

THAMES VALLEY DISTRICT SCHOOL BOARD

POLICY WORKING COMMITTEE

November 24, 2020, 3:00 p.m.
Teams Meeting

MEMBERS

J. Bennett B. Smith
L. Pizzolato M. Ruddock (Chair)
C. Rahman A. Morell (ex-officio)(-3:12)

ADMINISTRATION AND OTHERS

A. Marlowe C. Giannacopoulos(+3:25)(-3:27)
A. Canham(+3:20)(-3:24) L. Griffith-Jones(+3:13)(-3:17)
B. Williams(-3:09) A. Chahbar
S. Smith

1. **Approval of the Agenda**

The agenda was approved on motion.

2. **Conflicts of Interest**

None declared.

3. **Committee Report of the Previous Meeting**

The minutes of the 2020 October 27 meeting were provided for information.

4. **Tracking Sheet**

The tracking sheet was provided for information.

5. **Policies/Procedures Following Public Input**

a. **Electronic Meeting Policy (2004)/Procedure (2004a)**

B. Williams presented for approval the Electronic Meetings Policy (#2004). It was noted revisions were made to comply with recent changes to Ontario Regulation 463/97 pertaining to the participation of Trustees in Board and committee meetings by electronic means.

The following motion was moved and CARRIED:

THAT the Electronic Meeting Policy (#2004) be approved. (PWC-1)

THAT the Electronic Meeting Procedure (#2004a) be provided for information. (PWC-2)

b. **Conflict of Interest and Nepotism Policy/Procedure**

L. Griffith-Jones presented for approval the Conflict of Interest and Nepotism Policy. It was noted no revisions were completed as a result of public input.

The following motion was moved and CARRIED:

THAT the Conflict of Interest and Nepotism Policy be approved. (PWC-3)

THAT the Conflict of Interest and Nepotism Procedure be provided for information. (PWC-4)

c. Student Concussion Policy (4004)/Procedure (4004a)

C. Giannacopoulos presented for approval revisions to the Student Concussion Policy (#4004) noting no public input was received.

The following motion was moved and CARRIED:

THAT the revisions to the Student Concussion Policy (#4004) be approved. (PWC-5)

THAT the Student Concussion Procedure (#4004a) be provided for information. (PWC-6)

d. Exclusion of a Student Policy/Procedure

A. Canham presented for approval the Exclusion of a Student Policy. It was noted no revisions were completed as a result of public input.

Questions of clarification were addressed regarding the public input.

The following motion was moved and CARRIED:

THAT the Exclusion of a Student Policy be approved. (PWC-7)

THAT the Exclusion of a Student Procedure be provided for information. (PWC-8)

6. Other Business

a. Follow Up

Through discussion clarification was provided regarding the request of Trustee Pizzolato.

Discussion occurred regarding the Minority reports included in the Special Education Plan; and the need to create a policy relevant to emergency situations in schools.

With respect to emergency procedures, discussion occurred regarding policy #4001 and procedure #4001a. The committee requested section 1.5 of the procedure be reviewed by Administration.

The committee requested that a report from Administration outlining the status of the Minority report responses be presented at the next meeting.

7. Date and Time of Next Meeting

The next meeting is scheduled for 2020 December 15.

8. Adjournment

The meeting adjourned by motion at 3:43 p.m.

Meagan Ruddock
Committee Chair



POLICY

Title: **ELECTRONIC MEETINGS**

Policy No.: **2004**

Effective Date: **2000 Jan. 25**

Department: **DIRECTOR'S SERVICES**

Reference(s): **Ontario Regulation 463/97
Electronic Meetings Procedure**

It is the policy of the Board to provide, where permitted under the Education Act, the participation of Trustees at meetings of the Board, Committee of the Whole, and Board-constituted committees by electronic means.

1.0 Requirements for Physical Presence of Trustees

Generally, the physical presence of Trustees is required in the room where the meeting of the Board, the meeting of the Committee of the Whole, or meetings of Board-constituted committees are held.

Nothing in this section shall apply to limit the Board's duty to accommodate a Trustee in accordance with the Ontario Human Rights Code.

1.1 Trustees must be physically present in the meeting room of the Board for at least three regular Board meetings in each 12-month term. The following exceptions apply:

1.1.1 The period beginning 2020 November 6, ending 2021 November 30.

1.1.2 During the period whereby all schools of the board are closed for a total of two or more months pursuant to an order made by:

- a) the Minister of Education under Section 5(1) of the Education Act;
- b) a medical officer of health or the Chief Medical Officer of Health under the Health Protection and Promotion Act; or
- c) the Lieutenant Governor in Council under the Emergency Management and Civil Protection Act.

1.1.2.1 The period under 1.1.2 is defined as the day the order is made and ending 60 days after the order ceases to apply.

Administered By:	Director's Services – Corporate Services
Amendment Date(s):	2003 April 22, 2011 December 20, 2017 June 27, 2020 December 15

1.1.3 When a member of the Board is elected or appointed to fill a vacancy.

The individual must be physically present in the meeting room for at least one regular meeting of the Board for each period of four full calendar months from the period beginning on the day the member is elected to the end of the current year's term.

The requirement for physical attendance under this section does not apply for the period described under sections 1.1.1 and 1.1.2.

1.2 At Board meetings and meetings of the Committee of the Whole, the physical presence of the following persons is required in the meeting room:

- a) Chair of the Board or designate;
- b) at least one additional member of the Board; and
- c) Director of Education or designate.

1.3 At Committee meetings, other than meetings of the Committee of the Whole, the physical presence of the following persons is required in the meeting room of the Committee:

- a) Chair of the Committee or designate; and
- b) Director of Education or designate.

1.4 Persons in section 1.2 and 1.3 may participate by electronic means, for the period set out under section 1.1.1 and section 1.1.2.

2.0 Trustees' Electronic Participation at Meetings of the Board

Trustees of the Board, upon request and in accordance with the requirements for being physically present, may use from time-to-time electronic means to participate in meetings of the Board, Committee of the Whole, or Board-constituted committees.

2.1 Trustees who participate through electronic means shall be deemed to be present at the meeting.

2.2 Where requirements for physical presence apply, a request for participation by electronic means may be refused by the Chair of the Board or the Chair of the Committee as the case may be in accordance with Ontario Regulation 463/97.

2.3 The electronic means shall permit the Trustee to hear and be heard by all other participants in the meeting.

2.4 The electronic means shall be provided in such a way to be in compliance with the rules governing conflict of interest of Trustees.

2.5 Student Trustees who participate through electronic means in the Committee of the Whole or Board-constituted committees shall not participate in any proceedings

that are closed to the public related to personal issues in accordance with the *Education Act*, s. 207(2)(b).

3.0 Observation and Participation by the Public

- 3.1 The meeting room of the Board or of a committee of the Board shall be open to permit physical attendance by members of the public.
- 3.2 The requirement under section 3.1 to allow for the physical attendance of members of the public at Board and Board Committee meetings does not apply in the following circumstances:
- a) for the period described under section 1.1.1;
 - b) for the period described under section 1.1.2, where all schools of the board are closed for a period of two or more months;
 - c) where there are proceedings closed to the public in accordance with the *Education Act*, s. 207(2).
- 3.3 Where physical attendance cannot be provided per 3.2(a):
- a) the board must make the necessary arrangements to allow the public to access/observe board meetings through other means; and
 - b) the board must allow for public input opportunities as prescribed in the Board Bylaws.
- 3.4 The public may contact Corporate Services with questions about accessing Board and Board Committee meetings.
- 3.5 The Board may determine from time to time if electronic means will be provided at one or more designated sites within its jurisdiction to permit participation by members of the public in a specified meeting of the Board. Members of the public attending such a meeting may provide input, as per the Board Bylaws, during any Board-approved period of the meeting agenda that is designated for public participation.



PROCEDURE

Title:	ELECTRONIC MEETINGS	Procedure No.:	2004a
Department:	DIRECTOR'S SERVICES	Effective Date:	2003 April 01
Reference(s):	- Policy: Electronic Meetings - Ontario Regulation 463/97		

1.0 Definitions

Electronic meetings are those in which there is participation by teleconferencing or by virtual conferencing.

Trustees include student trustees.

2.0 General

- 2.1 All Board procedural Bylaws apply to meetings conducted electronically.
- 2.2 Materials for distribution to trustees and committee members attending an electronic meeting shall be distributed in accordance with Board Bylaws.
- 2.4 In accordance with Section 208 (11) of the *Education Act*, the presence of a majority of all the Board members shall be necessary to form a quorum and the vote of a majority of such quorum shall be necessary to bind the Board. Minutes of the meeting shall record the presence of trustees who participate through electronic means.
- 2.5 Should technical difficulties arise, where members affected by the disruption are no longer deemed present at the meeting, the Chair of the meeting shall assess whether a quorum is present. The minutes of the meeting shall indicate the time and duration of the disruption and the names of participants unable to connect electronically with the meeting. In the event of technical difficulties occurring, it is the responsibility of the site monitor to notify the Chair.
- 2.6 The Chair may establish a process for requesting or calling upon movers and seconders of motions to ensure the respectful and equitable participation of all Trustees.
- 2.7 Unless there is a request for a recorded vote, the Chair will call the vote of those in favour of the motion and those opposed to the motion by a show of hands; the votes of participants in electronic meetings will be made verbally. The Chair will announce whether the motion was carried or defeated.

Administered By:	DIRECTOR'S SERVICES
Amendment Date(s):	2011 December 20, 2017 June 27, 2020 November 16

Where the majority of Trustees are participating by electronic means per Section 6.1(2) of Ontario regulation 463/97, when all schools are the board are closed, the Chair may ask if there is anyone opposed to the motion. If none, the motion is carried. If anyone is opposed a recorded vote will be called.

- 2.8 Rulings of the Chair may be appealed and in the event of such an appeal, the Chair will verify their decision with each member participating by electronic means.

3.0 Trustees' Electronic Participation at Meetings of the Board

- 3.1 Requests for electronic meeting participation by a trustee(s) who is unable to attend in person shall be made to the Chair of the Board and notification provided to Corporate Services at least 4 hours prior to the time of the scheduled meeting. Corporate Services will provide the trustee with the meeting coordinates.
- 3.2 Trustees participating in an electronic meeting shall notify the Chair of their temporary or permanent departures from the meeting before absenting themselves so that the Chair can ensure that a quorum is maintained.
- 3.3 The roll call for trustees present will be taken verbally and recorded.
- 3.4 Trustees participating by electronic means, who wish to participate in discussions must declare their intent and then wait to be recognized by the Chair.

