>7. The Principal:</p> <ul style="list-style-type: none">□ Meets with Collaborative Team 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 for a list of appropriate accommodations. |
| <p>8. The Principal:</p> <ul style="list-style-type: none">□ Ensures the 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 |

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

- | Action |
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| <p>1. The Parent:</p> <ul style="list-style-type: none">□ Completes, signs and forwards Appendix C: Documentation for a Diagnosed Concussion-Return to Learn/Return to Physical Activity Plan section titled Step1 Return to Learn/Return to Physical Activity Appendix E1: Home Preparation for Return to School (RTS) / and Return to Physical Activity (RTPA) Plan form |
| <p>2. The Collaborative Team:</p> <ul style="list-style-type: none">□ Proceeds to Step 2a- 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.□ Develops and implements Individual Education Plan (IEP) for Return to Learn 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. |
| <p>3. The Collaborative Team:</p> <ul style="list-style-type: none">□ Monitors the student’s progress through the Return to Learn School/Return to Physical Activity Plan. This may include identification of the student’s symptoms and how they respond to various activities.□ Reviews the strategies and accommodations implemented□ 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 |
| <p>4. The School Staff:</p> <ul style="list-style-type: none">□ Follows individualized classroom strategies/approaches for return to learn plan until student is symptom free of all Stages of Appendix E2: School Concussion Management – |

<p>Return to School (RTS) and Return to Physical Activity Plan (RTPA)</p> <ul style="list-style-type: none"><input type="checkbox"/> Refers to Appendix E3: School Concussion Management Plan – Return to School/Return to Physical Activity Reference Guide
<p>5. The Collaborative Team:</p> <ul style="list-style-type: none"><input type="checkbox"/> 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. <p>Note: A student’s progression of the RTS stages is independent from their progression of the RTPA stages</p>
<p>The collaborative Team Only moves the student forward to the next stage when:</p> <ul style="list-style-type: none"><input type="checkbox"/> Activities at the current stage are tolerated<input type="checkbox"/> The student has not exhibited or reported a return of symptoms, new symptoms, or worsening symptoms

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**

<p>The Principal:</p> <ul style="list-style-type: none"><input type="checkbox"/> Communicates Each of the stages of Phase 2 of the RTS and RTPA plans to the Collaborative Team<input type="checkbox"/> Reviews the roles of the Collaborative Team Members<input type="checkbox"/> 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<input type="checkbox"/> Emphasizes to the Collaborative team the shared responsibility if the student experiences any return of symptoms<input type="checkbox"/> 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
<p>STAGES OF PHASE 2</p> <ul style="list-style-type: none"><input type="checkbox"/> Stages are not days – each stage must take a minimum of 24 hours<input type="checkbox"/> The length of time needed to complete each stage will vary based on the student and the severity of the concussion.<input type="checkbox"/> 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.<input type="checkbox"/> Completion of the plan may take 1-4 weeks.
<p>THE STUDENTS PROGRESSION THROUGH EACH STAGE:</p> <ul style="list-style-type: none"><input type="checkbox"/> 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

Return to School (RTS) Stages	Return to Physical Activity (RTPA) Stages
Each stage must last a minimum of 24 hours.	Each stage must last a minimum of 24 hours.
<p><u>RTS Stage 3a – Return to school for 2 hours</u> 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"> ✓ Activities from previous stage ✓ School work for up to 2 hours per day in smaller chunks (completed at school) working up to a 1/2 day of cognitive activity ✓ Adaptation of learning strategies and/or approaches <p><u>Activities that are not permitted at this stage</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Tests/exams <input type="checkbox"/> H o m e w o r k <input type="checkbox"/> Music class <input type="checkbox"/> Assemblies <input type="checkbox"/> Field trips 	<p><u>RTPA – Stage 3</u> 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"> ✓ Activities from previous stage (20-30 minutes walking/stationary cycling/elliptical/recreational dancing at a moderate pace) ✓ 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 ✓ Restricted recess activities (e.g., walking) <p><u>Activities that are not permitted at this stage</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Full participation in physical education or DPA <input type="checkbox"/> Participation in intramurals <input type="checkbox"/> Full participation in interschool practices <input type="checkbox"/> Interschool competitions <input type="checkbox"/> Resistance or weight training <input type="checkbox"/> Body contact or head impact activities (e.g., heading a soccer ball) <input type="checkbox"/> Jarring motions (e.g., high speed stops, hitting a baseball with a bat)
<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><u>RTS - Stage 3b – Return to school Half-time</u> 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"> ✓ Activities from previous stage ✓ School work for 4-5 hours per day, in 	

