



**Office of the Director**

Jim McCuaig Education Centre  
2135 Sills Street Thunder Bay ON P7E 5T2  
Telephone (807) 625-5131 Fax (807) 622-0961

**STANDING COMMITTEE**  
**Tuesday, February 11, 2020**  
**Jim McCuaig Education Centre**

Ian MacRae  
Director of Education

Trudy Tuchenhagen  
Chair

**AGENDA**

**PUBLIC SESSION**  
**7:30 p.m. – in the Board Room**

	<u>Resource Person</u>	<u>Pages</u>
1. Call to Order		
2. Disclosure of Conflict of Interest		
3. Approval of the Agenda		
4. Resolve into Committee of the Whole – Closed Session		
5. <b>COMMITTEE OF THE WHOLE - Closed Session – 6:30 p.m. (SEE ATTACHED AGENDA)</b>		
6. Land Acknowledgement		
7. Delegations/Presentations		
8. Approval of Minutes		
8.1 Standing Committee Meeting - January 14, 2020	T. Tuchenhagen	1-4
9. Business Arising from the Minutes		

Trustees (Chair and Vice-Chair) and presenters of reports will be available  
for comment after the Board Meeting.

**LAKEHEAD DISTRICT SCHOOL BOARD**

**MATTERS NOT REQUIRING A DECISION:**

- |     |   |           |     |
|-----|---|-----------|-----|
| 10. | Information Reports   |           |     |
|     | 10.1 Learning Academies at Lakehead Public Schools (024-20) | C. Kappel | 5-7 |
| 11. | First Reports   |           |     |

**MATTERS FOR DECISION:**

- |     |   |                |      |
|-----|---|----------------|------|
| 12. | Postponed Reports                       |                |      |
| 13. | Ad Hoc and Special Committee Reports    |                |      |
| 14. | New Reports                             |                |      |
|     | 14.1 School Calendar 2020-2021 (026-20) | M. Probizanski | 8-12 |

*It is recommended that Lakehead District School Board:*

1. *Approve the proposed 2020-2021 Elementary School Year Calendar, including the opening and closing dates and professional activity days, as described in Appendix A of Report No. 026-20.*
2. *Approve the proposed 2020-2021 Secondary School Year Calendar, including the opening and closing dates, professional activity days and examination days, as described in Appendix B of Report No. 026-20.*

- |      |   |           |       |
|------|---|-----------|-------|
| 14.2 | Policy Review - 4021 Assessment & Evaluation (023-20) | C. Kappel | 13-30 |
|------|---|-----------|-------|

*It is recommended that Lakehead District School Board approve 4021 Assessment and Evaluation Policy, Appendix A to Report 023-20.*

- |      |  |           |       |
|------|--|-----------|-------|
| 14.3 | Policy Review - 6022 Kingfisher Outdoor Education (025-20) | D. Wright | 31-43 |
|------|--|-----------|-------|

*It is recommended that Lakehead District School Board approve 6022 Kingfisher Outdoor Education Policy, Appendix A, as outlined in Report No. 025-20.*

Trustees (Chair and Vice-Chair) and presenters of reports will be available for comment after the Board Meeting.

14.4 Policy Review - 6050 Food & Beverage (028-20) M. Probizanski 44-67

*It is recommended that Lakehead District School Board approve 6050 Food and Beverage Policy, Appendix A to Report No. 028-20.*

14.5 Policy Review - 8074 Student Concussion Management - Update (027-20) M. Probizanski 68-134

*It is recommended that Lakehead District School Board approve 8074 School Concussion Management Policy, as updated, Appendix A to Report No. 027-20.*

- 15. New Business
- 16. Notices of Motion
- 17. Information and Inquiries
- 18. Adjournment

Trustees (Chair and Vice-Chair) and presenters of reports will be available for comment after the Board Meeting.

**LAKEHEAD DISTRICT SCHOOL BOARD**



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**STANDING COMMITTEE**  
**Tuesday, February 11, 2020**  
**Jim McCuaig Education Centre**

Ian MacRae  
Director of Education

Trudy Tuchenhagen  
Chair

**AGENDA**

**COMMITTEE OF THE WHOLE – Closed Session**  
**6:30 p.m. – in the Sibley Room**

	<u>Resource Person</u>	<u>Pages</u>
5.1 Approval of Committee of the Whole - Closed Session Minutes		
5.1.1 Standing Committee Meeting - January 14, 2020	T. Tuchenhagen	1-2
5.2 Business Arising from the Minutes		
5.3 Consideration of Reports		
5.3.1 Property Matter	I. MacRae/ D. Wright	Verbal
5.3.2 Negotiations Update	D. Wright	Verbal
5.3.3 Personnel Matters	D. Wright	Verbal
5.4 Information and Inquiries		
5.5 Rise and Ask Leave to Sit in Public Session		

Trustees (Chair and Vice-Chair) and presenters of reports will be available  
for comment after the Board Meeting.

**LAKEHEAD DISTRICT SCHOOL BOARD**

LAKEHEAD DISTRICT SCHOOL BOARD

**MINUTES OF STANDING COMMITTEE**

Board Room  
Jim McCuaig Education Centre

2020 JAN 14  
7:30 p.m.

**TRUSTEES PRESENT:**

Trudy Tuchenhagen (Chair)	George Saarinen
Marg Arnone	Ryan Sitch
Ellen Chambers	Trudy Tuchenhagen
Sue Doughty-Smith	Sierra Gaudreau (Student Trustee)
Ron Oikonen (via teleconference)	Keira Essex (Indigenous Student Trustee)

**TRUSTEE ABSENT, WITH REGRET:**

Deborah Massaro

**SENIOR ADMINISTRATION:**

Ian MacRae, Director of Education  
Michelle Probizanski, Superintendent of Education  
Colleen Kappel, Acting Superintendent of Education  
David Wright

**FEDERATION/UNION REPRESENTATIVES:**

David Covello, Managers

**PUBLIC SESSION:**

1. **Approval of Agenda**

Moved by Trustee Doughty-Smith

Seconded by Trustee Arnone

*“THAT the Agenda for Standing Committee Meeting, January 14, 2020 be approved.”*

**CARRIED**

2. Resolve into Committee of the Whole – Closed Session

Moved by Trustee Chambers

Seconded by Trustee Saarinen

*“THAT we resolve into Committee of the Whole – Closed Session with Trustee Tuchenhagen in the chair to consider the following:*

- *Confirmation of Committee of the Whole – Closed Session Minutes*
  - *November 12, 2019*
- *Personnel Matter*
- *Property Matter*
- *Property Matter*
- *Personnel Matter*

*and that this meeting shall not be open to the public pursuant to Section 207 (2) of the Education Act as amended.”*

CARRIED

COMMITTEE OF THE WHOLE – CLOSED SESSION:

3. Committee of the Whole – Closed Session items were dealt with in their entirety.

PUBLIC SESSION:

4. Trustee Character Award – Valley Central Public School’s School Council

Trustee Arnone, on behalf of the Board, presented Valley Central Public School’s school council with the Trustee Character Award. Valley Central Public School’s school council was recognized for their creation of a plan and the construction of an outdoor classroom and accessible learning space that was completed in August 2019.

5. Trustee Character Award – Valley Central Public School’s Staff

Trustee Saarinen, on behalf of the Board, presented Valley Central Public School’s staff with the Trustee Character Award. Valley Central Public School’s staff was recognized for their third year of consecutive growth in EQAO, achieving 100% in reading and mathematics, and 83% in writing in Grade 3 and 88% in reading and writing and 63% in mathematics in Grade 6.

6. Confirmation of Minutes

Moved by Trustee Arnone

Seconded by Trustee Saarinen

*“THAT the Standing Committee approve the Minutes of the Standing Committee Meeting, November 12, 2019.”*

CARRIED

MATTERS NOT FOR DECISION:

7. Health and Safety Program – Semi-Annual Report (015-20)

David Wright introduced Kyle Ulvang, Health and Safety Officer, who presented the report. All trustees' questions were addressed.

8. The Arts (007-20)

Colleen Kappel, Acting Superintendent of Education, introduced AJ Keene, Early Years and Program Principal, who presented the report. All trustees' questions were addressed.

9. Aboriginal Education Advisory Committee Meeting Minutes – November 14, 2019

Colleen Kappel, Acting Superintendent of Education, presented the November 14, 2019 minutes for information on behalf of Sherri-Lynne Pharand, Superintendent of Education.

10. Special Education Advisory Committee Meeting Minutes – October 16, 2019

Michelle Probizanski, Superintendent of Education, presented the October 16, 2019 minutes for information.