4.0 Public Participation by Electronic Means at Designated Sites

- 4.1 The Board shall determine whether electronic means should be provided at a designated site(s). Such determination shall be made at least 3 working days prior to the meeting to make the necessary arrangements for the electronic meeting.
- 4.2 The Board will determine how the public will participate electronically.
- 4.3 Board meetings with the capability for electronic participation will normally be limited to Board administrative locations within the Thames Valley District School Board.
- 4.4 The public may be notified about electronic meetings at designated sites through postings on the Board's web site.
- 4.5 Designated sites at which an electronic meeting is held will be open to the public except for portions of the meeting that are closed to the public under the *Education Act*, Section 207(2). The site monitor is responsible for ensuring the public is not present at this time.

- 4.6 At public meetings, participation of the public is through observation/ listening with public input being provided during any approved period of the meeting agenda that has been designated for such participation, per Board Bylaws.

5.0 Site Monitors and Technical Assistance at Designated Sites (offsite from the Education Centre)

- 5.1 At any public electronic meeting held at designated sites across the District, the presence of a site monitor is required at each location. This person shall be a Board staff member (usually a supervisory officer or other designated staff) charged with the responsibility of ensuring compliance with meeting regulations and procedures related to electronic meetings, including monitoring electronic access to meetings/discussions that are closed to the public as defined in the *Education Act*.
- 5.2 Site monitors are responsible for ensuring during a meeting of the Board that is closed to the public, only persons eligible to attend are present and those not eligible leave during that portion of the meeting. This includes the site monitor unless the site monitor is a staff member eligible to be present for the session. The Chair is responsible for ensuring that the site monitor returns when the in-camera session has ended.
- 5.3 The site monitor shall be provided with training on meeting regulations and procedures to enable them to carry out their site monitor responsibilities.
- 5.4 In addition to a site monitor, the Board may provide for the presence of on-site technical assistance in the meeting room. The technical assistant will be responsible for technical aspects of setting up the meeting and troubleshooting technical problems. The technical assistant shall be present for the duration of the meeting except during any portion that is closed to the public.
- 5.5 If at a designated site where an electronic meeting has been requested, no participants are present 30 minutes after the start of a meeting, then the site monitor and technical assistant have the authority to close the site and notify the Chair of the meeting of the closing.



POLICY

Title: **CONFLICT OF INTEREST AND NEPOTISM POLICY**

Policy No.: 4021
Effective Date: 2020 December 15

Department: Human Resource Services

Reference(s):

- The Education Act
- Municipal Conflict of Interest Act
- Employee Code of Conduct Policy
- Progressive Discipline of Employees Policy
- Purchasing Policy
- Ontario College of Teachers Standards of Practice

It is the policy and expectation of the Thames Valley District School Board (the “board”) that all employees and volunteers of the board are to demonstrate integrity, ethics, and honesty in fulfilling their roles. Employees and volunteers of the board have a responsibility to uphold public trust and avoid situations where personal interests may or do conflict with the interests of the board. To ensure that the board is free of any conflict of interest, the board has adopted this policy to address potential conflicts of interest and for issues of nepotism.

The purpose of this policy is to:

- Prevent a conflict of interest or the appearance of a conflict of interest that may arise while employed by the board; and
- Prevent the misuse of authority or influence, or the appearance of such misuse.

Conflict of interest arises when the personal or private interests of a board employee or volunteer conflict, or may conflict, with the interests of the board. Employees and volunteers must avoid placing themselves in situations which compromise their ability to perform their duties or exercise good judgement on behalf of the board. A conflict of interest may include nepotism as described below.

Nepotism occurs when individuals are advantaged as a result of a familial or personal relationship with another board employee or volunteer. Hiring practices, promotion, supervision, evaluation, work performance and disciplinary practices within the board must be free from nepotism, actual or perceived.

Board employees and volunteers have a duty to report actual or perceived conflicts of interest, including nepotism, to their immediate supervisor. Administrators and managers are responsible for consulting with their Superintendent, and the Superintendent of Human Resources, in applying the board’s Conflict of Interest and Nepotism Procedure.

Administered By: **Human Resource Services**

Amendment Date(s):



PROCEDURE

Title: **CONFLICT OF INTEREST AND NEPOTISM PROCEDURE**

Procedure No.: 4021a
Effective Date: 2020 November 23

Department: Human Resources Services

Reference(s):

- The Education Act
- Municipal Conflict of Interest Act
- Employee Code of Conduct Policy
- Progressive Discipline of Employees Policy
- Purchasing Policy
- Ontario College of Teachers Standards of Practice

1.0 Fundamental Guiding Principles

- 1.1 The Thames Valley District School Board is committed to respecting public trust by promoting a culture of ethics, integrity, and honesty.
- 1.2 All employees and volunteers have a responsibility to avoid situations which would put them in an actual or perceived conflict of interest.
- 1.3 Employees and volunteers are required to file a disclosure statement if any potential or actual conflicts of interest exist that would compromise their ability to perform their duties or impact their judgment.
- 1.4 Disclosure statements shall contain the exact nature of the conflict of interest and forwarded to the employee's or volunteer's immediate supervisor.
- 1.5 Supervisors and administrators are responsible for ensuring that any incident of conflict of interest is reported immediately to their supervisor, and to the Superintendent of Human Resources.
- 1.6 Where the Thames Valley District School Board finds that an employee or volunteer has violated the requirements as described in this procedure, disciplinary action may be taken.

2.0 Definitions

- 2.1 "Conflict of interest" is any situation in which an individual has personal or financial interest that may:
 - a) impact their judgment and/or performance of their duties or responsibilities to the board;

Administered By: **Human Resource Services**

Amendment Date(s):

- b) cause them to act, or appear to act, in a way that is not in the best interest of the board; or
 - c) negatively affect the reputation of the board.
- 2.2 “Nepotism” is any situation where individuals are advantaged by a relationship with a Relative who is a board employee or volunteer, or a personal relationship with a board employee.
- 2.3 “Relative”, for the purpose of this policy and procedure, includes but is not limited to:
- i) current or former spouses or domestic partners (including at common law),
 - ii) fiancés,
 - iii) children or step-children,
 - iv) siblings or step-siblings,
 - v) parent or step-parents,
 - vi) grandparents or step-grandparents,
 - vii) uncles/aunts, and nephews/nieces
- 2.4 Conflict of Interest or Nepotism includes:
- a) employing direct relatives where the superior has influence, input or decision-making power over an employee’s performance evaluation, compensation, special permissions, potential for promotion, conditions of work and similar matters;
 - b) making personnel decisions when their objectivity would be compromised for staffing actions involving relatives;
 - c) employees seeking positions where a relative may have a supervisory role over another relative;
 - d) employees or volunteers offering or providing assistance or services (such as tutoring or psychological) for extra remuneration (regardless of where that is provided) to students who already receive assistance or a service from that employee, in the course of that employee’s duties of employment;
 - e) private services during the instructional day or on school property unless appropriate permits have been secured through Community Use of Schools;
 - f) advertising for private services using school or board connections and resources, including electronic communications;
 - g) participating in the selling, buying or leasing goods or services without declaring their interest and removing themselves from the decision-making process;
 - h) promoting the sale of products or providing services to students, parents,

employees or others, without advance Administration approval;

- i) accepting a fee, gift, personal or economic benefit, directly or indirectly, from any person who is doing business with the board for the purpose of influencing board decisions;
- j) entering into business contracts with suppliers who are also board employees;
- k) using board property for anything other than board activities;
- l) employees being directly involved with any election campaign by an individual seeking to be elected as a Board Trustee using school or board resources during the instructional day or on school property.

3.0 Roles and Responsibilities

- 3.1 Employees will take necessary steps to avoid actual or perceived conflicts of interest or nepotism, such as not supervising a relative, wherever possible.
- 3.2 Employees shall file a disclosure statement, in writing, to their immediate supervisor when an actual or perceived conflict of interest or nepotism has occurred. The disclosure statement must fully describe the nature of the conflict of interest or nepotism.
- 3.3 Employees shall establish, along with their supervisor and the Superintendent of Human Resources, solutions to eliminate or manage any conflict of interest or nepotism.
- 3.4 The Superintendent of Human Resources is ultimately responsible for investigating and evaluating any disclosure statements, making final decisions on recommended solutions, notifying the Director and/or obtain legal advice when deemed necessary.
- 3.5 School Council agendas must include Conflict of Interest should an issue or agenda item arise where a Council member is in a conflict of interest situation, they shall declare a conflict of interest immediately and not participate in the discussion and resolution.

4.0 Consequences for Non-compliance

Anyone who engages in activities that contravene this policy and procedure, including failing to disclose a conflict of interest or nepotism, may be subject to disciplinary actions in accordance with the board's Progressive Disciplinary of Employees Procedure, Employee Code of Conduct Policy and Procedure and any applicable collective agreement terms and conditions.



POLICY

Title: **STUDENT CONCUSSION
PROTOCOL**

Procedure No.: **4004**
Effective Date: 2015 February 10

Department: Learning Support Services

Reference(s): - Ministry of Education PPM No. 158 September 2019
 - OPHEA – Ontario Physical and Health Education Association Safety Guidelines, 2019
 - OPHEA concussion protocol <http://safety.ophea.net>
 - Ontario Government web portal ontario.ca/page/rowans-law-concussion-awareness-resources#section-4

It is the policy of the Board to promote awareness of safety in schools and recognize that the health and safety of students are essential preconditions of effective learning. All partners in education, including school boards, administrators, educators, school staff, students, parents, school volunteers and community organizations have important roles to play in promoting student health and safety and in fostering and maintaining healthy and safe environments in which all students can learn.

It is very important to students' long-term health and academic success that individuals in schools have information on appropriate strategies to minimize risk of concussion, steps to follow if they suspect that a student may have a concussion, and effective management procedures to guide students' return to learning and physical activity after a diagnosed concussion.

This policy adheres to the standards established by the **Ontario Physical and Health Education Association (OPHEA) concussion protocol**.