<p>smaller chunks (e.g., 2-4 days of school/week)</p> <ul style="list-style-type: none"> ✓ Homework – up to 30 minutes per day ✓ Decrease adaptation of learning strategies and/or approaches ✓ Classroom testing with accommodations <p><u>Activities that are not permitted at this stage</u></p> <ul style="list-style-type: none"> ☐ Standardized tests/exams 	
<ul style="list-style-type: none"> ☐ <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><u>RTS– Stage 4 a – Full day return to school</u></p> <p>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"> ✓ Activities from previous stage ✓ Nearly normal cognitive activities ✓ Routine school work as tolerated ✓ Minimal adaptation of learning strategies and/or approaches <ul style="list-style-type: none"> • Start to eliminate adaptation of learning strategies and/or approaches • Increase homework to 60 minutes per day • Limit routine testing to one test per day with accommodations (e.g., supports - such as more time) <p><u>Activities that are not permitted at this stage</u></p> <ul style="list-style-type: none"> ☐ Standardized tests/exams 	<p><u>RTPA –Stage 4</u></p> <p>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"> ✓ Activities from previous stage ✓ More complex training drills (e.g., passing drills in soccer and hockey) ✓ Physical activity with no body contact (e.g., dance, badminton) ✓ Participation in practices for noncontact interschool sports (no contact) ✓ Progressive resistance training may be started ✓ Recess – physical activity running/games with no body contact ✓ DPA (elementary) <p><u>Activities that are not permitted at this stage</u></p> <ul style="list-style-type: none"> ☐ Full participation in physical education Participation in intramurals ☐ Body contact or head impact activities (e.g., heading a soccer ball) ☐ Participation in interschool contact sport practices, or interschool games/competitions (non-contact and contact)
<ul style="list-style-type: none"> ☐ <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><u>RTS - Stage 4b – Full day return to School</u> 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"> ✓ Normal cognitive activities ✓ Routine school work ✓ Full curriculum load (attend all classes, all homework, tests) ✓ Standardized tests/exams ✓ Full extracurricular involvement (non-sport/non-physical activity - e.g., debating club, drama club, chess club) 	<p><u>Before progressing to RTPA Stage 5, the student must:</u></p> <ul style="list-style-type: none"> have completed RTS Stage 4a and 4b (full day at school without adaptation of learning strategies and/or approaches) have completed RTPA Stage 4 and be symptom-free, and <u>obtain signed Medical Clearance</u> from a medical doctor or nurse practitioner. (Appendix F)
<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><u>RTPA–Stage 5</u> Following medical clearance, full participation in all non-contact physical activities (i.e., non- intentional body contact) and full contact training/practice in contact sports. (Appendix F)</p> <p><u>Activities permitted if tolerated by student</u></p> <ul style="list-style-type: none"> ✓ Physical Education ✓ Intramural programs ✓ Full contact training/practice in contact interschool sports <p><u>Activities that are not permitted at this stage</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Competition (e.g., games, meets, events) that involves body contact
<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><u>RTPA - Stage 6</u></p> <ul style="list-style-type: none"> ✓ Unrestricted return to contact sports. Full participation in contact sports games/competitions

	<p><u>Activities permitted if tolerated by student</u></p> <ul style="list-style-type: none"> ✓ Physical Education ✓ Intramural programs ✓ Full contact training/practice in contact interschool sports <p><u>Activities that are not permitted at this stage</u></p> <ul style="list-style-type: none"> ☐ Competition (e.g., games, meets, events) that involves body contact
<p>Stage 6</p>	
	<p><u>RTPA - Stage 6</u></p> <ul style="list-style-type: none"> ✓ Unrestricted return to contact sports. Full participation in contact sports games/competitions

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)

<p>Action</p>
<p>1. Communicate diagnosis to school principal and return completed and signed Appendix B: Documentation for a Diagnosed Concussion. Also report non-school related concussions.</p>
<p>2. 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.</p>
<p>3. 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.</p>
<p>4. 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.</p>
<p>5. 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</p>
<p>6. 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</p>

contact for the student, the parent/guardians, or other school staff & volunteers who work with the student, and the medical doctor or nurse practitioner
7. Meet with collaborative team 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
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

Action
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

Action
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.

<p>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.</p>
<p>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.</p>
<p>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)</p>
<p>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)</p>
<p>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</p>
<p>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</p>
<p>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.</p>
<p>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.</p>
<p>15. If student remains symptom free, proceed to Step 6: Return to full participation in contact sports with no restrictions</p>

Return of Symptoms

Action
<p>1. Report any return of symptoms to supervising staff/volunteers</p>
<p>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</p>

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| <p>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.</p> |
| <p>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</p> |
| <p>5. Follow medical doctor/nurse practitioner’s treatment</p> |
| <p>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.</p> |

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
- 905-538-5251
- [Coaching Association of Ontario](#)
- Video: Head Games 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-responsibilites-of-educators>
- <http://www.parachutecanada.org/active-and-safe/items/roles-and-responsibilites-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
- Canchild Sponsored by McMaster University and McMaster Children’s Hospital - 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 to12 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.hockeycanada.ca/en-ca/news/2012-nr-130-en>
- 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.