MATTERS FOR DECISION:

11. Policy Development – 8075 Service Animals in Schools (010-20)

Moved by Trustee Saarinen

Seconded by Trustee Chambers

*“THAT Lakehead District School Board approve 8075 Service Animals in Schools Policy as indicated in Report No. 010-20.”*

CARRIED

12. Policy Development – Code of Conduct (014-20)

Moved by Trustee Doughty-Smith

Seconded by Trustee Arnone

*“THAT Lakehead District School Board approve the development of a Code of Conduct Policy as indicated in Report No. 014-20.”*

CARRIED

13. Policy Review – 6010 Emergency Evacuation and Emergency School Closure (011-20)

Moved by Trustee Chambers

Seconded by Trustee Saarinen

*“THAT Lakehead District School Board reschedule the review of 6010 Emergency Evacuation and Emergency School Closure Policy from the 2022-2023 school year to the 2019-2020 school year.”*

CARRIED

14. Policy Review – 3096 Information Communication Technology Use (016-20)

Moved by Trustee Arnone

Seconded by Trustee Sitch

*“THAT Lakehead District School Board reschedule the review of 3096 Information Communication Technology Use Policy from the 2021-2022 school year to the 2019-2020 school year.”*

CARRIED

15. Policy Review – 3100 Accessibility Standards for Customer Service (012-20)

Moved by Trustee Saarinen

Seconded by Trustee Chambers

*“THAT Lakehead District School Board reschedule the review of 3100 Accessibility Standards for Customer Service Policy from the 2020-2021 school year to the 2019-2020 school year and to release the documents for constituent input.”*

CARRIED

16. Policy Review – 7030 Harassment and Human Rights (013-20)

Moved by Trustee Sitch

Seconded by Trustee Chambers

*“THAT Lakehead District School Board reschedule the review of 7030 Harassment and Human Rights Policy from the 2020-2021 school year to the 2019-2020 school year and to release the documents for constituent input.”*

CARRIED

17. Information and Inquiries

17.1 Trustee Saarinen reported that the School Year Calendar Committee has put a Google survey, regarding start and end dates for the 2020-2021 school year calendar, on the Board’s website for constituent input.

17.2 Trustee Saarinen inquired whether the EQAO math testing would be cancelled due to labour disruption. Superintendent Probizanski addressed his inquiry.

18. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Arnone

*“THAT we do now adjourn at 8:48 p.m.”*

CARRIED



LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2020 FEB 11  
Report No.024-20

TO THE CHAIR AND MEMBERS OF  
THE STANDING COMMITTEE – Public Session

RE: LEARNING ACADEMIES AT LAKEHEAD PUBLIC SCHOOLS

1. Background

- 1.1 Lakehead District School Board is committed to the success of every student. To support student success, the Board offers a variety of high-quality programs that cater to the varying interests, abilities and learning needs of all students.
- 1.2 *Achieving Excellence*, the Ministry's renewed vision for education, recognizes that achievement for students also means raising expectations for valuable, higher-order skills like critical thinking, communication innovation, creativity, collaboration and entrepreneurship, and providing students with a "wide array of opportunities, both inside and outside of school, that are compelling and contribute to their success".
- 1.3 Student focus groups indicated that students want to be involved in their own learning and learning choices, and consulted about programs and opportunities that impact them directly. That authentic, hands-on, inquiry learning keeps students engaged, and it is important for students to have opportunities to connect with adults and peers within the school community.
- 1.4 The Learning Academy initiative connects to Ministry resources such as: Community-Connected Experiential Learning, Creating Pathways to Success, Achieving Excellence, 21<sup>st</sup> Century Competencies, Learning for All, Equity and Inclusive Education, and the Ontario First Nation, Métis and Inuit Policy Framework.
- 1.5 Community connected experiential learning opportunities enhance the already rich learning environments in our schools. Students are more engaged, more motivated to learn, will develop the skills, knowledge and work habits to be competent, confident and effective education and career/life planners.

2. Situation

- 2.1 The Learning Academies were piloted in three schools in 2016-2017 and have now increased to nine elementary schools and three secondary schools, with each of the schools implementing a distinct model. Each academy is unique to the school community and based on the interest and expertise of staff, students and community. Five of the elementary schools are running full academy programs, while four are offering experiential learning through a Youth Fusion project.

2.2 Each academy recognizes and supports student learning through an increased emphasis on an inquiry approach and through experiences in the community. Experiences can involve local, national or global communities through on-site or virtual experiences, or a combination of the two.

2.3 The following schools are currently offering academies or experiential learning through a Youth Fusion project:

- Algonquin Avenue Public School
  - Environmental Design (Youth Fusion Project);
- Armstrong Public School
  - Environmental Design (Youth Fusion Project);
- Claude E. Garton Public School
  - Innovation, Creativity and Entrepreneurship;
- École Gron Morgan Public School
  - Cinema (Youth Fusion Project);
- Kingsway Park Public School
  - Outdoor, Environmental and Physical Education; and
  - Fine Arts;
- Nor'wester View Public School
  - Sports and Outdoor Recreation;
  - Science, Technology, Engineering, Mathematics (STEM); and
  - Science, Technology, Engineering, Arts, Mathematics;
- Ogden Community Public School
  - Environmental Design (Youth Fusion Project);
- Valley Central Public School
  - Community Sustainability – exploring our built and natural environment; and
  - Fine Arts;
- Westmount Public School
  - Global Citizenship;
  - Sports and Recreation; and
  - Fine Arts;
- Hammarskjold High School
  - Video Game Creation (Youth Fusion Project);
- Superior Collegiate and Vocational Institute
  - Drama (through a Youth Fusion Project); and
- Westgate Collegiate and Vocational Institute
  - Land-Based Learning (Bundled Credits for Grade 9 students).

2.4 Guiding principles have been established for the academies. Through the Learning Academies, our students will:

- have choice in their education;
- be provided with opportunities to interact and learn from community partners;
- learn in a supportive and rigorous environment of high expectations;
- experience authentic and relevant learning through inquiry and/or project-based activities;
- apply their learning to their individual pathways plan; and
- engage in the use of technology while demonstrating problem solving, creativity and innovation.

- 2.5 Opportunities for students to earn certifications such as Royal Conservatory Level 1, Ontario Recreational Canoeing and Kayaking (ORCKA) Canoe Certification, First Aid, and Bicycle Safety, among others, are provided during the year.
- 2.6 Learning Academies are connected to the Ontario curriculum and students participate in rich experiences connected to community, reflect on those experiences to derive meaning, and then apply their learning to influence their decisions and actions in various aspects of their lives.

3. Next Steps

Lakehead Public Schools will continue to:

- identify schools interested in implementing a learning academy and support teachers and administrators as they develop their own program;
- have ongoing collaboration with students, staff, parents and community partners to gather feedback for responsive future planning;
- provide professional learning for educators focused on assessment and evaluation, inquiry-based learning, metacognition, and transferable skills;
- provide opportunities for educators to share best practices and resources;
- promote and strengthen connections between schools, parents/guardians and community members; and
- ensure students engage in hands-on, real world learning that helps them better understand curriculum and prepare for jobs of today and tomorrow.

4. Conclusion

Lakehead District School Board continues to provide high quality programs and opportunities to support student-focused programs to prepare all students for a successful future. Our staff works collaboratively with students, families and community partners to ensure our students have a variety of learning experiences that will help them with their pathway choices in education, career and life.

Respectfully submitted,

NOEL JONES  
Experiential Learning Resource Teacher

AJ KEENE  
Early Years and Program Principal

JANE LOWER  
Student Success Lead

COLLEEN KAPPEL  
Acting Superintendent of Education

IAN MACRAE  
Director of Education

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2020 FEB 25  
Report No. 026-20

TO THE CHAIR AND MEMBERS OF  
THE STANDING COMMITTEE – Public Session

RE: SCHOOL YEAR CALENDAR 2020-2021

1. Background

- 1.1 Ministry of Education Regulation 304 requires that district school boards prepare, adopt and submit a proposed school year calendar to the minister for the 2020-2021 school year by May 1, 2020.
- 1.2 If a proposed school year calendar is considered “modified” (that is, it consists of days outside of September 1, 2020 – June 30, 2021, or if the winter break or spring break differs from those proposed by the Ministry) the request for approval of a proposed modified calendar must be made to the minister by March 1, 2020.
- 1.3 Regulation 304 indicates that the school year shall consist of a minimum of 194 school days, of which at least three days must be designated as professional activity (PA) days. In addition, the Board may designate up to four extra days as professional activity days. Criteria and topics for professional activity days are set out in PPM 151.
- 1.4 Professional activity days for elementary schools are referred to in the collective agreement. Two days are to be designated for the purpose of assessment and completion of report cards, one day each, prior to the first and second report card dates.
- 1.5 Regulation 304 allows up to ten exam days for secondary schools. Five exam days are traditionally allocated in each semester.

## 2. Situation

2.1 The School Year Calendar Committee is comprised of the following individuals who provided input and direction into the consultation process on behalf of their constituent groups:

Mike Judge	LETO
Nancy Nix	Lakehead Elementary Occasional Teachers
Rich Seeley	OSSTF Teachers
Kari Simpson	OSSTF Student Support Persons'
Shelley Crupi	OSSTF Early Childhood Educators'
Diana Baker	COPE
Rod McGee	CUPE
Corey Dagenais	Armstrong Public School
Isaac Hoddle	Bernier-Stokes Public School
Robin Cawlishaw	Parent Involvement Committee
A.J. Keene	OPC (Elementary)
Donna Flaszka	OPC (Secondary)
Bruce Nugent	Communications Officer
George Saarinen	Trustee
Keira Essex	Indigenous Student Trustee
Sierra Gaudreau	Student Trustee
Jeff Upton	Education Officer – Chair

2.2 Meetings and dialogue occurred, various issues were taken under consideration, and proposed calendars were shared between coterminous boards.

2.3 A public survey was created; feedback was reviewed and taken under consideration.

2.4 Professional activity days devoted to provincial education priorities (elementary and secondary) will be held on September 25, 2020, November 13, 2020 and February 26, 2021.

2.5 The calendars submitted by Lakehead District School Board to the Ministry of Education will be modified calendars based on the proposed school year calendar template from the Ministry of Education and are to be submitted to the minister by March 01, 2020.