1.0 The Board's system strategy shall include:

- concussion awareness strategies;
- concussion awareness training;
- concussion prevention strategies;
- identification of suspected concussion;
- return to school plans;
- concussion tracking.

Administered By: **Learning Support Services**

Amendment Date(s): 2020 December 15

2.0 The Board commits to ensuring that:

- 2.1 Information on concussion awareness, prevention, identification, and management is accessible to all board employees, school administrators and staff, students, parents, school volunteers and community-based organizations.
- 2.2 Every school follows a concussion management plan that is consistent with the Board policy.
- 2.3 Regular and ongoing training for all school administration, staff and volunteers is provided and monitored.



PROCEDURE

Title: **STUDENT CONCUSSION
PROTOCOL**

Procedure No.: **4004a**
Effective Date: 2015 February 10

Department: Learning Support Services

Reference(s):

- Ministry of Education PPM No. 158 September 2019
- OPHEA – Ontario Physical and Health Education Association Safety Guidelines, 2019
- OPHEA concussion protocol <http://safety.ophea.net>
- Ontario Government web portal ontario.ca/page/rowans-law-concussion-awareness-resources#section-4

Overview

The Thames Valley District School Board is committed to helping all students succeed and lead safe, healthy, and active lives. As part of its commitment to student safety, injury prevention, and well-being, the Thames Valley District School Board supports concussion awareness, prevention, identification, management and tracking in schools through legislation, policy, and resources consistent with provincially approved concussion protocol.

Research demonstrates that a concussion can have a significant impact on an individual – cognitively, physically, emotionally, and/or socially. Most individuals with a concussion get better in one to four weeks, but, for some, the healing process may take longer.

The implementation of this procedure is an important step in creating safe and healthy learning environments. It also reinforces the knowledge, skills, and attitudes regarding injury prevention that are developed through expectations in various subjects and disciplines within the Ontario curriculum.

1.0 Definition

Concussion is the term for a clinical diagnosis that is made by a medical doctor or a nurse practitioner. The definition of concussion used in this procedure is the one provided by the *Ministry of Education, PPM No. 158*.

A concussion:

- is a brain injury that causes changes in the way in which the brain functions and that can lead to symptoms that can be physical (e.g., headache, dizziness), cognitive (e.g., difficulty in concentrating or remembering), emotional/behavioural (e.g., depression, irritability), and/or related to sleep (e.g., drowsiness, difficulty in falling asleep);
- may be caused either by a direct blow to the head, face, or neck or by 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 normally be seen by means of medical imaging tests, such as X-rays, standard computed tomography (CT) scans, or magnetic resonance imaging (MRI) scans.

2.0 Concussion Awareness Strategies

Schools will make approved government of Ontario and locally developed concussion resources available to staff, students, parent(s)/guardian(s) and appropriate community members. Annual concussion awareness events will be held on Rowan's Law Day on the last Wednesday in September. Ongoing support will be provided to integrate student learning about concussion within relevant curriculum.

3.0 Concussion Awareness Training

Schools will provide annual concussion training for relevant school staff about this procedure and the content of the approved concussion resources. On or before the last Wednesday in September, Rowan's Law day, staff will access, complete and confirm a review of the online materials provided by Learning Support Services. These online materials remain active and are to be accessed as new staff are on-boarded throughout the year.

4.0 Concussion Prevention Strategies

As with all aspects of student safety, schools shall take a preventative approach, using education as an important tool to prevent and minimize risk of injury. Schools will utilize a range of strategies for minimizing the risk of sustaining concussions (and other head injuries) in schools and at off-site school events, promoting a culture of “safety-mindedness” for all.

4.1 Concussion Codes of Conduct

Concussion Codes of Conduct have been established for several groups participating in board-sponsored interschool sports. Concussion codes of conduct will be made available through school and board websites and by request at school offices.

Principals will ensure confirmation at the beginning of each school year or prior to the start of each sport season, that the relevant concussion code of conduct was reviewed by the following individuals prior to participation in board-sponsored interschool sports:

- students participating in board-sponsored interschool sports;
- parent(s)/guardian(s) of students under 18 years of age who are participating in board-sponsored interschool sports;
- coaches participating in board-sponsored interschool sports;
- team trainers participating in board-sponsored interschool sports.

Schools are required to retain a record confirming review of concussion codes of conduct.

5.0 Identification of a Suspected Concussion

Thames Valley District School Board adheres to the OPHEA concussion protocols when identifying suspected concussions.

5.1 Identification

Only a doctor or a nurse practitioner can diagnose a concussion.

The role of school personnel is to *identify a suspected concussion*. If a student receives a 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, and as a result may have suffered a concussion, the student must be removed from participation. The individual (e.g., teacher/coach) responsible for that student must take immediate action. The individual may not defer to another adult or designate for follow up action, but must follow the process outlined in the [“Tool to Identify a Suspected Concussion”](#).

A copy of the completed [“Tool to Identify a Suspected Concussion”](#) and a copy of the [“Medical Concussion Assessment Form”](#) are to be provided to the

Student Concussion Protocol

parent(s)/guardian(s) in the event of a suspected concussion check, even if no immediate signs or symptoms are present.

A student who is suspected of having sustained a concussion, or the student's parent(s)/guardian(s), if the student is under 18 years of age, should be encouraged to provide confirmation that the student has undergone a medical assessment by a physician or nurse practitioner to support the student's return to learning.

A student who is suspected of having sustained a concussion, or the student's parent(s)/guardian(s), if the student is under 18 years of age, must provide confirmation that the student has undergone a medical assessment by a physician or nurse practitioner and has not been diagnosed with a concussion, along with confirmation that the student has been medically cleared, before the student can return to full participation in physical activity.

Once the parent(s)/guardian(s) has informed the school principal of the results of the medical concussion assessment, the school principal must

- Inform all school staff (e.g., classroom teachers, physical education teachers, intramural supervisors, coaches) and volunteers who work with the student of the diagnosis; and,
- File written documentation ("[Tool to Identify a Suspected Concussion](#)" and a copy of the "[Medical Concussion Assessment Form](#)") of the results of the medical assessment in the student's OSR.

In the event that a medical assessment results in a diagnosis of concussion, the student will follow the return to school plan.

6.0 Return to School Plan

Thames Valley District School Board adheres to the OPHEA concussion protocols when developing return to school plan.

The ultimate responsibility to ensure that the Return to School Plan is followed lies with the school principal. The principal or designated staff lead will coordinate and communicate with parent(s)/guardian(s) and relevant school staff the details of the Return to School Plan.

Schools need to provide support to any student who has been diagnosed with a concussion, whether on board or school site, or at home or in the community. For a student with a diagnosed concussion, schools must develop an individualized and gradual "return to school and/or return to physical activity" plan. There is no pre-set formula or timeline for individual student plans; as with any school response to a student medical/physical need, the Return to School Plan needs to be differentiated to reflect the individual nature of student injury/recovery process.

Student Concussion Protocol

The Return to School Plan is an individualized, five stage recovery process; the details of which are outline in the “[School Concussion Management Form](#)” and in the OPHEA Concussion Protocol.

Throughout the development and implementation of the Return the School Plan, the Principal or designated lead shall inform parent(s)/guardian(s) of the importance of sharing with the school any medical advice or recommendations received in relation to the student’s concussion diagnosis and their return to learning and physical activity. Parent(s)/guardian(s) are reminded of the importance of disclosing the concussion diagnosis to any relevant organizations with which the student is involved or registered (e.g., sport organizations).

7.0 Concussion Tracking

Tracking a student’s progress, from removal from an activity due to a suspected concussion, to the return, through graduated steps, to school and to physical activity will be accomplished utilizing the tracking forms outlined in the OPHEA Concussion Protocol listed below:

- [Tool to Identify a Suspected Concussion](#);
- [Medical Concussion Assessment Form](#);
- [Home Concussion Management Form](#) (Return to School Plan);
- [School Concussion Management Form](#) (Return to School Plan);
- [Medical Concussion Clearance Form](#).

Completed copies of the above forms are to be retained in the student’s OSR.

Tool to Identify a Suspected Concussion

This tool, completed by school staff, is used to identify the signs and/or symptoms of a suspected concussion, to respond appropriately and to communicate this information and follow-up requirements to parents/guardians. This tool may also be used for continued monitoring of the student. Complete the appropriate steps.

Student name: _____

Date: _____

Time of incident: _____ A.M. P.M.

Teacher/Coach: _____

Identification of Suspected Concussion: If after a jarring impact to the head, face or neck, or elsewhere on the body, an impulsive force is transmitted to the head (observed or reported), and the individual (for example, teacher/coach) responsible for that student suspects a concussion, the Steps within this tool must be taken immediately.

Step A: Red Flags Signs and Symptoms

Check for Red Flag sign(s) and/or symptom(s). If any one or more red flag sign(s) and/or symptom(s) are present, call 911, followed by a call to parents/guardians/emergency contact.

___ Neck pain or tenderness

___ Severe or increasing headache

___ Double vision

___ Vomiting

___ Increasingly restless, agitated, or combative

___ Deteriorating conscious state

___ Seizure or convulsion

___ Weakness or tingling/burning in arms or legs

___ Loss of consciousness

Step B: Other Signs and Symptoms

If Red Flag(s) are not identified, continue and complete the steps (as applicable) and Step E: Communication to Parent/Guardians.

Step B1: Other Concussion Signs

Check visual cues (what you see).

- ☐ Balance, gait difficulties, motor coordination, stumbling, slow laboured movements
- ☐ Blank or vacant look
- ☐ Disorientation or confusion, or an inability to respond appropriately to questions
- ☐ Facial injury after head trauma
- ☐ Lying motionless on the playing surface (no loss of consciousness)
- ☐ Slow to get up after a direct or indirect hit to the head

Step B2: Other Concussion Symptoms Reported (What the Student is Saying)

Check what students report feeling.