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

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.)

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:

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:

~~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:

POCKET CONCUSSION RECOGNITION TOOL

Source: British Journal of Sports Medicine

Downloaded from bjsm.bmj.com on September 4, 2013 - Published by 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

Updated information and services can be found at:
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**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
FEBRUARY 25, 2020**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
STUDENT USE OF GUIDE DOGS & SERVICE ANIMALS (NEW)**

RECOMMENDATION

THAT the Policy Committee recommend to the Committee of the Whole approval of the Student Use of Guide Dogs & Service Animals Policy (NEW), as presented.

Prepared by: Pat Rocca, Superintendent of Education

Presented by: Pat Rocca, Superintendent of Education

Date: February 25, 2020



Niagara Catholic District School Board

STUDENT USE OF GUIDE DOGS AND SERVICE ANIMALS

STATEMENT OF POLICY

300 – Schools/Students

Policy No

Adopted Date: NEW

Latest Reviewed/Revised Date:

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Niagara Catholic District School Board recognizes the importance of the health, safety and overall well-being of its students.

The Niagara Catholic District School Board is committed to the learning of all students and provides a range of differentiated placements, programs and interventions to support student success. It is the policy of the Niagara Catholic District School Board, in accordance with its obligations pursuant to the *Ontario Human Rights Code*, to provide individualized accommodation to students with disabilities to enable them to have meaningful access to education services.

In circumstances where a parent or adult student requests to have the student's Guide Dog, Service Dog or Service Animal accompany the student while attending school or a school-related event, each such request shall be reviewed individually by the Board staff considering the student's dignity, integration, independence and disability-related learning needs and the accommodations available to enable meaningful access to education.

Pursuant to the *Education Act* and regulations, a school building is not a place to which the public is customarily admitted. The process of accommodation shall also consider the competing human rights of other students and of staff; the impact of the Guide Dog, Service Dog or Service Animal on the learning environment; and the health and safety of all individuals who are or might be in the school, on school grounds or at a school-related event.

The Board shall retain data regarding the requests for Guide Dogs, Service Dogs and Service Animals as outlined in its Administrative Procedure.

The Director of Education will issue Administrative Procedures for the implementation of the Policy.

References:

- [*Human Rights Code, RSO 1990, c.H.19*](#)
- [*Education Act, RSO 1990, c.E2, s. 170\(1\), s.265\(1\); O. Reg. 298, s.11*](#)
- [*PPM 163 School Board Policies on Service Animals*](#)
- [*J.F. v. Waterloo Catholic District School Board, 2017 HRTO 1121 \(CanLII\)*](#)
- [*Accessibility for Ontarians with Disabilities Act, 2005, SO 2005, c.11*](#)
- [*Blind Persons' Rights Act, RSO 1990, c.B7,*](#)
- [*Dog Owners' Liability Act, RSO 1990, c.D16*](#)
- [*Health Protection and Promotion Act, RSO 1990, c.H7*](#)



STUDENT USE OF GUIDE DOGS AND SERVICE ANIMALS

ADMINISTRATIVE PROCEDURES

PURPOSE

- 1.1 It is the policy of the Niagara Catholic District School Board in accordance with its obligations pursuant to the Ontario *Human Rights Code* to provide individualized accommodation to students with disabilities to enable them to have meaningful access to education services in a manner that respects their dignity, maximizes integration and facilitates the development of independence.
 - (a) The Board utilizes a variety of placements, differentiated programming, and evidence-based interventions and strategies to provide meaningful access to education for students who have disability-related needs that impact their learning.
 - (b) The Board does not provide Guide Dogs, Service Dogs or Service Animals to students.
 - (c) The Board ~~encourages~~ **strongly advises** any family considering the purchase of a Guide Dog, Service Dog or Service Animal to meet with the school principal or Family of Schools Superintendent of Education before making a commitment.
- 1.2 This Administrative Procedure identifies the individualized process to be followed when a parent or adult student applies to the Board to have a Guide Dog, Service Dog or Service Animal accompany the student while the student is attending school or a school-related event.
- 1.3 Pursuant to the *Education Act* and regulations, a school building is not a place to which the public is customarily admitted. Pursuant to the *Education Act* and Ontario Regulation 474/00 *Access to School Premises*, the Niagara Catholic District School Board requires each school to have a process for visitors.
- 1.4 Any determination of whether a Guide Dog, Service Dog or Service Animal is an appropriate accommodation for a student while receiving education services is a decision of the board. A regulated health professional cannot unilaterally prescribe that a Guide Dog, Service Dog or Service Animal be a specific accommodation while the student is receiving education services at school.
- 1.5 When an adult student or parent seeks to have their child attend school or school related events with a Guide Dog / Service Dog, both the Guide Dog / Service Dog **and** the Student Handler must be certified as having been successfully trained by an accredited training facility.
 - (a) Only in exceptional circumstances subject to the standards of undue hardship pursuant the *Human Rights Code*, will the School Board consider an application for a student who will not be acting as the primary trained Handler of the Guide Dog / Service Dog.
- 1.6 Only in exceptional circumstances subject to the standards of undue hardship pursuant the *Human Rights Code*, will the Board consider Service Animals, other than dogs, as an accommodation for

a student and only if other reasonable methods of accommodation in the school setting have been unsuccessful in meeting the demonstrated disability-related learning needs of the student.