2.6 Proposed school year calendars for the 2020-2021 school year are attached.

- Elementary School Year Calendar - Appendix A
- Secondary School Year Calendar - Appendix B

## RECOMMENDATIONS

It is recommended that Lakehead District School Board:

1. Approve the proposed 2020-2021 Elementary School Year Calendar, including the opening and closing dates and professional activity days, as described in Appendix A of Report No. 026-20.
2. Approve the proposed 2020-2021 Secondary School Year Calendar, including the opening and closing dates, professional activity days and examination days, as described in Appendix B of Report No. 026-20.

Respectfully submitted,

JEFF UPTON  
Education Officer

MICHELLE PROBIZANSKI  
Superintendent of Education

IAN MACRAE  
Director of Education

# 2020-2021

# ELEMENTARY

## SEPTEMBER 2020

SUN	MON	TUE	WED	THU	FRI	SAT
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## OCTOBER 2020

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## NOVEMBER 2020

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## DECEMBER 2020

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## JANUARY 2021

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## FEBRUARY 2021

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## MARCH 2021

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## APRIL 2021

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## MAY 2021

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## JUNE 2021

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### ● First Day of School for Students

Tuesday, September 1, 2020

### ■ Holidays & Breaks (Schools Closed)

Labour Day September 7, 2020  
 Thanksgiving Day October 12, 2020  
 Family Day February 15, 2021  
 Good Friday April 2, 2021  
 Easter Monday April 5, 2021  
 Victoria Day May 24, 2021

Winter Break  
 December 21, 2020 - January 1, 2021

Spring Break  
 March 15 - 19, 2021

### ● Professional Activity Day (PA Day)

(Students do not attend school)  
 Monday, August 31, 2020  
 Friday, September 25, 2020  
 Friday, November 13, 2020  
 Friday, January 22, 2021  
 Friday, February 26, 2021  
 Friday, May 7, 2021  
 Friday, June 11, 2021

### ● Final Day of School for Students

Friday, June 25, 2021

# 2020-2021 SECONDARY

## SEPTEMBER 2020

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## OCTOBER 2020

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## NOVEMBER 2020

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## DECEMBER 2020

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## JANUARY 2021

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## FEBRUARY 2021

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## MARCH 2021

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## APRIL 2021

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## MAY 2021

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## JUNE 2021

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 **First Day of School for Students**  
Tuesday, September 1, 2020

 **Holidays & Breaks** *(Schools Closed)*

**Labour Day** September 7, 2020  
**Thanksgiving Day** October 12, 2020  
**Family Day** February 15, 2021  
**Good Friday** April 2, 2021  
**Easter Monday** April 5, 2021  
**Victoria Day** May 24, 2021


**Winter Break**  
December 21, 2020 - January 1, 2021

**Spring Break**  
March 15 - 19, 2021

 **First Day of Semester 2**  
Monday, February 1, 2021

 **Professional Activity Day (PA Day)**  
*(Students do not attend school)*

Monday, August 31, 2020  
 Friday, September 25, 2020  
 Friday, November 13, 2020  
 Friday, January 28, 2021  
 Friday, January 29, 2021  
 Friday, February 26, 2021  
 Friday, June 25, 2021

 **Examination Period**  
 January 21, 22, 25, 26 & 27, 2021  
 June 18, 21, 22, 23 & 24, 2021

 **Final Day of School for Students**  
Thursday, June 24, 2021



LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2020 FEB 11  
Report No.023-20

TO THE CHAIR AND MEMBERS OF  
THE STANDING COMMITTEE – Public Session

RE: POLICY REVIEW – 4021 ASSESSMENT AND EVALUATION

1. Background

- 1.1 On February 28, 2012, the 4021 Assessment and Evaluation Policy was approved.
- 1.2 At the June 25, 2019 Regular Board Meeting, the 4021 Assessment and Evaluation Policy was approved for review during the 2019-2020 school year as part of the policy development and review cycle.
- 1.3 On December 4, 2019, the draft policy was posted on the Board's website and distributed to constituent groups for review with input to be received by January 22, 2020.

2. Situation

- 2.1 There was no constituent input received.
- 2.2 The policy is attached as Appendix A and the procedures are attached as Appendix B.
- 2.3 Upon final approval, the policy will be distributed according to Board procedures.

RECOMMENDATION

It is recommended that Lakehead District School Board approve 4021 Assessment and Evaluation Policy, Appendix A to Report 023-20.

Respectfully submitted,

COLLEEN KAPPEL  
Acting Superintendent of Education

IAN MACRAE  
Director of Education

**CURRICULUM AND INSTRUCTION****4000**

DRAFT – February 11, 2020

**ASSESSMENT AND EVALUATION POLICY****4021**1. Rationale

Assessment, evaluation, and reporting in Lakehead District School Board are based on the resource document *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools* <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>. As required by the Ministry of Education, Lakehead District School Board has developed procedures related to this document in three specific areas:

- Cheating and Plagiarism – Grades 1 to 12;
- Late and Missed Assignments – Grades 7 to 12; and
- Lower Limit of Marks Below 50% on Report Cards – Grades 9 to 12.

2. Policy

It is the policy of Lakehead District School Board that the primary purpose of assessment and evaluation is to improve student learning; to do so, these practices must be fair, transparent and equitable for all students.

3. Guiding Principles

- 3.1 Fair, transparent and equitable assessment practices support all students, including those with special education needs, those who are learning the language of instruction, and those who are First Nation, Métis or Inuit.
- 3.2 Accountability for assessment, evaluation and improvement of student learning is the shared responsibility of students, parents/guardians, adult students and the school.
- 3.3 Assessment and evaluation practices and procedures must be communicated clearly to students, parents/guardians and adult students.
- 3.4 Lakehead District School Board will publicly report school and Board achievement results and school and Board improvement plans but will not rank individual schools or students.
- 3.5 Consistent reporting practices will ensure that students, parents/guardians and adult students receive clear, personalized information about student progress and achievement based on the expectations and standards outlined in the Ontario curriculum for Kindergarten to Grade 12.

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3.6 Assessment, evaluation and reporting practices must be regularly reviewed in the context of classroom, school and system results using information from internal and external sources.

4. Definitions

A comprehensive glossary can be found in *Growing Success* on pages 143 – 156.  
<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

5. Review

This policy shall be reviewed according to 2010 Policy Development and Review Policy.

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
	<p>June 18, 1991 (previously Student Evaluation Policy)</p> <p><u>Date Revised</u> January 2000</p> <p><u>Revision Approved:</u> June 12, 2001 February 28, 2012</p>	

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**ASSESSMENT AND EVALUATION PROCEDURES****4021**1. Policy Statement

The primary purpose of assessment and evaluation is to improve student learning.

## 1.1 Assessment

The process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course.

## 1.1.1 Assessment for learning:

- the ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go next, and how best to get there.

## 1.1.2 Assessment as learning:

- the process of developing and supporting students in reflecting on their own thinking and work and that of others.

## 1.1.3 Assessment of learning:

- the process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time.

## 1.2 Evaluation

The final judgment made about student achievement based on assessment of learning.

2. Guiding Principle #1

Fair, transparent and equitable assessment practices support all students, including those with special education needs, those who are learning the language of instruction, and those who are First Nation, Métis or Inuit.

## 2.1 Fair assessment and evaluation practices are valid and reliable.

2.1.1 Valid assessment and evaluation activities measure student performance on those expectations which have been taught and allow students to demonstrate achievement of those expectations at all four levels, as described on the achievement charts in the curriculum documents.

2.1.2 Reliable assessment and evaluation practices will produce similar grades or percentage marks for students with similar knowledge and skills and consistent results for any individual student.

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- 2.2 Transparency is achieved when student learning is assessed and evaluated according to clear standards outlined in the curriculum expectations provided in all curriculum documents from Kindergarten to Grade 12, and according to the four categories of knowledge and skills and the four levels of achievement outlined in the achievement chart that appears in every curriculum document.
- 2.3 Equity is “a condition or state of fair, inclusive and respectful treatment of all people. Equity does not mean that people are treated the same without regard for individual differences.” (*Growing Success*, p. 147)
- 2.4 Assessment and evaluation practices support all students. Accommodations must be provided for English language learners who are beginning to acquire English as a new language, as well as for those with special and unique learning needs.
- 2.4.1 Changes to assessment and evaluation practices may be made to accommodate individual needs, consistent with the Individual Education Plan.
- 2.4.2 Overall and specific expectations may be modified, and such modifications will be noted in the Individual Education Plan.
- 2.4.3 The secondary principal will determine whether achievement of the modified expectations is sufficient for granting of a credit.
- 2.4.4 “Schools are responsible for ensuring effective and appropriate instructional and assessment practices that meet the unique needs of First Nation, Métis and Inuit students.” (*Growing Success*, p. 7)

3. Guiding Principle #2

Accountability for assessment, evaluation and improvement of student learning is the shared responsibility of students, parents/guardians, adult students and the school.

- 3.1 Assessment and evaluation practices must provide students with opportunities to develop self-assessment skills to enable them to assess their own learning, set specific goals and plan next steps for their learning.
- 3.2 Students are responsible for being academically honest in all aspects of their schoolwork. (see Appendix A: Cheating and Plagiarism)
- 3.3 It must be made clear to students early in the school year that they are responsible for providing evidence of their achievement of the overall expectations and learning skills and work habits within established time frames. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting them late. (see Appendix B: Late and Missed Assignments)

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3.4 Teachers, in consultation with principals, are responsible for assessing, evaluating and reporting on student achievement in the two separate areas of curriculum expectations and of learning skills and work habits.