- | | | |
|---|--|---|
| <input type="checkbox"/> Balance problems | <input type="checkbox"/> Fatigue or low energy | <input type="checkbox"/> Nausea |
| <input type="checkbox"/> Blurred vision | <input type="checkbox"/> Feeling like "in a fog" | <input type="checkbox"/> Nervous or anxious |
| <input type="checkbox"/> Difficulty concentrating | <input type="checkbox"/> Feeling slowed down | <input type="checkbox"/> "Pressure in head" |
| <input type="checkbox"/> Difficulty remembering | <input type="checkbox"/> Headache | <input type="checkbox"/> Sadness |
| <input type="checkbox"/> Dizziness | <input type="checkbox"/> More emotional | <input type="checkbox"/> Sensitivity to light |
| <input type="checkbox"/> "Don't feel right" | <input type="checkbox"/> More irritable | <input type="checkbox"/> Sensitivity to noise |
| <input type="checkbox"/> Drowsiness | | |

If any sign(s) and/or symptom(s) worsen, call 911.

Step B3: Conduct Quick Memory Function Check

Questions may need to be modified for very young students, the situation/activity/sport and/or students receiving special education programs and services. Failure to answer any one of the questions correctly may indicate a concussion. Record student responses.

- | | |
|--|---------------|
| • Is it before or after lunch? | Answer: _____ |
| • What activity/sport/game are we playing now? | Answer: _____ |
| • What field are we playing on today? | Answer: _____ |
| • What is the name of your teacher/coach? | Answer: _____ |
| • What room are we in right now? | Answer: _____ |
| • What school do you go to? | Answer: _____ |

Step C: Where sign(s) observed and/or symptom(s) are reported, and/or if the student fails to answer any of the Quick Memory Function Check questions correctly

Actions Required:

- A concussion should be suspected
- The student must stop participation immediately 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;
 - drive a motor vehicle until cleared to do so by a medical doctor or a nurse practitioner;
 - take medications except for life-threatening medical conditions (for example, diabetes, asthma).

The teacher/coach informs parent/guardian that the student needs urgent medical assessment (as soon as possible that day) by a medical doctor or nurse practitioner. 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 a suspected concussion should undergo evaluation by one of these professionals. In rural or northern regions, a medical assessment may be completed by a nurse with pre-arranged access to a medical doctor or nurse practitioner.

The parents/guardians must be provided with a completed copy of this form and a copy of a **Medical Assessment Form**.

The teacher/coach informs the principal of incident.

Step D: If there are no signs observed, no symptoms reported, and the student answers all questions in the Quick Memory Function Check correctly but a possible concussion event was recognized by teacher/coach

Actions Required:

- The student must stop participation immediately and must not be allowed to return to play that day even if the student states that they are feeling better. Principals must be informed of the incident.
- The teacher/coach informs the parent/guardian of the incident and that the student attends school and requires continued monitoring for 24 hours as signs and/or symptoms can appear hours or days after the incident:
 - if any red flags emerge call 911 immediately
 - if any other sign(s) and/or symptoms emerge, the student needs an urgent medical assessment (as soon as possible that day) by a medical doctor or nurse practitioner.
 - the parent/guardian communicate the results of the medical assessment to the appropriate school personnel using a **Medical Assessment Form**.
 - if after 24 hours of monitoring no sign(s) and or symptom(s) have emerged, the parent/guardian communicate the results to the appropriate school official using the school's process and/or form. The student is permitted to resume physical activities. Medical clearance is not required.

Step E: Communication to Parent/Guardian

Summary of Suspected Concussion Check - Indicate appropriate results and follow-up requirements.

Your child/ward was checked for a suspected concussion (that is, Red Flags, Other Signs and Symptoms, Quick Memory Function Check) with the following results:

- ☐ Red Flag sign(s) were observed and/or symptoms reported and emergency medical services (EMS) called.
- ☐ Other concussion sign(s) were observed and/or symptom(s) reported and/or the student failed to correctly answer all the Quick Memory Function questions.
- ☐ No sign(s) or symptom(s) were reported and student correctly answered all of the questions in the Quick Memory Function Check but a possible concussion event was recognized. Student attends school, no physical activity, with continued monitoring at school and home for 24 hours. Continued monitoring is required (consult Step D).

Teacher/Coach/Intramural Supervisor signature (optional): _____

Forms for parents/guardians to accompany this tool:

- ☐ Medical Assessment Form

Parent/Guardian must communicate to principal/designate the results of 24 hour monitoring (using school process/form) period:

- ☐ Results of Medical Assessment
- ☐ No concussion sign(s) and/or symptom(s) were observed or reported after 24 hour monitoring period.

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For questions about this form, please contact your child's school.



Medical Concussion Assessment Form

The Medical Concussion Assessment Form is provided to a student that demonstrates or reports concussion signs and/or symptoms. For more information, consult the Tool to Identify a Suspected Concussion.

Student Name: _____ Date: _____

The student must be assessed as soon as possible by a medical doctor or nurse practitioner. In Canada, only medical doctors and nurse practitioners are qualified to provide a concussion diagnosis. In rural or northern regions, a nurse with a pre-arranged access to a medical doctor or nurse practitioner may be used to assess the suspected concussion. Prior to returning to school, the parents/guardians must inform the school principal of the results of the medical assessment.

Results of Medical Assessment

- ☐ My child/ward has been assessed and a concussion has not been diagnosed and therefore may resume full participation in learning and physical activity without any restrictions.
- ☐ My child/ward has been assessed and a concussion has been diagnosed and therefore, must begin a medically supervised, individualized, and gradual Return to School (RTS) and Return to Physical Activity (RTPA) Plan. *For more information, consult the Home Concussion Management Form (RTS and RTPA).*
- ☐ My child/ward has been assessed and a concussion has not been diagnosed but the assessment led to the following diagnosis and recommendations:

Medical doctor/nurse practitioner

Name: _____ Phone Number: _____

Parent/Guardian

Signature: _____ Date: _____

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For questions about this form, please contact your child's school.



School Concussion Management Form (Return to School Plan)

The Return to Learning (RTL) and Return to Physical Activity (RTPA) Plans have been developed in partnership with Parachute and are based on the most recent research and recommendations of the expert scientific community on concussion, that is the Canadian Guidelines on Concussion in Sport, July 2017 and the Berlin Consensus Statement on Concussion in Sport, October 2016. The School Concussion Management Form (Return to School Plan) is for parents/guardians and the school Collaborative Team to communicate and track a student's progress through the stages of the Return to Learning and Return to Physical Activity plans following completion of the Home Concussion Return to School Plan for Return to Learning and Return to Physical Activity. The RTL and RTPA plans are used with the Concussion Protocol.

This section includes:

- Background Information on the Concussion Recovery Process
- General Procedures for a School Concussion Management Form (Return to School Plan)
- Instructions for a School Concussion Management Form (Return to School Plan)
- School Concussion Management Form (Return to School Plan)

Background Information on the Concussion Recovery Process

A student with a diagnosed concussion needs to follow a Return to School Plan which includes an individualized and gradual Return to Learning (RTL) plan and Return to Physical Activity (RTPA) plan. In developing the Return to School Plan, the RTL process is designed 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 home, school (Collaborative Team) and sport organizations with which the student is involved and registered 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 RTL and RTPA plan. This first part occurs at home and prepares the student for the second part which occurs at school. The school part of the plan begins with:

- A meeting with the principal/designate to provide the parent(s)/guardian(s) information on:
 - the school part of the RTL and RTPA plan
 - the Collaborative Team participants and parent(s)/guardian(s) role on the team
 - A student assessment to determine possible strategies and/or approaches for student learning
- The home stages of the Return to School Plan for RTL and RTPA (Initial Rest to Stage 2 for RTL and Initial Rest to Stage 2b of RTPA) focuses on a student's progression through the home stages of the RTL and RTPA plan. It has been designed to provide direction for, and documentation of the stages of the RTL and RTPA plan.

General Procedures for a School Concussion Management Form (Return to School Plan)

Stages 3a to 4b of the Concussion Return to School Plan for Return to Learning (RTL) and stages 3 to 6 of the Concussion Return to School Plan for Return to Physical Activity (RTPA) focuses on a student's progression through the school stages of the Return to Learning (RTL) plan and Return to Physical Activity (RTPA) plan. It has been designed to provide direction for, and documentation of the stages of the RTL and RTPA Plan.

The school part of the plan begins with:

- A parent/guardian and principal/designate meeting (for example, in-person, phone conference, video conference, email) to provide information on:
 - The school part of the RTL and RTPA plan;
 - The Collaborative Team members and their role (for example, parent/guardian, student, principal/designate, team lead, teacher(s), medical doctor or nurse practitioner and/or appropriate licensed healthcare provider).
- A student conference to determine the individualized RTL plan and to identify:
 - the RTL learning strategies and/or approaches required by the student based on the post- concussion symptoms;
 - the best way to provide opportunities for the permissible activities

The general procedures for return to school are:

- Stages 3a to 4b of the Concussion Return to School Plan for Return to Learning (RTL) and Stages 3 to 6 of the Concussion Return to School Plan for Return to Physical Activity (RTPA) occur at school and where appropriate the RTPA part of the plan may occur at sport practices (for example, student is not enrolled in physical education)
- Inform parent/guardian/student of the importance to disclose a concussion diagnosis with any outside coach/sport organization(s) with which the student is involved or registered.
- Stages are not days – each stage must take a minimum of 24 hours and the length of time needed to complete each stage will vary based on the severity of the concussion and the student.
- Completion of the RTL and RTPA plans may take 1-4 weeks.
- 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 is tolerating an activity if their symptoms are not exacerbated (aggravated, intensified, made worse).
- While the RTL and RTPA stages are inter-related they are not interdependent. A student's progress through the stages of RTL is independent from their progression through the RTPA stages. However, students must have completed Stage 4a and 4b of RTL and Stage 4 of RTPA and have obtained Medical Clearance prior to beginning Stage 5 of RTPA.
- Until a student has successfully completed all stages in the RTL 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 on-contact interschool activities; or
 - participation in practice for a contact sport.
- A student that has no symptoms when they return to school, must progress through all the RTL stages and RTPA stages and remain symptom free for a minimum of 24 hours in each stage prior to moving to the next stage.
- The plan does not replace medical advice.
- During all stages of RTP 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.
- 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 RTL and RTPA if symptoms worsen over time, follow school (collaborative team procedures) for contacting parents/guardians to inform them that the student needs a follow-up medical assessment.
- Progression through the plan is individual, timelines and activities may vary.
- Upon completion of the RTL and RTPA plans, this form is returned to the principal/designate for filing as per school board's procedures.

