

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Students	<i>Policy Number</i> 212
<i>Former Policy #</i>	<i>Page</i> 1 of 5
<i>Original Approved Date</i> January 27, 2015	<i>Subsequent Approval Dates</i> January 27, 2015

POLICY TITLE: CONCUSSIONS

SECTION A

1. PURPOSE

The York Catholic District School Board is committed to promoting awareness of safety in schools and recognizes that the health and safety of students is essential for student and learning and wellbeing. All partners in education have important roles to play in promoting student health and safety and in fostering and maintaining healthy and safe environments in which students can progressively Return to Learn/ Return to Play.

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board to reinforce the knowledge, skills and attitudes regarding concussion awareness, prevention, identification of signs and symptoms as well as Second Impact Syndrome, management and training while making meaningful connections with the curriculum, where relevant.

3. PARAMETERS

- 3.1 The Board shall implement the procedures related to concussion awareness, prevention, identification, management procedures and training.
- 3.2 The procedure shall be reviewed on an annual basis to ensure compliance with Ministry of Education directives.
- 3.3 The Board shall provide annual training to relevant school board employees, third party providers and school volunteers based on staff roles and responsibilities.
- 3.4 The Board shall report to the Ministry of Education upon implementation, and upon request thereafter, on the activities to achieve the expectations outlined in Policy/Program Memorandum No. 158.
- 3.5 The Board shall work with the York Region Public Health to develop and implement the Concussion policy and related procedures.

4. RESPONSIBILITIES

4.1 Director of Education

4.1.1 To oversee compliance with the Concussions policy and procedures.

4.2 Superintendents of Education

4.2.1 To support the implementation of the Concussions policy and procedures.

4.3 Superintendent of Curriculum and Assessment

4.3.1 To provide Board Employees with the appropriate training for the implementation of the Concussions policy and procedures.

4.4 Principals

4.4.1 To ensure the implementation of the Concussions policy and procedures.

4.4.2 To provide Parents/Guardians with information about the prevention and awareness of concussions (Policy Procedures: Appendix C).

4.4.3 To provide, on an annual basis, a review of the Concussions policy and procedures to School Staff, Catholic School Council, students on placements, volunteers, and any other individual who has direct contact with students in the school to ensure familiarization with the policy and procedures.

4.4.4 To inform all school staff working directly with a student, that if a concussion is suspected they are to communicate to the student, that they shall not participate in any learning or physical activities until the Parent/Guardian communicates the written results of a medical examination to the school (Policy Procedures: Appendix C).

4.4.5 To inform all school staff who work with the student, or are responsible for the supervision of the student, the results of the written medical examination once confirmed by the Parent/Guardian with the school.

4.4.6 To share the accommodation request, if a concussion has been diagnosed, with the School Based Resource Team (SBRT) or Student Success Team (SST).

4.4.7 To ensure an appropriate Return to Learn / Return to Play plan (Form S30B: Student Disability Accommodation Plan) is developed and implemented to meet the students' academic needs in consultation with appropriate School staff or Board staff, if required.

4.4.8 To communicate the Return to Learn/Return to Play plan with the Parent/Guardian.

4.4.9 To follow and implement the appropriate reporting procedures related to the stages of return to learn/Return to Play as outlined in the procedures.

4.4.10 To file all written documentation related to the suspected concussion, medical examination and return to learn/Return to Play plan in the student's OSR for the academic life of the student.

4.4.11 To ensure that documentation of a student concussion is recorded in Maplewood.

4.5 Manager of Child Care Services

4.5.1 To communicate the Concussions policy and procedures to Operators of Child Care, Extended Day and Before and After School Programs.

4.6 Employees

4.6.1 To participate in training that is conducted related to this policy and procedures as requested.

- 4.6.2 To follow the appropriate reporting guidelines outlined in the procedures and Management of Concussion Process (Policy Procedures: Appendix C).
- 4.6.3 To be a collaborative partner in the development and implementation of the student's Return to Learn / Return to Play plan (Form S30B: Student Disability Accommodation Plan) as required.
- 4.6.4 To ensure accommodations are made in accordance with the student's Return to Learn / Return to Play plan (Form S30B: Student Disability Accommodation Plan).

4.7 Parents/Guardians

- 4.7.1 To comply with the "documentation of a medical examination", "Return to Learn / Return to Play" requirements outlined within the procedures of the Concussion policy.
- 4.7.2 To provide the Principal with the appropriate medical information diagnosed by a licensed Medical Doctor or Nurse Practitioner, to support the development of the Student Disability Accommodation Plan, whether the injury occurs during or outside of school sanctioned activities.
- 4.7.3 To ensure up-to-date current and accurate information is provided by a licensed Medical Doctor or Nurse Practitioner on an ongoing basis to the Principal when monitoring and managing the signs and symptoms of a diagnosed concussion.
- 4.7.4 To communicate with Child Care and/or Continuing Education program providers and provide the appropriate medical information by a licensed Medical Doctor or Nurse Practitioner if a concussion has been diagnosed.

4.8 Students

- 4.8.1 To demonstrate respect for the mutual safety of all persons when participating in physical activity.
- 4.8.2 To participate in all lessons and/or concussion training related to the awareness, prevention, identification and management procedures.

5. DEFINITIONS

5.1. Concussion

A concussion:

- 5.1.1 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 with concentration or memory), emotional/behavioural (e.g., depression, irritability), and/or related to sleep (e.g., drowsiness, difficulty in falling asleep);
- 5.1.2 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;
- 5.1.3 Can occur even if there has been no loss of consciousness;
- 5.1.4 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.

5.2 Return to Learn

A four-step process to support/accommodate a student, as needed, when returning to the classroom after a concussion.

POLICY TITLE: CONCUSSIONS

SECTION B: GUIDELINES

The *Board's procedures*, an addendum to this policy, *is adapted from the Ontario Physical Education Safety Guidelines – Concussions* and contains information related to the following components:

1. Development of Awareness

- 1.1 Strategies for sharing information on the seriousness of concussions, and on concussion prevention, identification, and management with all board employees and school volunteers.
- 1.2 Provisions for making connections with the curriculum, where applicable.

2. Prevention

- 2.1 Strategies for preventing and minimizing the risk of sustaining concussions (and other head injuries) in schools and at off-site school events.

3. Identification

- 3.1 Information on the safe removal of an injured student from activity (for example, initial emergency response strategies following a blow to a student's head, face, or neck, or a blow to a student's body that transmits a force to the student's head);
- 3.2 Initial concussion-assessment strategies (for example, a checklist of common symptoms and signs of a concussion); and,
- 3.3 Steps to take following an initial assessment

4. Management Procedures for a Diagnosed Concussion

- 4.1 Information on the development of an individualized and gradual "return to learning and/or Return to Play" plan for every student with a diagnosed concussion; and,
- 4.2 Established processes for identifying and documenting instructional approaches and resources that may be required for responding to student's ongoing learning needs (for example, individualized classroom accommodations) for students experiencing long-term difficulties.

5. Training

- 5.1 Strategies for providing annual training on concussion awareness, prevention, identification, and management to relevant board employees.
- 5.2 When developing these strategies, the board should consider basing the timing and intensity of training on staff roles and responsibilities.