4. Guiding Principle #3

Assessment and evaluation practices and procedures must be communicated clearly to students, parents/guardians and adult students.

4.1 Communication involving assessment and evaluation practices must be provided to students, parents/guardians, and adult students at the beginning of the school year or course and at other appropriate points throughout the school year or course.

4.2 Assessment and evaluation practices will provide students with ongoing feedback that is clear, specific, meaningful and timely to support improved learning and achievement.

4.3 Teachers will regularly communicate with students, parents/guardians and adult students about student progress using a variety of means.

5. Guiding Principle #4

Lakehead District School Board will publicly report school and Board achievement results and school and Board improvement plans but will not rank individual schools or students.

5.1 Lakehead District School Board will publicly report school and Board results on provincial assessments and tests.

5.2 Lakehead District School Board will not compare or rank individual schools on the basis of student performance on any internal or external evaluation.

5.3 Except for the purposes of conferring scholarships and awards, student marks will not be publicly compared or ranked.

6. Guiding Principle #5

Consistent reporting practices will ensure that all students, parents/guardians, and adult students receive clear, personalized information about student progress and achievement based on the expectations and standards outlined in the Ontario curriculum for Kindergarten to Grade 12.

6.1 “Determining a report card grade or percentage mark will involve teachers’ professional judgment, interpretation of evidence and should reflect the student’s most consistent level of achievement, with special consideration given to more recent evidence”

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(*Growing Success* p. 39). Mathematical averaging of marks is in conflict with this statement.

- 6.2 The evaluation of student learning is the responsibility of the teacher and must not include the judgment of the student or the student's peers.
- 6.3 For Grades 9 to 12, a final grade, recorded as a percentage mark, will be determined as follows:
- 6.3.1 Seventy percent of the grade will be based on evaluation conducted throughout the course.
- 6.3.2 Thirty percent of the grade will be based on a final evaluation administered towards the end of the course.
- 6.4 For Grades 9 to 12 marks below 50 percent will be assigned. There will not be a lower limit of marks established. (see Appendix C: Lower Limit of Marks)

7. Guiding Principle #6:

Assessment, evaluation and reporting practices must be regularly reviewed in the context of classroom, school and system results using information from internal and external sources.

- 7.1 Learning skills and work habits demonstrated by students must be assessed separately from achievement of curriculum expectations using the following six categories:
- responsibility;
  - organization;
  - independent work;
  - collaboration;
  - initiative; and
  - self-regulation.

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- 7.2 Student achievement of the overall curriculum expectations must be evaluated in accordance with the achievement charts in the provincial curriculum and reported using letter grades in Grades 1 to 6 and using percentage marks in Grades 7 to 12. The four levels of achievement will be aligned with letter grades and percentage marks as follows:

Achievement Level	Letter Grade	Percentage Mark Range
4+	A+	95 – 100
4	A	87 – 94
4-	A-	80 – 86
3+	B+	77 – 79
3	B	73 – 76
3-	B-	70 – 72
2+	C+	67 – 69
2	C	63 – 66
2-	C-	60 – 62
1+	D+	57 – 59
1	D	53 – 56
1-	D-	50 – 52

8. Review

These procedures will be reviewed according to 2010 Policy Development and Review Policy.

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
	June 18, 1991 (previously Student Evaluation Procedure)	
	<u>Date Revised</u> January 2000  <u>Revision Approved:</u> June 12, 2001 February 28, 2012	



## Cheating and Plagiarism

1. Students are responsible for being academically honest in all aspects of their schoolwork. Academic dishonesty includes a variety of behaviours including cheating, plagiarism, forgery, facilitating or aiding academic dishonesty, and the unauthorized access or manipulating of student records, work and computer programs. Such behaviours impede the learning process and threaten the educational environment for all students. Teachers and parents should support students in striving for excellence and producing work with integrity.
2. Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned.
3. It is important that students understand the gravity of such behaviour and the importance of acknowledging the work of others. Schools need to develop strategies to help students understand what cheating and plagiarism are and how they can be avoided.
4. Addressing cheating and plagiarism will reflect a continuum of behavioural and academic responses and consequences will be based on the following:
  - the grade level of the student;
  - the maturity of the student;
  - the number and frequency of incidents;
  - the individual circumstances of the student.
5. Definitions
  - 5.1 Cheating may take many forms including the following:
    - claiming credit for work not the product of one's own effort;
    - *using* notes or materials during an evaluation without authorization;
    - turning in the same work to two different classes without prior approval;
    - allowing their work to be plagiarized;
    - assisting another student to cheat.
  - 5.2 Plagiarism – plagiarism is a form of cheating. It can be defined as the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work. (*Growing Success*, p. 151)
    - 5.2.1 Plagiarism may take many forms, including the following:
      - copying word for word from any outside source without proper acknowledgement (applies to use of an entire paper, entire sections and paragraphs, and/or a few words and phrases);
      - paraphrasing ideas from any outside source without proper acknowledgement;
      - submitting, in whole or in part, work completed by another student;
      - submitting, in whole or in part, an assignment completed for another course without prior approval of the teacher;
      - allowing one's essay, assignment, and/or test answers to be copied by another student.

This is not a definitive list. Any action, which implies that someone else's work is your own, can be considered plagiarism. However, studying in groups and copying a classmate's notes from classes you may have missed are not necessarily acts of plagiarism or cheating.

6. Prevention of Cheating and Plagiarism

6.1 Some acts of plagiarism are unintentional. The student simply does not realize that what he/she is doing is wrong. One of the most common errors is not citing sources used for an assignment, which is a common misunderstanding among students related to paraphrased material. Many students do not realize that paraphrased material should be attributed to the original author in the same manner as a direct quotation.

6.2 Some reasons that students plagiarize are:

- being unaware that they are plagiarizing;
- lacking knowledge and understanding of the subject;
- poor time management skills;
- believing that plagiarism is not serious;
- lack of self esteem.

6.3 The wealth of digital information available to students has made it easier to capture and adapt the words and/or ideas of others and there are many more sources of information today than in the past. The Internet, in particular, provides vast amounts of information on every conceivable topic; there are dedicated web sites that provide ready-made essays.

6.4 Any work (including art, music, performance tasks and other forms of student work) submitted by a student may be checked for plagiarism, including through electronic means, and be held in the database for future matching purposes and protection of the student's work against copying by others.

7. Continuum of Behavioural and Academic Responses to Cheating and Plagiarism (adapted from Grand Erie District School Board).

Component	Primary/Junior	Intermediate/Senior
Prevention of cheating and plagiarism	<p>Students will be involved in plagiarism awareness and education</p> <p>Principals will ensure that information about the plagiarism and cheating policy is communicated to students and parents.</p> <p>Teachers should:</p> <ul style="list-style-type: none"> <li>• design evaluation activities to include checkpoints so that student progress and work can be monitored;</li> </ul>	<p>Teachers will review the responsibilities of the student, the proper method for citing sources, and the school policy on cheating and plagiarism at the beginning of each course.</p> <p>Principals will ensure that information about the plagiarism and cheating policy is communicated to students and parents/guardians.</p> <p>Students will be made aware of the consequences of cheating and plagiarism.</p>

Component	Primary/Junior	Intermediate/Senior
	<ul style="list-style-type: none"> <li>• change the topics or modify their approach to topics on assignments from one year to the next;</li> <li>• propose assignment questions that employ “higher order thinking skills”;</li> <li>• take note of behaviour to use as evidence in the assessment of learning skills.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• set an example by acknowledging the sources of the materials used in class.</li> </ul>	<p>Teachers should:</p> <ul style="list-style-type: none"> <li>• design evaluation activities to include checkpoints so that student progress and work can be monitored;</li> <li>• change the topics or modify their approach to topics on assignments from one year to the next;</li> <li>• propose assignment questions that employ “higher order thinking skills”;</li> <li>• ask students to submit rough notes and a list of sources with their final copy as proof of their work;</li> <li>• take note of behaviour to use as evidence in the assessment of learning skills.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• set an example by acknowledging the sources of the materials used in class.</li> </ul>
<p>Detection of incidents of cheating and plagiarism (including the use of online or electronic translators in submitting Foreign Language Tasks)</p> <p>The following are some indicators that academic honesty is in question:</p> <ul style="list-style-type: none"> <li>• shifts in style or quality or writing;</li> </ul>	<p>For young students, it is important to keep the focus on developing an understanding of the seriousness of cheating and plagiarism in a supportive and nurturing manner.</p> <p>Upon detection of incidents of cheating and plagiarism, students will be counseled and reeducated about cheating and plagiarism.</p>	<p>There are a number of methods for determining if plagiarism has occurred. These include but are not limited to:</p> <ul style="list-style-type: none"> <li>• searching for the occurrence of specific sentences or unusual phrases contained within a suspect assignment using Internet search engines;</li> <li>• searching Library full text databases for text taken directly from a journal article;</li> </ul>