Instructions for the School Concussion Management Form (Return to School Plan)

At each stage, the School Concussion Management Form (Return to School Plan) for Return to Learning (RTL) and Return to Physical Activity (RTPA) (hard copy/electronic) will go back and forth between the school and home.

- Review the activities (permitted and not permitted) at each stage prior to beginning the plan.
- The school (for example, teacher, collaborative team lead) provides appropriate activities and records student's progress by checking, dating, initialling completion of each stage and communicating information (form) to parent/guardian.
- Within each stage, the parent/guardian completes, checks, dates and signs the student's tolerance to those activities (that is, no returning, new or worsening symptoms) giving permission for the student to progress to the next stage and returns completed form to school.

School Concussion Management Form (Return to School Plan)

The Return to Learning (RTL) and Return to Physical Activity (RTPA) Plans have been developed in partnership with Parachute and are based on the most recent research and recommendations of the expert scientific community on concussion, that is the Canadian Guidelines on Concussion in Sport, July 2017 and the Berlin Consensus Statement on Concussion in Sport, October 2016. The RTL and RTPA plans are inter-related however, they are not interdependent. A student's progress through the stages of RTL is independent from their progression through the RTPA stages. Different students will progress at different rates. Before using the School Concussion Management Form (Return to School Plan), consult the General Procedures and the Instructions for the School Concussion Management Form (Return to School Plan). The School Concussion Management Form (Return to School Plan) derives from stages 3a to 4b of the Concussion Return to School Plan for Return to Learning and the stages of 3 to 6 of the Concussion Return to School Plan for Return to Physical Activity.

Student Name: _____ Date: _____

Return to Learning (RTL)

Stage 3a

- The student begins with an initial time at school of 2 hours.
- The individual RTL 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.
 - Activities permitted if tolerated by student:
- Activities from previous stage (consult the Concussion Return to School Plan for Return to Learning and the Concussion Return to School Plan for Return to Physical Activity.)
- 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
 - Activities that are not permitted at this stage:
 - Tests/exams/homework
 - Music class
 - Assemblies
 - Field trips

School Responsibility

- ☐ The student has demonstrated they can tolerate up to a half day of cognitive activity.
- ☐ The School Concussion Management Form (Return to School Plan) is sent home to parents/guardians.

School Initial (for example, collaborative team lead/designate): _____ Date: _____

Home Responsibility

- ☐ The student has not exhibited or reported a return of symptoms, new symptoms, or worsening symptoms.
- ☐ The student has exhibited or reported a return of symptoms, or new symptoms, and must return to the previous stage for a minimum of 24 hours.
- ☐ The student has exhibited or reported a worsening of symptoms and must return to medical doctor or nurse practitioner.
- ☐ The School Concussion Management Form (Return to School Plan) is sent back to school.

Parent/Guardian Signature: _____ Date: _____

Comments: _____

Stage 3b

- The student continues attending school half time with gradual increase in school attendance time, increased school work and a decrease in the adaptation of learning strategies and/or approaches.
 - Activities permitted if tolerated by student:
 - Activities from previous stage
 - School work for 4-5 hours per day, in smaller chunks (for example, 2-4 days of school/week)
 - Homework – up to 30 minutes per day
 - Decrease adaptation of learning strategies and/or approaches
 - Classroom testing with accommodations
 - Activities that are not permitted at this stage:
 - Standardized tests/exams

School Responsibility

- ☐ The student has demonstrated they can tolerate up to 4-5 hours of the cognitive activities listed.
- ☐ The School Concussion Management Form (Return to School Plan) is sent home to parent/guardian.

School Initial (for example, collaborative team lead/designate): _____ **Date:** _____

Home Responsibility

- ☐ The student has not exhibited or reported a return of symptoms, new symptoms, or worsening symptoms.
- ☐ The student has exhibited or reported a return of symptoms, or new symptoms, and must return to the previous stage for a minimum of 24 hours.
- ☐ The student has exhibited or reported a worsening of symptoms and must return to medical doctor or nurse practitioner.
- ☐ The School Concussion Management Form (Return to School Plan) is sent back to school.

Parent/Guardian Signature: _____ **Date:** _____

Comments: _____

Stage 4a

- Full day school, minimal adaptation or learning strategies and/or approaches
- Nearly normal workload.
 - Activities permitted if tolerated by student:
 - Activities from previous stage
 - Nearly normal cognitive activities
 - Routine school work as tolerated
 - Minimal adaptation of learning strategies and/or approaches (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 (for example, supports, such as more time)
 - Activities that are permitted at this stage:
 - Standardized tests/exams

School Responsibility

- ☐ The student has demonstrated they can tolerate a full day of school and a nearly normal workload with minimal adaptation of learning strategies and/or approaches.
- ☐ The School Concussion Management Form (Return to School Plan) is sent home to parent/guardian.

School Initial (for example, collaborative team lead/designate): _____ Date: _____

Home Responsibility

- ☐ The student has not exhibited or reported a return of symptoms, new symptoms, or worsening symptoms.
- ☐ The student has exhibited or reported a return of symptoms, or new symptoms, and must return to the previous stage for a minimum of 24 hours.
- ☐ The student has exhibited or reported a worsening of symptoms and must return to medical doctor or nurse practitioner.
- ☐ The School Concussion Management Form (Return to School Plan) is sent back to school.

Parent/Guardian Signature: _____ Date: _____

Comments: _____

Stage 4b

- At school: full day, without adaptation of learning strategies and/or approaches
 - Activities permitted if tolerated by student:
 - 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, for example, debating club, drama club, chess club)

School Responsibility

- ☐ The student has demonstrated they can tolerate a full day of school without adaptation of learning strategies and/or approaches.
- ☐ The School Concussion Management Form (Return to School Plan) is sent home to parent/guardian.

School Initial (for example, collaborative team lead/designate): _____ Date: _____

Home Responsibility

- ☐ The student has not exhibited or reported a return of symptoms, new symptoms, or worsening symptoms.
- ☐ The student has exhibited or reported a return of symptoms, or new symptoms, and must return to the previous stage for a minimum of 24 hours.
- ☐ The student has exhibited or reported a worsening of symptoms and must return to medical doctor or nurse practitioner.

Parent/Guardian Signature: _____ Date: _____

Comments: _____

Return to Physical Activity (RTPA)

Stage 3

- Simple locomotor activities/sport-specific exercise to add movement
 - Activities permitted if tolerated by student:
 - Activities from previous stage (20-30 minutes walking/stationary cycling/elliptical/recreational dancing at a moderate pace)
 - Simple individual drills (for example, 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 (for example, walking)
 - Activities that are not permitted at this stage:
 - Full participation in physical education or Daily Physical Activity, participation in intramurals
 - Full participation in interschool practices
 - Interschool competitions
 - Resistance or weight training
 - Body contact or head impact activities (for example, heading a soccer ball)
 - Jarring motions (for example, high speed stops, hitting a baseball with a bat)

School Responsibility

- ☐ The student has demonstrated they can tolerate simple individual drills/sport specific drills as listed in permitted activities.
- ☐ The School Concussion Management Form (Return to School Plan) is sent home to parent/guardian.

School Initial (for example, collaborative team lead/designate): _____ Date: _____

Home Responsibility

- ☐ The student has not exhibited or reported a return of symptoms, new symptoms, or worsening symptoms.
- ☐ The student has exhibited or reported a return of symptoms, or new symptoms, and must return to the previous stage for a minimum of 24 hours.
- ☐ The student has exhibited or reported a worsening of symptoms and must return to medical doctor or nurse practitioner.
- ☐ The School Concussion Management Form (Return to School Plan) is sent back to school.

Parent/Guardian Signature: _____ Date: _____

Comments: _____

Stage 4

- Progressively increase physical activity. Non-contact training drills to add coordination and increased thinking.
 - Activities permitted if tolerated by student:
 - Activities from previous stage
 - More complex training drills (for example, passing drills in soccer and hockey)
 - Physical activity with no body contact (for example, dance, badminton)
 - Participation in practices for non-contact interschool sports (no contact)
 - Progressive resistance training may be started
 - Recess – physical activity running/games with no body contact, Daily Physical Activity

- Activities that are not permitted at this stage:
 - Full participation in physical education
 - Participation in intramurals
 - Body contact or head impact activities (for example, heading a soccer ball)
 - Participation in interschool contact sport practices, or interschool games/competitions (non-contact and contact)

School Responsibility

- ☐ The student has completed the activities in Stage 4 as applicable.
- ☐ The School Concussion Management Form (Return to School Plan) is sent home to parent/guardian.
- ☐ A Concussion Medical Clearance Form is sent home to parent/guardian.

School Initial (for example, collaborative team lead/designate): _____ **Date:** _____

Home Responsibility

- ☐ The student has not exhibited or reported a return of symptoms, new symptoms, or worsening symptoms.
- ☐ The student has exhibited or reported a return of symptoms, or new symptoms, and must return to the previous stage for a minimum of 24 hours.
- ☐ The student has exhibited or reported a worsening of symptoms and must return to medical doctor or nurse practitioner.
- ☐ The School Concussion Management Form (Return to School Plan) is sent back to school.

Parent/Guardian Signature: _____ **Date:** _____

Comments: _____

- Before progressing to Stage 5, the student must:
 - have completed Stage 4a and 4b of RTL (full day at school without adaptation of learning strategies and/or approaches)
 - have completed Stage 4 of RTPA and be symptom-free; and
 - obtain a signed medical clearance from a medical doctor or nurse practitioner.
- Please Note: Premature return to contact sports (full practice and game play) may cause a significant setback in recovery

Stage 5

- Following medical clearance, full participation in all non-contact physical activities (that is, non-intentional body contact) and full contact training/practice in contact sports.
 - Activities permitted if tolerated by student:
 - Physical Education
 - Intramural programs
 - Full contact training/practice in contact interschool sports
 - Activities that are not permitted at this stage
 - Competition (for example, games, meets, events) that involves body contact

School Responsibility

- ☐ The student has completed the applicable physical activities in Stage 5.
- ☐ The School Concussion Management Form (Return to School Plan) is sent home to parent/guardian.