BACKGROUND

- 2.1 Service animals have traditionally been highly trained dogs that assist individuals with various tasks of daily living (Guide Dog, Hearing and Signal Dogs, Mobility Assistance Dogs, Seizure Response Dogs).
- 2.2 In most circumstances, a Guide Dog will be a highly trained dog provided to support the orientation and mobility needs of a student handler who has a diagnosis of blindness/low vision, and the Guide Dog will provide the student handler with greater independence, dignity and opportunity for integration.
- 2.3 The term Service Animal is used in the *Accessibility Standards for Customer Service* made under the *Accessibility for Ontarians with Disabilities Act* (AODA), to describe an animal that assists an individual with a disability to be able to access goods and services available to the public. **A school is not a public space and is not generally accessible to the public. The AODA does *not* apply to a student's use of a Service Dog / Service Animal when accessing education services in school buildings.**
- (a) Pursuant to the *Code* it is possible that a Service Animal might include different species that provide a therapeutic function (horses), emotional support, sensory function, companionship and/or comfort.
- (b) The determination of whether the animal is an appropriate accommodation in the school setting to accommodate a demonstrated disability-related learning need is a decision of the board.
- (i) Such a decision will consider that animals, other than dogs, are not trained by an Accredited Training Organization and may pose a risk to the safety of students and staff and/or may be disruptive to the learning environment and/or may act as a distraction in the learning environment.
- 2.4 Due to risks to safety, and risks of disruption and distraction in the learning environment, the School Board does ***not*** permit training of potential guide dogs and service dogs in the school setting or during school activities.

DEFINITIONS

- 3.1 For the purpose of this Procedure the following definitions apply:

Accredited training organization is a guide dog or service dog trainer that is accredited by:

- International Guide Dog Federation (“IGDF”): which develops and ensures compliance with the standards by which Guide Dogs for the blind/low vision are trained by its member organizations; or
- Assistance Dogs International (“ADI”): which develops and ensures compliance with the standards by which Guide, Hearing and Service Dogs are trained by its member organizations;

or

- A Guide Dog or Service Dog trainer that attests to compliance with the Meghan Search and Rescue Standard in Support of Accessibility: Persons with a Disability Teamed with Service Dogs standard for training (MSAR).

Adult student shall be defined to mean a student who is 18 years of age or older or 16 or 17 years of age and has removed him/her/themselves from the care and control of their custodial parent

Disability means,

- (a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
- (b) a condition of mental impairment or a developmental disability,
- (c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
- (d) a mental disorder, or
- (e) an injury or disability for which benefits were claimed or received under the insurance plan established under the [Workplace Safety and Insurance Act, 1997](#);

Guide Dog means a dog trained as a guide for a blind person and having the qualifications prescribed by the regulations pursuant to the *Blind Persons' Rights Act*;

Handler refers to the individual trained by an Accredited Training Organization who is managing the Guide Dog / Service Dog and in most cases will be the student for whom the Guide Dog / Service Dog is provided;

Parent shall be defined to mean a custodial parent of the student or a guardian pursuant to the *Education Act*;

Service Dog means a dog which has been certified after successfully completing a training program provided by an Accredited Training Organization.

Service Animal for the purpose of this Administrative Procedure includes a therapy dog, companion animal, comfort animal and emotional support animal and includes a dog or other domesticated animal that may legally reside in an urban, residential home, that is not highly trained to perform particular tasks to assist with a student's disability-related needs, but provides emotional support (and/or companionship, calming influence) for a student with a disability-related mental health and/or psychological need and/or comfort during a difficult period.

ROLES AND RESPONSIBILITIES

- 3.2 School principals are responsible for the management of the school premises, the staff providing educational programs and the safety of all students.
 - (a) A school principal has authority to exclude any animal, including Guide Dogs / Service Dogs and Service Animals, from entry onto school premises and school building(s), as an

accommodation for a student, provided that the student is offered appropriate alternative accommodation to meet the student’s demonstrated disability-related learning needs.

School Principals, before admitting a Guide Dog / Service Dog into the school or on school related activities with the student Handler, shall require a parent/adult student to review the Niagara Catholic District School Board Guidelines for the Use of Service Animals for Use by Students in Schools package, found in Appendix A. Upon review of the Guidelines found in Appendix A, the school Principal shall arrange a meeting with the parents of the student along with the Area Coordinator of Student Support Services in order to ensure clarity of process as well as determine next steps.