Component	Primary/Junior	Intermediate/Senior
<ul style="list-style-type: none"> <li>• references or quotations lacking or missing completely;</li> <li>• similar or identical assignments submitted;</li> <li>• datedness;</li> <li>• odd, complex, out-of-place sentences;</li> <li>• documented references are very unusual and hard to locate;</li> <li>• spelling and/or grammar does not match the student's writing abilities demonstrated to date.</li> </ul>		<ul style="list-style-type: none"> <li>• searching research papers available for purchase via "paper mills";</li> <li>• checking students' work using plagiarism software, such as Turnitin. Turnitin allows students to review their work and provides teachers and students with a tool for checking the integrity of work submitted. Turnitin can also be used as a teaching tool – it is now licensed for schools through the Ontario Software Acquisition Program (OSAPAC).</li> </ul>
<p>Consequences for students who cheat or plagiarize</p>	<p>Subsequent incidents of cheating and/or plagiarism will result in notification to the parent(s)/guardian(s) and school Principal.</p> <p>Students will be expected to complete work to the best of their ability in a supportive and supervised school environment.</p> <p>Work assigned should be developmentally appropriate and within the student's range of proximal development.</p> <p>Incidents of cheating and/or plagiarism in young children most likely stem from a lack of understanding of the concept of academic property, or from a lack of understanding of the task at hand.</p>	<p>The teacher will conference with the student and contact the parent/guardian to explain the situation.</p> <p>Subsequent serious incidents should be reported to Administration and tracked.</p> <p>Where the integrity of an evaluation activity has been compromised, a student is still responsible for meeting the missed expectations. For a first offence, the teacher should provide an opportunity for the student to re-submit the evaluation activity or an alternate activity with no penalty. At the teacher's discretion, the student may be required to complete the evaluation activity under supervised conditions.</p>

Component	Primary/Junior	Intermediate/Senior
	Both should be explored and considered a teachable moment.	<p>In those instances where a student demonstrates a pattern of behaviour, the school Principal may determine an appropriate consequence.</p> <p>Choosing not to complete the alternate evaluation activity or losing the opportunity due to repeated offences, will result in a mark of zero being assigned.</p>

## Late and Missed Assignments Grades 7 to 12

“In Grades 1 to 6, late and missed assignments for evaluation will be noted on the report card as part of the evaluation of the student’s development of the learning skills and work habits. When appropriate, a student’s tendency to be late in submitting, or fail to submit, other assignments (including homework) may also be noted on the report card as part of the evaluation of the student’s development of the learning skills and work habits.” (*Growing Success*, p. 44)

### 1. Setting Collaborative Timeframes

Teachers of Grades 7 to 12 will collaborate with students to establish timeframes for the submission expectations (for reporting purposes) and clearly communicate those timeframes to students and, where appropriate, to parents/guardians.

### 2. Late Assignments

2.1 If a student does not complete an assessment of learning within the timeframe, the teacher will record a blank in the mark record. The teacher will then use professional judgment and work with students to determine the subsequent course of action on an individual basis.

2.2 In many cases, it will be appropriate to set a new deadline without penalty. A number of strategies may also be used to help prevent and/or address late assignments. These include, but are not limited to, the strategies outlined below (list adapted from *Growing Success*, p. 43).

- ask the student to clarify the reason for not completing the assignment;
- help students develop better time-management skills;
- collaborate with other staff to prepare a part or full-year calendar of major assignment dates for every class;
- plan for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute;
- maintain ongoing communication with students and/or parents about timelines and late assignments, and scheduling conferences with parents if the problem persists;
- in secondary schools, refer the student to the Student Success team or teacher;
- take into consideration legitimate reasons for missed timelines;
- set up a student contract;
- use counselling or peer tutoring to try to deal positively with problems;
- hold teacher-student conferences;
- review the need for extra support for English language learners;
- review whether students require special education services;
- require the student to work with a school team to complete the assignment;
- for First Nation, Métis and Inuit students, involve educational liaison and members of the extended family;

- understand and take into account the cultures, histories, and contexts of First Nation, Métis and Inuit students and parents, and their previous experiences with the school system;
- provide alternative assignments or tests/exams where, in the teacher's professional judgment, it is reasonable and appropriate to do so; and
- deduct marks for late assignments.

2.3 Before a student can be penalized for submitting a late assignment:

- the student must be given the opportunity explain the circumstances resulting in the late submission; and
- students and parents must have been informed of the consequences in advance.

2.4 Wherein the teacher's professional judgment it is appropriate to do so, the decision to change a deadline and/or deduct marks will be based on:

- the grade level of the student;
- the maturity of the student;
- the number and frequency of incidents; and
- the individual circumstances of the student.

2.5 To ensure that any mark deduction does not result in a percentage mark that, in the professional judgment of the teacher, misrepresents the student's actual achievement, the penalty for late submission of work should not exceed either one full level or ten percent of the grade for the assignment.

### 3. Incomplete Assignments/Evaluation Tasks

3.1 The teacher will inform the parents/guardians and the school administration of the student's failure to submit assignments.

3.2 Up to Grade 10, if the student does not complete the assignment, the grade of blank can result in the code "I" on a student's report card including the final report card, to indicate that insufficient evidence is available to determine a letter grade or percentage mark (*Growing Success*, p. 42).

3.3 "I" may not be used in Grades 11 and 12 (*Growing Success*, p. 41). In Grades 11 and 12, if the student does not complete the assignment, the grade of blank can change to 0 in the mark record. The decision to change the grade from blank to 0 will be based on the individual circumstances of the student.

3.4 Schools are encouraged to offer opportunities for students to complete work beyond the timelines to accommodate for changes in circumstances that may have hindered a student's chances for success.

4. Impact of Mark Penalty or Mark of Zero on Final Grades

- 4.1 Determining a report card grade will involve teachers' professional judgment and interpretation of evidence and should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence. The teacher's decision to deduct marks or assign a mark of zero must not result in a final mark that misrepresents the student's actual achievement.
- 4.2 The teacher must consider each student's level of performance on the overall expectations addressed in the course.
- 4.3 Where one or more assignment is incomplete, the teacher must decide the impact of each incomplete assignment on the student's ability to continue with learning in the subject area in subsequent courses. Teachers are encouraged to provide opportunities for students to complete alternate assignments or tests/exams where, in the teacher's professional judgment, it is reasonable to do so. Additionally, the teacher can use the course achievement chart as a means of determining whether the performance standards of the course have been met at an appropriate level for successful learning in the next course.
- 4.4 In some cases, alternate assessment data, including assessments for learning and/or the culminating task(s) may substitute for missed assignments covering the same overall expectations.
- 4.5 If a teacher determines significant gaps in the achievement of overall expectations (as a result of missed assignments), a secondary student's credit may be in jeopardy. It is the principal's responsibility to establish school-based procedures to identify students whose credits are in jeopardy.



## Lower Limit of Marks Grades 9 to 12

1. “Teachers will regularly communicate with students, **parents/guardians**, and **adult students** about student progress using a variety of means.” (4021 Assessment & Evaluation Procedures 4.3)
2. Determining a report card grade will involve teachers’ professional judgment and interpretation of evidence and should reflect the student’s most consistent level of achievement with special consideration given to more recent evidence (*Growing Success*, p. 39). Mathematical averaging of marks is in conflict with this statement.
3. Grades are used to report evidence of achievement of overall curriculum expectations, not to be punitive. This evidence should be collected over a period of time and gathered from a variety of sources including: observations, conversations, and student products.
4. Zero can be assigned as a student’s report card mark only when there is no evidence of achievement of the required curriculum expectations for that course. Teachers must consult with the Principal before assigning a report card grade below 20 percent.
5. Additional Considerations
  - 5.1 When reporting marks for students in Grades 9 and 10 teachers may use the code “I”, “to indicate that insufficient evidence is available to determine a letter grade or percentage mark. For the report card, teachers will use their professional judgment to determine when the use of ‘I’ is appropriate and in the best interest of the student” (*Growing Success*, p. 42). Teachers must provide specific information in the report card comment to support the mark of “I” so students, parents/guardians and school Administration understand the reason for this code.
  - 5.2 A final mark of “I” indicates that no credit is granted. It may lead to credit recovery, repeating the course or an alternate plan allowing for completion of missing work as agreed upon by the student, teacher and Administrator. Pages 84 – 86 of *Growing Success* outline the policy and guiding principles regarding placement of students into a credit recovery program.

## References

Ontario. Ministry of Education. (2010). *Growing Success: Assessment, evaluation, and reporting in Ontario schools, first edition, covering grades 1 to 12*. Toronto: Author  
<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>.

Policies and Procedures from the following: Grand Erie District School Board, Kawartha Pine Ridge District School Board, Rainbow District School Board, Rainy River District School Board, Simcoe County District School Board, and Thames Valley District School Board.

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2020 FEB 11  
Report No. 025-20

TO THE CHAIR AND MEMBERS OF  
THE STANDING COMMITTEE - Public Session

RE: POLICY REVIEW – 6022 KINGFISHER OUTDOOR EDUCATION

1. Background

- 1.1 It is the policy of Lakehead District School Board that policies will be developed/reviewed in accordance with 2010 Policy Development and Review Policy.
- 1.2 At the June 25, 2019 Regular Board Meeting, 6022 Kingfisher Outdoor Education Policy was approved for review on the 2019-2020 policy schedule.
- 1.3 On December 4, 2019, the policy and procedures were posted on the Board's website and distributed to constituent groups for review and comment with input to be received by January 22, 2020.

2. Situation

- 2.1 There was no constituent input received.
- 2.2 The policy is attached as Appendix A and the procedures as Appendix B.
- 2.3 Upon final approval, the policy will be distributed according to Board procedures.