School Initial (for example, collaborative team lead/designate): _____ **Date:** _____

Home Responsibility

- ☐ The student has not exhibited or reported a return of symptoms, new symptoms.
- ☐ The student has exhibited or reported a return of symptoms or new symptoms and must return to medical doctor or nurse practitioner for a Medical Clearance reassessment.
- ☐ The School Concussion Management Form (Return to School Plan) is sent back to school.

Parent/Guardian Signature: _____ **Date:** _____

Comments: _____

Stage 6

- Unrestricted return to contact sports. Full participation in contact sport games/competitions.

School Responsibility

- ☐ The student has successfully completed full participation in contact sports.
- ☐ The School Concussion Management Form (Return to School Plan) is sent home to parent/guardian.

School Initial (for example, collaborative team lead/designate): _____ **Date:** _____

Home Responsibility

- ☐ The student has not exhibited or reported a return of symptoms or new symptoms.
- ☐ The student has exhibited or reported a return of symptoms or new symptoms and must return to medical doctor or nurse practitioner for a Medical Clearance reassessment.
- ☐ The School Concussion Management Form (Return to School Plan) is sent back to school for documentation purposes.

Parent/Guardian Signature: _____ **Date:** _____

Comments: _____

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For questions about this form, please contact your child's school.



Medical Concussion Clearance Form

The Medical Concussion Clearance Form is for students who have completed Stage 4b of the Concussion Management Plan for Return to School (RTS) and Stage 4 of the Concussion Management Plan for Return to Physical Activity (RTPA). The student must be medically cleared by a medical doctor/nurse practitioner prior to moving on to full participation in non-contact physical activities and full contact practices (RTPA Stage 5).

Student Name: _____ Date: _____

I have examined this student and confirm they are medically cleared to participate in the following activities:

- Full participation in Physical Education classes
- Full participation in Intramural physical activities (non-contact)
- Full participation in non-contact Interschool Sports (practices and competition)
- Full-contact training/practice in contact Interschool Sports

Other Comments:

Medical Doctor/Nurse Practitioner

In rural or northern regions, the Medical Clearance Form may be completed by a nurse with pre-arranged access to a medical doctor or nurse practitioner. Forms completed by other licensed healthcare professionals should not be otherwise accepted.

Name: _____

Signature: _____

Date: _____

A student who has received Medical Clearance and has a recurrence of symptoms or new symptoms appear, must immediately remove themselves from play, inform their parent/guardian/teacher/coach, and return to medical doctor or nurse practitioner for Medical Clearance reassessment before returning to physical activity.

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For questions about this form, please contact your child's school.



Concussion Code of Conduct for Interschool Sports (Coach/Team Trainer)

As a coach/team trainer at _____ for the 20__ - 20__ school year, I am committed to:
(school)

Maintaining a safe learning environment

- I will review and adhere to the School Board's safety standards for physical activity and concussion protocol, as they apply to my sport prior to taking on the responsibility as coach/team trainer
- I will check the facilities and equipment take necessary precautions and bring potential hazards to the attention of the students.
- I will provide and maintain a safe learning environment for my students and uphold a culture of safety-mindedness.
- I will inform students and their parent/guardian (for students under the age of 18) about the risks of a concussion or other potential injuries associated with the sport and ways to minimize those risks.

Fair play and respect for all

- I will demonstrate a commitment to fair play and will respect my students, opponents, officials, and spectators.
- I will not pressure a student to participate in practices or games/competitions if they are injured.

Teaching/learning the rules of a physical activity, including the strict enforcement of consequences for prohibited play that is considered high-risk for causing concussions

- I will teach students the rules of the sport and will provide instructions about prohibited play.
- I will strictly enforce, during practice and competition, the consequences for prohibited play.
- I will accept and respect the decisions of officials and the consequences for any prohibited play.

Implementing the skills and strategies of an activity in a proper progression

- I will instruct students in training and practices using the proper progression of skills and strategies of the sport.
- I will encourage students to ask questions and seek clarity regarding skills and strategies they of which they are unsure.

Providing opportunities to discuss potential issues related to concussions

- I will provide opportunities by creating an environment for student discussions/conversations related to suspected and diagnosed concussions, including signs and symptoms, questions, and safety concerns, throughout the day, including before and after practice and competition.

Concussion recognition and reporting

- I have read and am familiar with an approved Concussion Awareness Resource identified by the school board.
(<https://www.tvdsb.ca/en/our-board/concussion-resources.aspx>)
- I will emphasize the seriousness of a concussion to my students along with outlining the signs and symptoms of a concussion.
- I will provide instruction to students about the importance of removing themselves from the sport and reporting to a coach/team trainer or caring adult if they have signs or symptoms of a concussion.
- I will provide instruction to students about the importance of informing the coach/caring adult when they suspect a teammate may have a concussion.
- I will immediately remove from play, for assessment, any student who receives a jarring/significant impact to the head, face, neck, or elsewhere on the body and adhere to the School Board's concussion protocol prior to allowing return to physical activity.

Acknowledging the importance of communication between the student, parent, school staff, and any sport organization with which the student has registered

- I will support and adhere to a process for communication to take place between myself and the student, parent/guardian, and relevant school staff.
- I will promote the importance of communication about a suspected or diagnosed concussion between the student, parent/guardian, and all sport organizations with which the student has registered.

Supporting the implementation of a Return to School Plan for students with a concussion diagnosis

- I will support the implementation of the Return to School Plan for students with a diagnosed concussion.

Prioritizing a student's return to learning as part of the Return to School Plan

- I understand the need to prioritize a student's return to learning as part of the Return to School Plan.
- I will follow the Return to School Plan and make sure a student diagnosed with a concussion does not return to training, practice, or competition until permitted to do so in accordance with the Return to School Plan.

I, _____, have read and understand this code of conduct.

Signature: _____

Date: _____

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For questions about this form, please contact the school.



(This document will be retained for one (1) year.)

Concussion Code of Conduct for Interschool Sports (Officials)

As an official with _____ for the 20__ - 20__ school year, I am committed to:
(school board)

Maintaining a safe learning environment

- I will review and adhere to the School Board's safety standards for physical activity and concussion protocol, as they apply to my sport prior to taking on the responsibility as an official.

Fair play and respect for all

- I will demonstrate a commitment to fair play and will respect athletes, coaches/trainers, and spectators.

Concussion recognition and reporting

- I have read and am familiar with the approved Concussion Awareness Resource identified by the school board.
(<https://www.tvdsb.ca/en/our-board/concussion-resources.aspx>)
- I understand the Concussion Awareness Resource identified by the school board must be reviewed once a year.

I, _____, have read and understand this code of conduct.

Signature: _____

Date: _____

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For questions about this form, please contact the school.



Concussion Code of Conduct for Interschool Sports (Parent/Guardian)

As a parent/guardian of _____ at _____ for the 20__ - 20__ school year, I am committed to:
(student name) (school)

Maintaining a safe learning environment

- I will encourage my child to bring potential issues related to the safety of equipment and the facilities to the attention of the coach.
- I will ensure the protective equipment that we provide is properly fitted as per the manufacturer's guidelines, in good working order, and suitable for personal use.

Fair play and respect for all

- I will follow the school board's fair play policy and will support it by demonstrating respect for all students, coaches, officials, and spectators.
- I will encourage my child to demonstrate respect for teammates, opponents, officials, and spectators and to follow the rules of the sport and practice fair play.
- I will not pressure my child to participate in practices or games/competitions if they are injured.

Teaching/learning the rules of a physical activity, including the strict enforcement of consequences for prohibited play that is considered high-risk for causing concussions

- I will encourage my child to learn and follow the rules of the sport and follow the coach's instructions about prohibited play.
- I will support the coach's enforcement of consequences during practices and competition regarding prohibited play.
- I will respect the decisions of officials and the consequences for my child for any prohibited play.

Implementing the skills and strategies of an activity in a proper progression

- I will encourage my child to follow their coach's instructions about the proper progression of skills and strategies of the sport.
- I will encourage my child to ask questions and seek clarity regarding skills and strategies they are unsure of.

Providing opportunities to discuss potential issues related to concussions

- I will encourage my child to participate in discussions/conversations related to concussions, including signs and symptoms, with the coach or caring adult.
- I will encourage my child to talk to their coach/caring adult if they have any concerns about a suspected or diagnosed concussion or about their safety in general.

Concussion recognition and reporting

- I have read and am familiar with an approved Concussion Awareness Resource identified by the school board (<https://www.tvdsb.ca/en/our-board/concussion-resources.aspx>)
- I understand that if my child receives a jarring impact to the head, face, neck, or elsewhere on the body that is observed by or reported to the coach my child will be removed immediately from the sport, and:
 - I am aware that if my child has signs or symptoms of a suspected concussion they should be taken to a medical doctor or nurse practitioner for a diagnosis as soon as reasonably possible that day and I will report any results to appropriate school staff.
 - I am aware that not all signs and symptoms emerge immediately and there are times when signs and symptoms emerge hours or days after the incident and in these cases my child must stop all physical activities and be monitored at home and at school for the next 24 hours.



- If no signs or symptoms emerge after 24 hours, I will inform the appropriate school staff and I understand my child will be permitted to resume participation.
- If signs or symptoms emerge, I will have my child assessed by a medical doctor or nurse practitioner as soon as reasonably appropriate that day and will report the results to appropriate school staff.
- I will inform the school principal, coach and/or other relevant school staff when my child experiences signs or symptoms of a concussion, including when the suspected concussion occurs during participation in a sport outside of the school setting.
- I will inform the school principal, coach and/or other relevant school staff any time my child is diagnosed with a concussion by a medical doctor or nurse practitioner.
- I will encourage my child to remove themselves from the sport and report to a coach or caring adult if they have signs or symptoms of a suspected concussion.
- I will encourage my child to inform the coach or caring adult when they suspect a teammate may have sustained a concussion.

Acknowledging the importance of communication between the student, parent, school staff, and any sport organization with which the student has registered

- I will share with the coach, school staff, and/or staff supervisor of all sport organizations with which my child has registered if/when my child has experienced a suspected or diagnosed concussion or general safety issues.

Supporting the implementation of a Return to School Plan for students with a concussion diagnosis

- I understand that if my child has a suspected or diagnosed concussion, they will not return to full participation, including practice or competition, until permitted to do so in accordance with the School Board's Return to School Plan.
- I will ensure my child receives a Medical Clearance as required by the Return to School Plan, prior to returning to full participation in "non-contact sports" or returning to a practice that includes full contact in "contact sports".