- (b) Before admitting a Service Animal, the school principal shall require the parent/adult student to submit the completed “Request for a Service Animal”, included in Appendix B of the Guidelines for the Use of Service Animals for Use by Students in Schools.
- 3.3 On receipt of an application for a Guide Dog / Service Dog or Service Animal, the school principal shall review the application for completeness and may request any additional information or clarification necessary to assess the request for accommodation.
- 3.4 The school principal shall be responsible for communication with the parent/adult student with respect to the accommodation process, and where approved the implementation and management of the accommodation found in Appendix C of the Guidelines for the Use of Service Animals for Use by Students in Schools.
- 3.5 Where a student supported by a Guide Dog / Service Dog / Service Animal, whose parent is the Handler, seeks only to attend a school excursion with the Guide Dog / Service Dog / Service Animal, which is at a location where the public is customarily admitted, efforts will be made to facilitate the student’s participation with the Guide Dog / Service Dog / Service Animal and parent as the Handler.
- (a) Inquiries may need to be made regarding competing rights and transportation arrangements.

Parents/Adult Students

- 3.6 Parents or adult students are required to provide all necessary documentation and engage in the consultation process for the purpose of considering and implementing, if appropriate, the request that a Guide Dog / Service Dog accompany the student at school and/or on school-related activities. The parent or adult student shall be responsible for:
- (a) submission of Appendix B;
 - (b) all costs related to the dog, food, grooming, harness, crate and/or mat and veterinary care;
 - (c) obtaining training and maintaining the Guide Dog / Service Dog training to provide the accommodation in a safe manner that does not disrupt student learning;
 - (d) providing confirmation of municipal license for the dog (to be updated annually),
 - (e) providing confirmation of certificates of training not older than 6 months from an Accredited Training Organization attesting that the dog and student Handler have

successfully completed training and may safely engage in a public setting without creating a risk of safety or a risk of disruption within a school setting;

- (a) diagnosis from a registered pediatrician, psychologist, psychiatrist (or other regulated health professional as determined by the School Board) with a recommendation for the use of a Guide Dog / Service Dog;
- (b) a description of the services provided by the Guide Dog / Service Dog to the student, and how those services will accommodate the student's disability-related needs and assist the student in achieving their learning goals and/or goals of daily living while at school;
- (c) a certificate not greater than three (3) months old from a veterinarian qualified to practice veterinary medicine in the Province of Ontario attesting that, the dog is an adult; identifying the age and breed; does not have a disease or illness that might pose a risk to humans; has received all required vaccinations; and is in good health to assist the student (to be updated annually);
- (d) general liability insurance providing coverage in an amount specified by the Board¹ in the event of an injury or death as a result of the Guide Dog / Service Dog's attendance on school property or on a school-related activity (to be updated annually)².

Students

3.7 Students will be expected to act as the Guide Dog / Service Dog's primary Handler. The student Handler must:

- (a) demonstrate the ability to control the Guide Dog / Service Dog in accordance with the training received;
- (b) ensure that the Guide Dog / Service Dog is always wearing a vest and leash or harness when the dog is not in its crate.
- (c) ensure the Guide Dog / Service Dog does not disrupt the learning of others with unnecessary movement, vocalization or other behaviour, including aggressive or threatening behaviour;
- (d) ensure that the Guide Dog / Service Dog's biological needs are addressed;
- (e) transition and maintain at all times the Guide Dog / Service Dog on a leash, harness, mat and/or crate;
- (f) comply with an accommodation plan that addresses the competing rights of others;

Guide Dog / Service Dog

4.1 The Guide Dog / Service Dog:

¹ Note usually 2 million in general liability insurance coverage is requested. This requirement might need to be waived on the basis of equity in the event that it causes financial hardship for a family.

² Note insurance should not pose a barrier to the provision of accommodation as a result of socio-economic factors

- (a) shall be a highly trained and certified by Accredited Training Organization;
 - (i) will have evidence of training or re-certification confirming compliance with training requirements within the last 6 months be required;
- (b) must be groomed and clean;
- (c) must at all times while on school property be responsive to commands and demonstrate that it can perform the necessary tasks or accommodation;
- (d) must **not** engage in behaviour that puts at risk the safety of others, including other animals, or that creates disruption or distraction in the learning environment;
 - (i) such behaviour includes, but is not limited to, growling, nipping, barking, attention seeking, eating;
 - (ii) any such behaviour is grounds to prohibit the Guide Dog / Service Dog's attendance on school property and in the school building,
- (e) must have control of its biological functions so as not to soil the inside of buildings, or require feeding during the school day;
- (f) must demonstrate continuous appropriate behaviour with its Handler and others in the school environment to remain eligible for entry in school buildings or school-related events.