RECOMMENDATION

It is recommended that Lakehead District School Board approve 6022 Kingfisher Outdoor Education Policy, Appendix A, as outlined in Report No. 025-20.

Respectfully submitted,

KELLY HENDERSON  
Kingfisher Lead Instructor

DAVE COVELLO  
Manager of Information Technology and Corporate Planning

DAVID WRIGHT

IAN MACRAE  
Director of Education

**STUDENT SERVICES****6000****KINGFISHER OUTDOOR EDUCATION POLICY****6022**1. Rationale

Lakehead District School Board recognizes the importance of ***outdoor experiential environmental learning*** experiences for its students. The Kingfisher Lake Outdoor Education Centre provides unique opportunities for students and teachers of Lakehead District School Board to experience a variety of curriculum-related outdoor and environmental education activities.

2. Policy

It is the policy of Lakehead District School Board to support the participation of students and teachers in outdoor education and environmental programs at the Kingfisher Lake Outdoor Education Centre (the Centre) under the auspices of the Kingfisher staff.

3. Philosophy of Operation

- 3.1 The underlying purpose of the operation of the Centre is to instill in the student an awareness and appreciation of the natural environment.
- 3.2 Programs at the Centre focus on natural science study, outdoor skills, and social learning experiences to support the Ontario Curriculum.
- 3.3 For all activities, the main resource is the natural environment. This necessitates the preservation of the environs of the Centre in as natural a state as possible. Therefore, the maintenance of the area is the cooperative responsibility of all.
- 3.4 Elementary students ~~shall~~ **should** have the opportunity to participate in at least one day program in the primary level and one **overnight-Residential** program between Grade 5 and Grade 8. Bookings for secondary students are filled as requested.
- 3.5 Every effort will be made to include all students for participation in Kingfisher programs.
- 3.6 Participation in all Kingfisher programs is voluntary and subject to parental approval.
- 3.7 Lakehead District School Board supports the limited use of the Centre by community groups. The needs of the students of the Board as well as environmental considerations will determine the extent to which the Centre will be available to outside users.
- 3.8 Weekend and holiday use by school staff and students shall be covered by 6020 Extended Field Trip Policy and Procedures.
- 3.9 Alcoholic beverages, smoking and pets are not permitted on-site.
- 3.10 Lakehead District School Board employs fully qualified personnel at the Centre.

**STUDENT SERVICES****6000****KINGFISHER OUTDOOR EDUCATION POLICY****6022**4. Review

This policy shall be reviewed according to 2010 Policy Development and Review Policy.

<u><b>Cross Reference</b></u>	<u><b>Date Approved</b></u>	<u><b>Legal Reference</b></u>
6020 Extended Field Trip Policy and Procedures	November 1985	
8011 Use of School Buildings, Facilities and Grounds Policy and Procedures	<u><b>Date Revised</b></u> June 24, 2003 January 24, 2012	

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**STUDENT SERVICES****6000****KINGFISHER OUTDOOR EDUCATION  
PROCEDURES****6022**1. Policy

It is the policy of Lakehead District School Board to support the participation of students and teachers in outdoor education and environmental programs at the Kingfisher Lake Outdoor Education Centre (the Centre) under the auspices of the Kingfisher staff.

2. Definitions

## 2.1 Day Program

A single day excursion to the Centre. Day programs are available for Senior Kindergarten to Grade 12 classes.

2.2 Residential **Overnight** Program

Normally, a three-day/two-night visit to the Centre. Residential **Overnight** programs are available for **students in** Grades 5-12 classes.

## 2.3 Independent Day Program

A day visit to the Centre is booked by the classroom teacher on an available day after regular bookings have been completed. The independent day program is approved by Kingfisher staff, but is not conducted or supervised by the staff. School staff are on-site and available for emergencies and supervision.

## 2.4 External/Weekend Program

A day or an ~~Residential~~ **overnight** program offered by a school or community group at the Centre. Bookings are available on a limited basis and under clearly defined conditions.

## 2.5 Supervisor

An individual who has reached the age of 18 years and who has agreed to assist in the supervision of a group of students. At least one supervisor must be a teacher **or administrator** employed by Lakehead District School Board.

3. Guidelines

3.1 All Kingfisher programs shall have curricular relevance.

3.2 Programs shall be planned by the classroom teacher in consultation with Kingfisher staff.

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- 3.3 Elementary students should have the opportunity to participate in at least one day program and one ~~residential~~ **overnight program** between Senior Kindergarten and Grade 8:
- 3.3.1 It is intended that every student should have the opportunity to participate in at least one day program between Senior Kindergarten and Grade 6.
- 3.3.2 It is intended that every student should have the opportunity to participate in at least one **overnight** program between Grade 5 and Grade 8.
- 3.3.3 Every effort will be made to include all students for participation in Kingfisher programs.
- The decision will be made by the principal in consultation with the classroom teacher and parent/guardian. The school, in partnership with the parent/guardian, will be responsible for any additional supervision or care required for individual students.
- 3.3.4 The principal, in consultation with the teacher and the parent/guardian, may exclude a pupil from participation in a particular trip.
- 3.4 Parents/guardians shall receive a program outline and consent form for the program prior to the visit.
- 3.5 Schools shall be responsible for any willful damages or losses to Kingfisher facilities and equipment caused by students during a day or ~~residential~~ **overnight** program.

#### 4. Bookings

- 4.1 Kingfisher staff will determine, on an annual basis, the number of days allocated to each school for day and ~~residential~~ **overnight** programs.
- 4.2 The principal, in consultation with the classroom teachers involved, will complete all booking request forms and return them to the Kingfisher office by the required date.
- 4.3 Kingfisher staff will coordinate specific attendance dates for day and ~~residential~~ **overnight** programs based on the following criteria and conditions:
- preferences of the school;
  - availability of days;
  - grade level and nature of requested activities; and
  - winter day programs are reserved for classes in Grades 5 to 12.
- 4.4 After the school year bookings have been completed, any available days may be booked by individual teachers with the approval of the principal.

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PROCEDURES****6022**5. Responsibilities

## 5.1 Principals

It is the responsibility of the principal to:

- 5.1.1 Ensure that booking requests are completed and returned to the Kingfisher office by the required date.
- 5.1.2 Ensure that each child has the opportunity to attend at least one day program and one ~~residential~~ **overnight** program between Senior Kindergarten and Grade 8.
- 5.1.3 Ensure that **elementary and** secondary teachers are aware of the opportunity to book classes at the Centre.
- 5.1.4 Ensure that all students participating in canoeing have achieved the Small Craft Safety Award and that this information is entered on their student record.
- 5.1.5 Designate appropriately which classes will participate in Kingfisher programs during the school year.
- 5.1.6 Ensure that the program designed by the classroom teacher, in consultation with the Kingfisher staff, is relevant to the curriculum.
- 5.1.7 Ensure that all supervisors participating in ~~an residential~~ **overnight** program have a current Police Record Check (PRC) with current declaration.
- 5.1.8 Ensure that all necessary arrangements have been made and that supervision is provided according to Section 6.
- 5.1.9 Ensure that transportation arrangements are made in accordance with the 3040 Transportation Policy.
- 5.1.10 Ensure that one designated vehicle, with at least the minimal public liability insurance coverage stipulated in the 3040 Transportation Policy, is on-site at all times during ~~Residential~~ **overnight** programs to be used in case of emergency.
- 5.1.11 Arrange for reimbursement to the Centre for any willful damages or losses to Kingfisher facilities and equipment, caused by the students during the program, as reported to the principal by the Kingfisher staff.



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5.2 Classroom Teacher

It is the responsibility of the classroom teachers of those classes designated by the principal to participate in Kingfisher programs to:

5.2.1 Meet with Kingfisher staff to plan a program which is relevant to the curriculum and meets the needs and interests of the students.

5.2.2 Be familiar with the Kingfisher site prior to a ~~an residential~~ **overnight** visit.

5.2.3 Inform parents/guardians of any special provisions required for the visit.

5.2.4 Inform the principal and Kingfisher staff of any health, behaviour or special needs of students.

5.2.5 Provide parents/guardians with an outline of the program to be conducted at Kingfisher.

5.2.6 Ensure that parent/guardian consent forms are completed in advance of the trip by parents/guardians of all students under 18 years of age.

5.2.7 Ensure that any medical conditions or behaviour ~~problems~~ **challenges** which may limit or restrict a student's ability to participate fully in the program are reported to Kingfisher staff during the planning session.

**5.2.8 Review Kingfisher Code of Conduct with students, supervisors and volunteers prior to the visit (Appendix A).**

5.3 Students

It is the responsibility of all students to abide by the school's and Kingfisher's Code of Conduct.

5.4 Kingfisher Staff

It is the responsibility of Kingfisher staff to:

**5.4.1 Consult with classroom teachers in the planning programs. Programs should relate to curriculum and meet the needs and interests of students.**

5.4.2 Make arrangements for any special certification required for activities scheduled during the school day.

5.4.3 Determine the maximum class size for any day or ~~residential~~ **overnight** program.

**STUDENT SERVICES****6000****KINGFISHER OUTDOOR EDUCATION PROCEDURES****6022**6. Supervision

Supervisors will exhibit appropriate behaviour and require appropriate behaviour of their students in accordance with the school's and Kingfisher's Code of Conduct.