Prioritizing a student's return to learning as part of the Return to School Plan

- I will follow the recovery stages and learning strategies proposed by the collaborative team for my child as part of the Return to School Plan.

I, _____, have read and understand this code of conduct.

Signature: _____

Date: _____

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For questions about this form, please contact your child's school.



Concussion Code of Conduct for Interschool Sports (Students)

As a student at _____ for the 20__ - 20__ school year, I am committed to:
(school)

Maintaining a safe learning environment

- I will bring any potential issues related to the safety of equipment and facilities to the attention of the coach.
- I will wear the protective equipment for my sport and wear it properly.

Fair play and respect for all

- I will show respect for my teammates, opponents, officials, spectators, and practice fair play.
- I will not pressure injured teammates to participate in practices or games/competitions.

Teaching/learning the rules of a physical activity, including the strict enforcement of consequences for prohibited play that is considered high-risk for causing concussions

- I will learn and follow the rules of the sport and follow the coach's instructions prohibiting behaviours that are considered high-risk for causing concussions.
- I will respect and accept that the coach will strictly enforce, during practice and competition, the consequences for dangerous behaviour.
- I will respect and accept the decisions of the officials and the consequences for any behaviours that are considered high-risk for causing concussion.

Implementing the skills and strategies of an activity in a proper progression

- I will follow my coach's instructions about the proper progression of skills and strategies of the sport.
- I will ask questions and seek clarity for any skills and strategies of which I am unsure.

Providing opportunities to discuss potential issues related to concussions

- I will talk to my coach or caring adult if I have questions or issues about a suspected or diagnosed concussion or about my safety in general.

Concussion recognition and reporting

- I have read and am familiar with an approved Concussion Awareness Resources provided by my coach (<https://www.tvdsb.ca/en/our-board/concussion-resources.aspx>)
- I will remove myself immediately from any sport and will tell the coach or caring adult if I think I might have a concussion.
- I will tell the coach or caring adult immediately when I think a teammate might have a concussion.
- I understand that if I receive a jarring impact to the head, face, neck, or elsewhere on my body that is observed by or reported to the coach, that I will be removed immediately from the sport, and:
 - I am aware that when I have signs or symptoms I should go to a medical doctor or nurse practitioner to be diagnosis as soon as reasonably possible that day, and will report the results to appropriate school staff.
 - I am aware that not all signs and symptoms emerge immediately and there are times when signs and symptoms emerge hours or days after the incident and I must stop physical activities and be monitored for the next 24 hours.
- If no signs or symptoms appear after 24 hours, I will inform the appropriate school staff and I can then be allowed to participate.
- If signs or symptoms begin, I will be assessed by a medical doctor or nurse practitioner as soon as reasonably possible that day and will report the results to appropriate school staff.



Acknowledging the importance of communication between the student, parent, school staff, and any sport organization with which the student has registered

- I will communicate with my coaches, parent/guardian, and school staff and any sport organization with which I am registered about a suspected or diagnosed concussion or general safety issues.

Supporting the implementation of a Return to School Plan for students with a concussion diagnosis

- I understand that I will have to follow the Return to School Plan if diagnosed with a concussion.
- I understand I will not be able to return to full participation, including practice or competition until permitted to do so in accordance with the School Board's Return to School Plan.
- I understand that I will need a Medical Clearance as required by the Return to School Plan, prior to returning to full participation in "non-contact sports" or returning to a practice that includes full contact in "contact sports".

Prioritizing a student's return to learning as part of the Return to School Plan

- I will follow the recovery stages and learning strategies proposed by the collaborative team for my Return to School Plan.

I, _____, have read and understand this code of conduct.

Signature: _____

Date: _____

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For questions about this form, please contact your child's school.





POLICY

Title: **EXCLUSION OF A STUDENT**

Policy No.: 4022

Effective Date: 2020 December 15

Department: Learning Support Services: Special Education

Reference(s):

- *Ministry of Education Violence Free Schools Policy 1994 Education Act*, RSO 1990 c E.2, s. 265(1)(m) and s. 305, as amended. *O. Reg. 474/00: Access to School Premises.*;
- *Occupational Health and Safety Act*, RSO 1990 c O.1, as amended;
- *Trespass to Property Act*, RSO 1990 c T.21, as amended;
- *Ministry of Education Policy/Program Memorandum No. 145: Progressive Discipline and Promoting Positive Student Behaviour* (December 5, 2012).

It is the policy of the Thames Valley District School Board (TVDSB) that we foster and maintain learning environments that are safe for students, staff, parents, and guardians. Our schools welcome all students to their home school and have the expressed goal of meeting each student's educational and developmental needs through the use of a wide variety of available resources in the TVDSB.

Section 265(1)(m) of the *Education Act*, confirms that it is the duty of the Principal to, "*refuse to admit to a school or classroom a person whose presence would, in the Principal's judgment, be detrimental to the physical or mental well-being of the pupils*". Principals may, as a last resort, temporarily exclude a student from attending a classroom, school, or a school related event where, in their judgment, the safety and well-being of pupils is in jeopardy. An exclusion is subject to appeal to the school board.

An exclusion by a Principal shall not be used to discipline students, but rather is a measure to ensure the safety of students in the school during a defined period.

The decision to exclude a student cannot be used in lieu of a consequence such as a suspension or an expulsion.

Administered By: Learning Support Services

Date:



PROCEDURE

Title: **Exclusion of a Student**

Procedure No: 4022a

Effective Date: 2020 November 16

Department: **Learning Support Services- Special Education**

Reference(s):

- *Ministry of Education Violence Free Schools Policy 1994*
- *Education Act, RSO 1990 c E.2, s. 265(1)(m) and s. 305, as amended*
- *O. Reg. 474/00: Access to School Premises*
- *Occupational Health and Safety Act, RSO 1990 c O.1, as amended*
- *Trespass to Property Act, RSO 1990 c T.21, as amended*
- *Ministry of Education Policy/Program Memorandum No. 145: Progressive Discipline and Promoting Positive Student Behaviour (December 5, 2012)*
- TVDSB Policy Exclusion of a Student

1.0 Overview

The Thames Valley District School Board (TVDSB) is committed to fostering and maintaining learning environments that are safe for students, staff, and parents / guardians. Our schools welcome all students to their home school and have the expressed goal of meeting each student's educational and developmental needs through the use of a wide variety of available resources in the TVDSB.

2.0 Duty of the Principal

Section 265(1)(m) of the Education Act confirms that it is the duty of a Principal to, "*refuse to admit to a school or classroom a person whose presence would, in the Principal's judgment, be detrimental to the physical or mental well-being of the pupils*". That duty can result in the decision to exclude a student from a classroom or the school and school-related activities. This decision is subject to appeal to the school board.

The temporary exclusion of a student from the school or a classroom is considered to be a serious matter and is intended to be a short-term measure taken only when all other reasonable efforts to manage the behaviour(s) have been exhausted.

The decision to exclude a student cannot be disciplinary in nature and cannot be used in lieu of a consequence such as a suspension or an expulsion.

3.0 Before Rendering a Decision to Exclude

It is the responsibility of the Principal to, in advance of making a decision to exclude a student from a classroom or the school and school-related activities, seek approval from the Superintendent of Student Achievement responsible for the student's school and the Superintendent of Student Achievement (Special Education). The approval process shall include a full discussion of the incident(s) that precipitated the principal

contemplating the exclusion and any relevant history regarding the student (progressive discipline, safety plans, a review of Program Development Team (PDT) minutes, et cetera).

4.0 Once a Decision to Exclude Has Been Reached

After a decision to temporarily exclude a student for a short period of time has been agreed upon by the abovementioned parties, the Principal may impose an exclusion pursuant to TVDSB Policy 4022a.

It is the responsibility of the Principal to inform the excluded person and / or parent(s)/guardian(s) verbally and in writing of the exclusion. The Principal shall send, by registered mail, a copy of the original letter of exclusion. (See Appendix A). The original copy of the letter shall be placed in the student's Ontario Student Record (OSR). This letter shall include measures that will need to be in place in order for a safe re-entry to school or the classroom (See Appendix B).

5.0 Enrolment Registers

Pupils excluded under clause 265(1)(m) of the Education Act are not to be demitted from the enrolment register as the school board is actively working to reintegrate the pupil back to the education system.

During the exclusion period, the pupil's absence is recorded with a "G" on the Daily Attendance Record. An excluded student can remain on the enrolment register until the end of the current school year, as it is expected that the school board is actively working to reintegrate the pupil back to the education system.

6.0 Provision of Schoolwork

In conjunction with the teacher(s), the Principal must arrange to have schoolwork prepared and provided to the student for the duration of the exclusion. Principals need to recognize that an excluded student may not be available for learning and/or the completion of schoolwork during the period of exclusion. This needs to be discussed with the parent(s) / guardians(s) at the onset of the exclusion, as well as throughout the duration of the time that the student is absent from the school or the classroom.

7.0 Re-Entry Meeting

Once the terms for re-entry, as stipulated in the Principal's letter of exclusion, have been met, the Principal shall, verbally and in writing, invite the parent(s)/guardian(s) of the student to a re-entry meeting (See Appendix C). The original copy of the letter shall be placed in the student's Ontario Student Record (OSR). This meeting must occur in advance of the student returning to class/school. If the parent(s)/guardian(s) cannot attend the meeting, reasonable efforts must be made to reschedule the meeting at a mutually convenient time. If a timely rescheduling of the meeting is not possible, alternative arrangements to discuss the student's re-

entry must be made so that the student may return to class/school in a timely manner.