ASSESSMENT OF THE ACCOMMODATION REQUEST

- 5.1 Once the application and all necessary documentation is received by the school principal, a review will take place by the board team supporting the student and a meeting shall be scheduled to review the accommodation request. Every effort will be made to review the documentation and schedule a meeting in a reasonable timeframe.
- 5.2 A meeting with the Board team supporting the student, the parent/adult student and student (as appropriate), the health practitioner recommending the Guide Dog / Service Dog or Service Animal for the student, the trainer of the Guide Dog / Service Dog and of the Handler, and any other individuals who may contribute to the accommodation process may be scheduled to review the request for accommodation.
- 5.3 Each request for a Guide Dog / Service Dog or Service Animal will be addressed on an individual basis giving consideration to:
 - (a) the individual learning strengths and needs of the student, the student's IEP goals, safety plan, behaviour plan and/or student's medical plan of care (if any);
 - (i) supporting documents such as psychological assessments, occupational or physical therapy assessments, functional behaviour assessments etc.
 - (b) evidence of how the Guide Dog / Service Dog or Service Animal's attendance at school might provide accommodation for a demonstrated disability-related learning need and/or act of daily living necessary while at school;
 - (c) assessment information provided by a regulated health professional with expertise regarding the student's disability-related needs supporting the request for a Guide Dog / Service Dog or Service Animal;

- (d) the training and certification of the Guide Dog / Service Dog and student as Handler;
 - (e) the impact of the accommodation on the student's dignity, integration and independence;
 - (f) whether one or more alternative accommodations can meet the needs of the student;
 - (g) whether the student's attendance with a Guide Dog / Service Dog or Service Animal might require an increase in the level of staff support provided to the student;
 - (h) whether training will be required for staff and/or the student;
 - (i) the impact of the accommodation on the learning environment for the student, other students, including, health, safety, disruption and distraction;
 - (j) any competing human rights of students, staff, and community members using the school pursuant to a permit;
 - (i) recommendations for accommodation plans to reconcile competing rights.
- 5.4 The process of accommodation, including inquiries regarding competing rights and notice to the school community, shall respect the student's right to privacy regarding their disability and specific learning needs and/or needs of daily living.
- 5.5 Where the student is not the primary Handler, board staff must be trained as the Handler(s) and accompany the student and dog at all times. As a result, such requests will be individually considered, in accordance with the duty to accommodate to the point of undue hardship, including consideration of the resources required, alternative accommodations that might meet the student's demonstrated disability-related learning needs and the impact on the staff and other students.
- 5.6 Service Animals shall only be considered when reasonable methods of accommodation in the school setting have been unsuccessful in meeting the demonstrated disability-related learning needs of the student. Parents must complete an application for a Service Animal included in Appendix B of the Procedure.
- (a) The accommodation process following a request by a parent/adult student for a Service Animal shall be consistent with the process noted above, but shall also include any special considerations that may arise if an animal is a species other than a dog, including the ability to be trained, necessary biological functions, the capacity for the animal to respond to commands, whether the animal may be kept on a leash/harness/crate/mat and how such restrictions might impact accommodation.
- 5.7 The determination with respect to the application for a Guide Dog / Service Dog / Service Animal shall be communicated to the parent/adult student in writing in accordance with Appendix D.

IMPLEMENTING THE ACCOMMODATION

- 6.1 Where approval is granted, the school principal in consultation with the student's educational team, will do the following:
- (a) make changes to the student's IEP goals and/or student's medical plan of care;

- (i) may provide for the accommodation on an interim trial basis, in which case the indicators of success or lack of success for this form of accommodation will be identified before the trial period begins.
- (b) organize an orientation session for school staff, students and the student Handler;
- (c) Complete the “Administrative Checklist for the Implementation of a Service Animal into a School Environment” found in Appendix F of the *Guidelines for the Use of Service Animals for Use by Students in Schools*.
- (d) develop a timetable identifying a bio-break, water break, location/process to be followed during instructional and non-instructional times;
 - (i) access may be limited to certain activities, areas of the school, or certain times of the day, including but not limited to, where exclusion is required pursuant to the *Health Protection and Promotion Act* or the *Food Safety and Quality Act 2001*, which prohibit Service Animals from being in places where food is prepared, processed or handled.
 - (ii) assessment may be required by the Board’s Coordinator of Health and Safety regarding safety issues applicable to different areas/activities in the school;
- (e) develop emergency procedures, to include a fire exit plan, lockdown plan, evacuation plan;
- (f) provide notice to the community via a letter to parents (found in Appendix D and Appendix E) of the Guidelines For the use of Service Animals for Use by Students in Schools; posting on the school’s website / social media; presentation by the trainer of the Guide Dog / Service Dog during a school council meeting or association supporting the use of the Service Animal; signage on the school’s front door, gymnasium and library information centre doors; communication to potential occasional staff accepting a position where the Guide Dog / Service Dog or Service Animal may be providing service to the student;
- (g) arrange student assembly for introduction and orientation regarding the Guide Dog / Service Dog or Service Animal;
- (h) arrangements for transportation of the Guide Dog / Service Dog or Service Animal to and from school, if necessary;
 - (i) If the Guide Dog / Service Dog or Service Animal will be accompanying the student on a school vehicle, inquiries must be made regarding competing rights, the transportation plan must specify where the Guide Dog / Service Dog or Service Animal and student will be located; the vehicle shall have a sticker / sign identifying the presence of a Guide Dog / Service Dog or Service Animal is on board;
 - (ii) Documentation about the Guide Dog / Service Dog or Service Animal will be included with the route information so that new or substitute bus drivers are aware of the Guide Dog / Service Dog’s or Service Animal’s presence.
 - (iii) Specialized transportation shall **not** be provided solely for the purpose enabling the Guide Dog / Service Dog or Service Animal to travel to and from school with the student;