## 6.1 Day Programs

## 6.1.1 Elementary

***Ensure that supervision ratios are met in accordance with 6021 Day Field Trip Policy and Procedures.*** ~~There will be a minimum of one teacher and two other supervisors, excluding Kingfisher staff, to accompany each elementary class.~~

## 6.1.2 Secondary

***Ensure that supervision ratios are met in accordance with 6021 Day Field Trip Policy and Procedures.*** ~~There will be a minimum of one teacher to accompany each secondary school class.~~

6.1.3 ~~The supervisor/student ratio is:~~JK-Grade 3: ~~1:10~~Grades 4-8: ~~1:15~~Grades 9-12: ~~1:30~~6.2 Residential **Overnight** Programs

## 6.2.1 Elementary

***Ensure that supervision ratios are met in accordance with 6020 Extended Field Trip Policy and Procedures.*** ~~There will be a minimum of three supervisors, at least one of whom must be a teacher, on-site at all times for elementary Residential Programs.~~

## 6.2.2 Secondary

***Ensure that supervision ratios are met in accordance with 6020 Extended Field Trip Policy and Procedures.*** ~~There will be a minimum of two supervisors, at least one of whom must be a teacher, on-site at all times for secondary Residential Programs.~~

6.2.3 ~~The supervisor/student ratio is:~~Grades 5-8: ~~1:10~~Grades 9-12: ~~1:15~~

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6.2.34 Where male students are included, it is required that at least one male supervisor accompany the group. Where female students are included, it is required that at least one female supervisor accompany the group. Kingfisher staff will be considered as supervisors during the school day.

6.2.4 There must be one teacher or supervisor on-site at all times with **current** Red Cross Standard First Aid qualifications, St. John Ambulance Standard First Aid or the equivalent.

7. Swimming

Swimming is not permitted for day and residential **overnight** programs at the Centre.

8. Canoe Activities

8.1 Canoeing is an optional activity. Students may be exempted from canoeing by parents, teachers, principals, or Kingfisher staff.

8.2 Students may be introduced to canoe instruction in late Grade 5 (May or June). All students participating in canoeing must take the Small Craft Safety Course prior to arriving for their Kingfisher experience. In addition, students will receive safety and skills training on-site as outlined in Appendix **AB**.

8.3 Students who do not participate in canoeing safety and skills are not permitted to participate in on-water canoeing activities.

8.4 During canoe instruction and activities, all participants must wear personal flotation devices, (PFDs) which are approved by Transport Canada.

8.5 To instruct canoeing at the Centre, instructors must have an Ontario Recreation Canoe Association Flatwater Instructor qualification or equivalent.

8.6 **Ratios *Canoe activity ratios will comply with Ontario Physical and Health Education Association (OPHEA) standards***

~~8.6.1 Elementary students shall have an instructor/student ratio of 1:16 with one additional supervisor for every 10 students.~~

~~8.6.2 Secondary students shall have an instructor/student ratio of 1:16 with one additional supervisor for every 15 students.~~

9. Costs

9.1 The cost of all transportation will be assumed by the school.

9.2 A fee will be charged for participation in Kingfisher programs, established annually in accordance with 8010 Fees for Learning Materials and Activities Policy.

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9.3 Supervision of students not participating in Kingfisher programs is the responsibility of the school.

10. Community Use

10.1 The Centre will be made available for community use at the discretion of the Kingfisher staff.

10.1.1 Any user group not under the auspices of Lakehead District School Board must meet the current insurance standards as outlined in 8011 Use of School Buildings, Facilities and Grounds Policy and Procedures.

10.1.2 All community bookings will be of a low environmental impact nature.

10.2 Instruction/Supervision

10.2.1 The user group will provide to Kingfisher staff a detailed written outline of activities planned at the Centre for the group.

10.2.2 The user group will be responsible for covering costs of instruction/supervision of its program.

10.2.3 It is the responsibility of Kingfisher staff to provide an on-site, pre-use orientation to first time user groups.

10.2.4 All outside user groups, **with participants under the age of 18**, must follow the supervisor ratios of this 6022 Kingfisher Outdoor Education Policy and Procedures as a minimum requirement (Section 6).

10.2.5 User groups are responsible for their own emergency procedures and first aid coverage.

10.3 A fee will be charged for use of the Centre. This charge will be established on an annual basis.

10.4 Canoeing

10.4.1 All participants must wear approved Ministry of Transportation PFDs during all canoeing activities.

10.4.2 ~~Canoeing instruction and activities with youth will meet the supervision and instruction ratios stated in 8.6.~~ **Canoe activity with individuals under the age of 18 will comply with OPHEA standards**

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11. Review

These procedures shall be reviewed in accordance with 2010 Policy Development and Review Policy.

<u><b>Cross Reference</b></u>	<u><b>Date Approved</b></u>	<u><b>Legal Reference</b></u>
3040 Transportation Policy and Procedures	November 1985	_____
<b>6020 Day Field Trip</b> Policy and Procedures	<u><b>Date Revised</b></u> June 24, 2003	_____
6021 Extended Field Trip Policy and Procedures	January 24, 2012	
8010 Fees for Learning Materials and Activities Policy and Procedures		
8011 Use of School Buildings, Facilities and Grounds Policy and Procedures		

## KINGFISHER CODE OF CONDUCT

Follow your school Code of Conduct for general conduct guidelines.

Co-operate with Kingfisher staff and follow instructions.

Build fires only under supervision and in designated areas.

Do not light matches, lighters or candles in cabins.

Always stay within sight of a building unless involved in a supervised activity.

Stay at least three metres from the shoreline unless accompanied by a supervisor.

Keep all areas free of all litter.

Leave all-natural materials (plants, animals and rocks) in their natural setting.

Obtain permission to use Kingfisher equipment.

## CONSEQUENCES OF UNACCEPTABLE CONDUCT

Warning and/or additional duties.

Withdrawal of privileges.

Return home.

## DAMAGE AND LOSS

If you damage Kingfisher property or equipment you will have to pay for it's repair or replacement.

## THANK YOU FOR YOUR COOPERATION

**MATERIAL TO BE COVERED IN CLASS BEFORE  
CANOEING AT KINGFISHER**

1. Canoes and Paddles:
  - parts of a canoe;
  - parts of and different style of paddles; and
  - proper sizing of a paddle.
2. Life jackets and PFD's:
  - differences between the two;
  - why they must be worn;
  - how to properly fit and wear them; and
  - how to care for them.
3. Safety Equipment:
  - what is required; and
  - how and when it is used.
4. Clothing and Other Incidentals:
  - proper clothing;
  - sunglasses and sunscreen;
  - bring your medications; and
  - things to make your paddle more pleasant ie: binoculars, snacks, etc.
5. Where Are You Going?
  - plan your route; and
  - tell someone where you are going and when you intend to come back.
6. Weather and Water Conditions:
  - what situations can weather conditions create;
  - where to get weather forecasting information;
  - recognizing a weather change;
  - what to do if the weather changes; and
  - air and water temperature.
7. Risks of Canoeing:
  - know your limits;
  - hypothermia;
  - drowning; and
  - being overdue.
8. Benefits of Canoeing:
  - physical fitness;
  - being outside;
  - being in the natural environment;
  - having the opportunity to cooperatively work with others;
  - a chance to plan an activity; and
  - a challenging activity that can be met and will boost confidence.

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2020 FEB 11  
Report No. 028-20

TO THE CHAIR AND MEMBERS OF  
THE STANDING COMMITTEE - Public Session

RE: POLICY REVIEW – 6050 FOOD AND BEVERAGE

1. Background

- 1.1 On April 26, 2011, 6050 Food and Beverage Policy was approved.
- 1.2 At the May 24, 2016 Regular Board Meeting, the 6050 Food and Beverage Policy was approved for review during the 2018-2019 school year as part of the policy development and review cycle.
- 1.3 On December 5, 2018, the draft policy and procedures were posted on the Board's website and distributed to constituent groups for review and comment with input to be received by January 23, 2019.
- 1.4 On January 22, 2019, Health Canada released a revised Canada Food Guide 2019 which may have impacted the Ministry of Education PPM.
- 1.5 At the February 26, 2019 Regular Board meeting, trustees approved deferring the review of 6050 Food and Beverage Policy until 2019-2020.
- 1.6 On December 4, 2019, the draft policy and procedures were posted on the Board's website and distributed to constituent groups for review and comment with input to be received by January 22, 2020.

2. Situation

- 2.1 Constituent input was received, reviewed and considered.
- 2.2 The policy is attached as Appendix A and the procedures as Appendix B.
- 2.3 Upon final approval, the policy will be distributed according to Board procedures.



RECOMMENDATION

It is recommended that Lakehead District School Board approve 6050 Food and Beverage Policy, Appendix A to Report No. 028-20.

Respectfully submitted,

JEFF UPTON  
Education Officer

MICHELLE PROBIZANSKI  
Superintendent of Education

IAN MACRAE  
Director of Education

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<b>DRAFT – February 11, 2020</b>	
<b>FOOD AND BEVERAGE POLICY</b>	<b>6050</b>

1. Rationale

This policy will guide Board personnel and school communities in the development of healthy school environments that support student learning and success by encouraging students, staff and parents/guardians to make nutritious and healthy food and beverage choices.

2. Policy

It is the policy of Lakehead District School Board that schools and worksites foster healthy nutrition environments and implement food practices to support the wellness of students and staff in line with the current edition of *Eating Well with Canada's Food Guide*.