8.0 **Appeal of an Exclusion**

- 8.1 The student's parent(s)/guardian(s), the student who is eighteen (18) years old or older, or the student who is sixteen (16) or seventeen (17) years old and has withdrawn from parental control (hereafter referred to as the "*Appellant*"), may appeal an exclusion. All exclusion appeals will be received by the Director of Education.
- 8.2 The Director of Education may choose to delegate their oversight of the appeal process to a designate.
- 8.3 The Appellant must give written notice to the Director of Education of their intention to appeal within ten (10) school days of the commencement of the exclusion (hereafter referred to as the "*Notice of Appeal*"). The Notice of Appeal shall include the grounds and facts upon which the Appellant relies in support of the appeal.
- 8.4 A Notice of Appeal of an exclusion does not create a stay of the exclusion.
- 8.5 Upon receipt of a Notice of Appeal, the Director of Education or Designate will:
 - 8.5.1 Advise the Principal, the Superintendent of Student Achievement (Special Education), and the Superintendent of Student Achievement responsible for the school, of the receipt of a Notice of Appeal;
 - 8.5.2 Provide a copy of the Notice of Appeal to the Principal, the Superintendent of Student Achievement (Special Education), and the Superintendent of Student Achievement responsible for the school;
 - 8.5.3 Acknowledge receipt of the Appellant's Notice of Appeal; and
 - 8.5.4 Direct the Superintendent of Student Achievement responsible for the school to convene a facilitation meeting between the Appellant and the Principal with a view of resolving the appeal.
- 8.6 In the absence of a resolution, the Director of Education or designate shall commence the Exclusion Appeal process to review the exclusion as soon as reasonably possible, but no longer than fifteen (15) school days from the date of receiving the Notice of Appeal. The Director of Education or designate and the Appellant may extend the above timeline by mutual agreement.
- 8.7 To initiate the Exclusion Appeal process, the Director of Education or designate shall:
 - 8.7.1 Establish an Exclusion Appeal Committee (hereafter referred to as "*the Committee*"). The Director of Education or designate shall be the Chair of the Committee and will ensure the additional

- participation of one (1) System Principal, and one (1) Superintendent of Student Achievement (not responsible for the student's school);
- 8.7.2 Coordinate the preparation of a written report for the Committee; This report shall set out the following:
- i. A rationale for the exclusion, as prepared by the Principal (See Appendix D;
 - ii. A copy of the original Exclusion Letter issued by the Principal;
 - iii. A copy of the Notice of Appeal of the exclusion;
 - iv. A copy of the Superintendent of School's report regarding the facilitation meeting (as stipulated in Section 8.5.4 of this Procedure); and
 - v. Any other relevant document.
- 8.7.3 Establish a hearing date and time within the timeline stipulated in Section 8.6 of this Procedure;
- 8.7.4 Coordinate the Committee's agenda for the Exclusion Appeal hearing; and
- 8.7.5 Inform the Appellant of the date and time of the Exclusion Appeal hearing, and provide the Appellant with guidance to the procedure for the Appeal, as well as a copy of all the documentation submitted to the Committee.
- 8.8 The following individuals (hereafter referred to as the "the Party" or "the Parties") shall be invited by the Director of Education, or designate to attend and/or present evidence at the Exclusion Appeal hearing:
- 8.8.1 The Principal;
 - 8.8.2 The Superintendent of Student Achievement with responsibilities for the student's school;
 - 8.8.3 The Superintendent of Student Achievement (Special Education);
 - 8.8.4 The Appellant; and
 - 8.8.5 In the event that the Appellant determines that they will be represented by legal counsel, an advocate, or support person, the Director of Education may also invite the TVDSB's General Counsel.
- 8.9 The Appellant shall provide written submissions and any additional supporting documents to the Director of Education at least forty-eight (48) hours prior to the Exclusion Appeal hearing date. Documents not received within the mandatory timeline shall not be considered by the Committee.
- 8.10 Exclusion Appeal Committee hearing:
- 8.10.1 Appeals will be heard orally, in camera, by the Committee;
 - 8.10.2 The Appellant may be represented by legal counsel, an advocate, or support person during the meeting. The cost of retaining a

representative will be at the Appellant's own expense;

Should the Appellant be represented by legal counsel, the TVDSB's General Counsel will attend the hearing representing the School Board.

- 8.10.3 The Committee, at its own discretion, may be assisted by staff from the District's Corporate Services Department to act as a resource to the Committee;
- 8.10.4 The Parties shall not be entitled to present witnesses before the Committee and there shall be no cross-examination;
- 8.10.5 The Principal and/or the Superintendent of Student Achievement responsible for the school will proceed first by making oral representations in support of the decision to issue the exclusion;
- 8.10.6 The Superintendent of Student Achievement (Special Education) shall make oral representations of the facts surrounding the Special Education Department's involvement with the student. This may include, but is not limited to, the involvement of staff from Thames Valley DSB's Professional Services Team, details of any Individual Education Plan, and/or Management of Aggressive Behaviour Plan, and/or Safety Plan that has been developed by District staff;
- 8.10.7 The Appellant or representative will then make representations either orally and/or in writing regarding the reason for the Appeal and the desired outcome. Written representations shall be read aloud by the Appellant, or their representative. School Board staff shall, at the request of the Appellant, read aloud the Applicant's written representation;
- 8.10.8 The Principal, the Superintendent of Student Achievement responsible for the school, and/or the Superintendent of Student Achievement (Special Education) may respond to new issues presented by the Appellant;
- 8.10.9 The Committee may, at its discretion, ask questions of clarification of either Party;
- 8.10.10 The Committee may, during the meeting, make such orders or give such directions as is considered necessary for the maintenance of order during the meeting;
- 8.10.11 Should any person fail to comply with any such order or direction, the Committee may call for the assistance of a police officer to enforce any such order or direction, as it deems necessary;
- 8.10.12 Where any Party having received proper notice of the hearing, including the location, the date, and the time of the Appeal hearing, fails to attend or to comply with the necessary timelines set out in this Procedure, the Appeal may proceed in the Party's absence. The Party is not entitled to any further notice of the proceedings;
- 8.10.13 The Committee will consider, based on the representations of both Parties, whether the exclusion is reasonable in the circumstances, and

shall either:

- i. Confirm the exclusion; or
- ii. Overturn the exclusion.

8.10.14 The Committee shall render a decision in writing within three (3) school days after the close of the Exclusion Appeal hearing. The Committee's decision is final. A copy of the written decision shall be sent to the Appellant by registered mail; and

8.10.15 Should the Committee overturn the exclusion, the Director of Education or Designate shall determine the date that a student may return to the school or classroom. The Director of Education or designate shall determine if a re-entry meeting (as stipulated in Section 7.0 of this Procedure) is required.

[School Letterhead]

[Date]

[Adult Student/Parent/Guardian]

[Address]

Dear **[Adult Student/Parent/Guardian]**

Re: Exclusion for **[Student's Name]**, **[DOB (Month, Day, Year)]** from **[Name of School]**

I am writing this letter to inform you that **[Student's Name]**, in accordance with section 265(1)(m) of the *Education Act*, has been excluded from school.

As you are aware, we have discussed with you our concerns about the health and safety of **[Student's Name]**, the staff, and the students in the school as a result of the injurious behaviours recently exhibited by **[Student's Name]**.

Every effort has been made to continue to provide services to **[Student's Name]**; however, their behaviours have put the health, safety and well-being of staff and the other students in the school at risk, as well as presenting serious risks to **[Student's Name]**'s own health and safety. Providing educational services to **[Student's Name]** has become increasingly difficult as a result of their **[unpredictable behaviour and/or physical aggression and/or inability to control their behaviour]**. These actions have impeded the safety measures that can be put in place by school staff.

For these reasons, **[Student's Name]** is being excluded from **[Name of School]** as of **[date - Month, Day, Year]**. The following measures will need to be in place in order for a safe re-entry to school:

- **[list]**

The Board will provide school work until the above conditions have been met. If you wish to appeal the exclusion (TVDSB Procedure 4002a), you must provide written notice within ten (10) school days of the start of the exclusion, **[insert date - Month, Day, Year]**, to the Director of Education. Please note an appeal does not stay the exclusion.

Sincerely,

[Principal name]

Cc: Student
Ontario Student Record
Superintendent of Student Achievement with responsibilities for the student's school

EXAMPLE STEPS FOR RE-ENTRY

Please review the following examples of steps below with your Superintendent of Student Achievement prior to the completing the requisite documentation. These are examples and are not to be construed as the only steps that you can place in your letter. Please remember that the steps must be realistic, attainable, and that there can be more than one step.

- Prior to returning to school, a threat risk assessment is to be completed by TVDSB personnel;
- Sharing components of assessment that pertain to school instruction;
- The investigation is completed;
- Confirmation that student is engaging in counseling;
- Plan appropriate programming and services for the educational well-being;
- More professional / clinical treatment information is necessary to make the accommodation plan or educational services;
- Behaviour plan revised;
- Safety plan revised;
- Pending conclusion of a community investigation;
- A community case conference is held to determine community supports for the student.

[School Letterhead]

Letter of Exclusion – Re-entry to School

[Date]

[Name and address of parent]

Name of Student:

Grade:

Date of Birth:

Return Date from Exclusion:

Dear *[Parent / Guardian]*:

This letter is to confirm our conversation on *[insert date]*. Please be advised that the steps set out in the exclusion letter dated *[insert date]* have been completed and you are invited to a re-entry meeting which has been arranged for *[insert date]*. In attendance at the meeting will be *[insert names]*.

Please be advised that *[insert student name]*'s success depends on *[him/her]* meeting the goals set out in *[his/her]* *[behaviour/safety/transition/other]* plan. Your partnership is valued as we work together towards a positive and successful re-entry to school.

If you have further questions, please contact me at *[insert phone number]*.

Sincerely,

[insert Principal's name]

Principal, *[insert school name]*

Copy: Superintendent of Student Achievement *[for school COS]*
Superintendent of Student Achievement, Special Education
O.S.R.



Exclusion Appeal - Principal's Report

Name: _____

School: _____

Date of Birth: _____

Exceptionality (see below): _____

Principal: _____

Exceptionalities:

- Learning Disability
- Deaf and Hard of Hearing
- Language Impairment
- Speech Impairment
- Autism
- Giftedness
- Mild Intellectual Disability
- Developmental Disability
- Physical Disability
- Blind and Low Vision
- Behaviour
- Multiple
- Not Applicable

SECTION 1 – Summary of student needs and challenges

SECTION 2 – Outline of accommodations in place at the school

SECTION 3 – Outline of communications with parent(s) / guardian(s)

SECTION 4 – Reasons for exclusion

SECTION 5 – Steps to be taken to ensure physical and mental well-being of students in the school and to facilitate re-entry

[box expands]

Signature

Date