CONTINUOUS ASSESSMENT

- 7.1 A review of the effectiveness of the Guide Dog, Service Dog or Service Animal in supporting the student's learning goals shall be undertaken as part of each review of the student's IEP, in the event of a Violent Incident Report, and as otherwise deemed necessary by the Principal.
- 7.2 Approval may be revoked at any time by the principal if:
- (a) there are any concerns for the health and safety of students, staff or the Guide Dog / Service Dog / Service Animal;
 - (b) there is behaviour that is distracting, disruptive or aggressive, including making noise, failing to follow commands, growling or nipping. In the event that this behaviour occurs, the Handler will be required to remove the Guide Dog / Service Dog / Service Animal from the classroom immediately and the student's parent/guardian will be called to pick up the Guide Dog / Service Dog / Service Animal from the school. Alternative options for accommodation will be discussed.
 - (c) there has been a change to the student's circumstances or disability-related needs, which had supported the original approval or a change to the needs of students/staff such that there is a new competing right;
 - (d) the board in its discretion determines that the accommodation is not effective for the student's demonstrated disability-related learning needs or acts of daily living.

RECORDS

- 8.1 A copy of the application and confirmation of approval, as well as any other relevant documents supporting the accommodation shall be retained in the student's Ontario Student Record.
- 8.2 The Board shall be required to collect, use and disclose the personal information of the student in order to fulfill the accommodation process. Notice of the collection, use and disclosure must be provided to the parent/adult student. Efforts should be made to limit the personal information to only that which is necessary.
- 8.3 The Board is required pursuant to PPM 163 School Board Policies on Service Animals to collect information regarding the implementation of the policy and procedure regarding Guide Dogs and Service Animals, including.
- (a) Total number of requests for students to be accompanied by Guide Dog / Service Dogs / Service Animals;
 - (i) Whether requests are for elementary or secondary school students;
 - (ii) The student's grade;
 - (iii) Whether the student is the Handler;
 - (b) The number of requests approved and denied;

- (i) If denied, the rationale for the decision, including a description of other supports and/or services provided to the student to support their access to the Ontario Curriculum;
- (ii) Species of Service Animals requested and approved; and
- (iii) Types of needs being supported: emotional, social, psychological, physical.

FOOD AREAS

Regulation 493/17, of Ontario’s *Health Protection and Promotion Act*, allows Guide Dogs and Service Animals in areas where food is served, sold, and offered for sale. Steps should be taken to ensure that Guide Dogs and Service Animals in school cafeterias, or areas where students are consuming food, are not disruptive and do not eat student food. No animals are allowed in areas where food is prepared, processed, or handled such as the kitchen of the school cafeteria or the hospitality classroom.

RELATED FORMS AND LETTERS

Forms

Appendix A: Information for Parents/Guardians Requesting a Service Animal in the School

Appendix B: Application Request for Service Animal

Appendix C: Management Plan for the Care of the Service Animal

Appendix D: Sample Letter to the School Community

Sample Letter to Families with Children in the Classroom

Appendix F: Administrative Checklist for the Implementation of a Service Animal into a School Environment

- Sample Letter to the Parents of Students on the School Bus
- Sample Letter to the Parents of Students in the Class(es)
- Sample Letter Approving the Guide Dog / Service Dog / Service Animal
- Sample Letter Denying the Guide Dog / Service Dog / Service Animal

Adopted Date:	NEW
Revision History:	

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

**TITLE: POLICIES – PRIOR TO VETTING
ADVOCACY EXPENDITURES POLICY (100.9)**

Prepared by: Giancarlo Vetrone, Superintendent of Business & Financial Services
Presented by: Giancarlo Vetrone, Superintendent of Business & Financial Services
Date: February 25, 2020



Niagara Catholic District School Board
ADVOCACY EXPENDITURES POLICY
STATEMENT OF 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.

The Director of Education will issue Administrative 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 \(100.12\)***](#)



Niagara Catholic District School Board
ADVOCACY EXPENDITURES POLICY
ADMINISTRATIVE 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
FEBRUARY 25, 2020**

**TITLE: POLICIES – PRIOR TO VETTING
SCHOOL GENERATED FUNDS POLICY (301.6)**

Prepared by: Giancarlo Vetrone, Superintendent of Business & Financial Services
Presented by: Giancarlo Vetrone, Superintendent of Business & Financial Services
Date: February 25, 2020



Niagara Catholic District School Board
SCHOOL GENERATED FUNDS POLICY
STATEMENT OF POLICY

300 – Schools/Students

Policy 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 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 Policy 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 the Administrative Procedures outlined in this policy.

The Director of Education will issue Administrative Procedures for the implementation of this policy.

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 Policy \(301.4\)*](#)
 - [*Student Fees Policy \(301.11\)*](#)
 - [*Purchasing/Supply Chain Management Policy \(600.1\)*](#)
 - [*Privacy Policy \(600.6\)*](#)



Niagara Catholic District School Board
SCHOOL GENERATED FUNDS POLICY
 ADMINISTRATIVE PROCEDURES

300 – Schools/Students

Policy No 301.6

Adopted Date April 25, 2006

Latest Reviewed/Revised Date February 25, 2014

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 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 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, a~~ **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~~ **A separate intrust 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 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 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.

Adopted Date:	April 25, 2006
Revision History:	February 25, 2014

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

**TITLE: POLICIES – PRIOR TO VETTING
ADVERTISING EXPENDITURES POLICY (600.5)**

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

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

Date: February 25, 2020



Niagara Catholic District School Board
ADVERTISING ~~EXPENDITURE~~ POLICY
 STATEMENT OF POLICY

600 – Business Services

Policy 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 recognizes the value of advertising **to inform and educate the public, 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** tending for goods and services, **accommodation reviews, and information regarding public meetings., and Board publications.**

The Director of Education will issue Administrative Procedures for the implementation of this policy.

Reference

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



Niagara Catholic District School Board
ADVERTISING ~~EXPENDITURE~~ POLICY
ADMINISTRATIVE PROCEDURES

600 – Business Services

Policy No 600.5

Adopted Date: March 27, 2007

Latest Reviewed/Revised Date: March 18, 2014

- ~~1.~~ — This policy applies to all Board staff, the Board of Trustees and Catholic sSchool Ceouncils.
- ~~2.~~ 1. All Board advertising and Board promotions shall be coordinated through the Board Services & Communications 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.

Adopted Date:	March 27, 2007
Revision History:	March 18, 2014

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

TITLE: POLICY AND PROCEDURE REVIEW 2019-2020 SCHEDULE

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

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: February 25, 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	March 2020
2006	2014	301.7	Ontario Student Record (OSR)	March 2020
1998	2014	701.1	Architect Selection	March 2020
2014	2014	100.14	Use of Corporate Logo	March 2020
1998	2012	301.3	Attendance Areas	March 2020
2001	2014	302.6.7	Criminal Background Check - Safe Schools	March 2020
2002	2013	701.3	Video Security Surveillance	March 2020
1998	2015	201.2	Retirement & Service Recognition Celebration	April 2020
2012	2015	201.16	Attendance Support Program	April 2020
2013	2013	203.4	Leadership Pathways	April 2020
2007	2015	800.4	Volunteer Recognition	April 2020
1998	2017	800.3	Complaint Resolution	April 2020
2007	2014	100.9	Advocacy Expenditures	April 2020
2006	2014	301.6	School Generated Funds	April 2020
2007	2014	600.5	Advertising Expenditures	April 2020
2009	2015	301.8	Safe Physical Intervention with Students	May 2020
2001	2015	302.4	Volunteer Driver	May 2020
1998	2016	701.2	Pupil Accommodation Review	May 2020
2010	2015	100.10	Equity and Inclusive Education	May 2020
2006	2014	301.7	Ontario Student Record (OSR)	May 2020
1998	2014	701.1	Architect Selection	May 2020

* Ministry of Labour Compliance Annual Review

SORTED BY CW/BOARD MEETING DATE

Policy Issued	Reviewed Revised	Policy #	POLICY NAME	CW/BD
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
2014	2014	303.1	Concussion	March 2020
NEW	NEW	NEW	Student Use of Guide Dogs & Service Animals	March 2020
2014	2014	100.14	Use of Corporate Logo	April 2020
1998	2012	301.3	Attendance Areas	April 2020
2001	2014	302.6.7	Criminal Background Check - Safe Schools	April 2020
2002	2013	701.3	Video Security Surveillance	April 2020
2007	2014	100.9	Advocacy Expenditures	May 2020
2006	2014	301.6	School Generated Funds	May 2020
2007	2014	600.5	Advertising Expenditures	May 2020
2010	2015	100.10	Equity and Inclusive Education	June 2020
2006	2014	301.7	Ontario Student Record (OSR)	June 2020
1998	2014	701.1	Architect Selection	June 2020