3. Guidelines

- 3.1 All schools and worksites **will** comply with provincial legislation relating to nutrition, such as Policy/Program Memorandum (PPM) 150 (School Food and Beverage Policy), ~~Policy/Program Memorandum (PPM) 135 (Healthy Foods and Beverages in Elementary School Vending Machines)~~, the ~~Healthy Food for Healthy Schools Act~~ **Education Act Ontario** and any other pertinent legislation.
- 3.2 Schools with nutrition programs follow the Student Nutrition Program Nutrition Guidelines developed by the Ministry of Children, **Community and Social Services** and ~~Youth Services~~.
- 3.3 Food is not used as an individual reward or an incentive for good behaviour, achievement, or participation in classrooms. This does not preclude school staff members from providing students with food or beverages that comply with the nutrition standards in PPM 150 and the 6050 Food and Beverage Policy and Procedures for nutrition snacks or observances.
- 3.4 Non-food items, food items that fit within the 6050 Food and Beverage Policy and Procedures, or events, are selected for fundraising purposes within schools. In addition to the required nutrition education as outlined in the Ontario Curriculum, opportunities to promote healthy eating and safe food practices are considered for planned events and classroom activities.
- 3.5 Healthy eating and safe food handling should be practiced whenever food is served or sold at schools.
- 3.6 When possible, choosing local seasonal foods produced in a sustainable manner is encouraged.

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**FOOD AND BEVERAGE POLICY****6050**4. Review

This policy shall be reviewed in accordance with 2010 Policy Development and Review Policy.

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
<del>Bill 8 – Healthy Food for Healthy Schools Act, 2008</del>	April 26, 2011	
<del>Policy/Program Memorandum No. 150; School Food and Beverage Policy – Ontario Ministry of Education, 2010</del>	<u>Date Revised</u>	<i>Policy/Program Memorandum No. 150; School Food and Beverage Policy – Ontario Ministry of Education, 2010</i>
<del>Policy/Program Memorandum No. 135: Healthy Foods and Beverages in Elementary School Vending Machines – Ontario Ministry of Education, 2004</del>		<i>Education Act R.S.O. 1990, CHAPTER E.2 Section 8(1) 29.3 &amp; 29.4 Sections 317 – 320</i>
Call to Action: Creating a Healthy School Nutrition Environment – Ontario Society of Nutrition Professionals in Public Health, 2004		<i>Ontario Regulation 200/08 Trans Fat Standards</i>
<del>Nutrition Tools for Schools: Action Guides for Implementation</del>		
<del>Eating Well with Canada's Food Guide, 2007-2019</del>		
Ontario Curriculum (Health and Physical Education 1-8 and 9-12, Kindergarten Program) 2006)		
Thunder Bay District Health Unit's Food Safety Guidelines & Healthy Eating Guidelines for Food @ School		

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<b>FOOD AND BEVERAGE PROCEDURES</b>	<b>6050</b>

1. Rationale

This policy will guide Board personnel and school communities in the development of healthy school environments that support student learning and success by encouraging students, staff and parents/guardians to make nutritious and healthy food and beverage choices.

2. Policy

It is the policy of Lakehead District School Board that schools and worksites foster healthy nutrition environments and implement food practices to support the wellness of students and staff in line with the current edition of ~~Eating Well with~~ Canada’s Food Guide.

3. Definitions

3.1 Food

Includes both foods and beverages.

3.2 PPM’s

3.2.1 Policy/Program Memorandum (PPM) No. 150; School Food and Beverage Policy – Ontario Ministry of Education, 2010.

~~3.2.2 Policy/Program Memorandum (PPM) No. 135; Healthy Foods and Beverages in Elementary School Vending Machines – Ontario Ministry of Education, 2004.~~

3.3 Healthy Eating

Eating the recommended types and amounts of food as per Canada’s Food Guide, which includes choosing foods from the Serve/Sell Most and Serve/Sell Less categories, as defined below, more often, and may include local, seasonal foods produced in a sustainable manner.

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**FOOD AND BEVERAGE PROCEDURES****6050**3.4 Policy/Program Memorandum (PPM) Nutrition Standards for Foods

Food is divided into “Vegetables and Fruit”, “**Whole Grains**” and “**Protein Foods**” ~~“Grain products”, “Milk and Alternatives”, and “Meat and Alternatives”~~, following Canada’s Food Guide. There are also “Mixed Dishes” for products that contain more than one major ingredient (e.g., pizza, pasta, soup, salads, and sandwiches), and “Miscellaneous Items”, for items that are to be used in limited amounts (e.g., condiments, sauces, dips, oils and dressings) and for confectionary, which is not permitted for sale (e.g., candy, chocolate). To determine whether a specific product may be sold in schools, it is necessary to read the information on the food label – particularly the Nutrition Facts table and the ingredient list – and compare this information with the nutrition criteria.

3.5 Serve/Sell Most (> 80%)

Products in this category are the healthiest options and generally have higher levels of essential nutrients and lower amounts of **saturated** fat, sugar and/or sodium. They must make up at least 80% of all food choices that are available for sale or served in all venues, through all programs, and at all events. The same requirement applies to beverage choices (see PPM 150 Appendix Nutrition Standards for Ontario Schools attached).

3.6 Serve/Sell Less (< 20%)

Products in this category may have slightly higher amounts of **saturated** fat, sugar, and/or sodium than foods and beverages in the “Sell Most” category. They must make up no more than 20% of all food choices that are available for sale or served in all venues, through all programs, and at all events. The same requirement applies to beverage choices (see PPM 150 Appendix Nutrition Standards for Ontario Schools attached).

3.7 Not Permitted for Sale or to be Served

Products in this category generally contain few or no essential nutrients and/or contain high amounts of **saturated** fat, sugar, and/or sodium (e.g., deep-fried and other fried foods, confectionery). Food and beverages in this category may not be sold or served in schools (see PPM 150 Appendix Nutrition Standards for Ontario Schools attached).

3.8 Healthier Cooking Methods

Cooking methods that require little or no added **saturated** fat or sodium, such as baking, barbecuing, broiling, grilling, microwaving, poaching, roasting, steaming or stir-frying.

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**FOOD AND BEVERAGE PROCEDURES****6050**3.9 Student Nutrition Programs

A breakfast, early morning meal, snack or lunch program offered by the school for all students which is funded by a combination of financial resources, including parent/guardian contributions, local community fundraising, and provincial funding and which attempt to increase food availability, while also aiming to promote healthy eating and provide a positive social atmosphere for all students and staff.

3.10 Exemptions for Special Event Days

A day designated by the principal of the school on which food and beverages sold or served in schools are exempt from the nutrition standards outlined in PPM 150 and these procedures.

3.11 Nutrition Education

As outlined in the Ontario Curriculum.

3.12 Fundraising

Any voluntary contribution, sale of goods or services, or event, which is organized and conducted for the purpose of generating funds. Fundraising may occur within the school or outside of the school.

4. Actions Required4.1 General

It is the responsibility of all schools and worksites of Lakehead District School Board to comply with provincial legislation relating to nutrition including **Education Act Ontario**, ~~Healthy Food for Healthy Schools Act (Bill 8)~~, ~~Healthy Food and Beverages in Elementary School Vending Machines (PPM 135)~~, School Food and Beverage Policy (PPM 150) and other pertinent legislation. Lakehead District School Board's policy and procedures covers food and beverages sold or served to students and staff during the school day, at school or Board-sponsored special events, at meetings or in-services, at sports events and at all Board sites, including non-instructional sites. The policy and procedures does not apply to food and beverages that are:

- brought from home or purchased off school premises and are not for resale in schools;
- available for purchase during field trips off school premises;
- sold in schools for non-school purposes (e.g., sold by an outside organization that is using the gymnasium for a non-school-related event);

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- sold for fundraising activities that occur off school premises provided these activities occur no more than two times per semester in both elementary and secondary schools; and
- sold in staff rooms.

4.2 Schools and Classrooms

- 4.2.1 Food will not be used as an individual reward or incentive for good behaviour, achievement, or participation in classrooms. If food is used as part of an observance, all foods and beverages served must be from the Sell/Serve Most and Sell/Serve Less categories except on special event days.
- 4.2.2 Schools and Board sites, including non-instructional sites, must ensure that all school hospitality programs serve and/or sell foods that comply with the standards outlined in PPM 150 and 6050 Food and Beverage Policy and Procedures.
- 4.2.3 School administrators and Board staff planning school or educational events, including, but not limited to, meet the teacher, open house, graduation, professional activities, and staff meetings, will model good nutrition by serving only foods that comply with the nutrition standards as outlined in PPM 150 and 6050 Food and Beverage Policy and Procedures unless the day has been designated a special event day.
- 4.2.4 Lakehead District School Board recognizes that special event days take place periodically throughout the year. The principal of the school shall solicit the views of the school council and, where appropriate, students, with respect to the designation of special event days for the school. The maximum number of days in the school year that may be designated as special event days for a school is ten. School administrators will communicate the dates of special event days to the school community. On such a designated special event day, schools are encouraged to follow the 6050 Food and Beverage Policy and Procedures, but may, if they so choose, serve or sell foods or beverages that do not comply with the standards in PPM 150 and 6050 Food and Beverage Policy and Procedures (e.g., an ice cream sandwich day).
- 4.2.5 Sporting events, at school sites, such as tournaments or meets, must serve and sell food and beverages that comply with the standards of PPM 150 and 6050 Food and Beverage Policy and Procedures.

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- 4.2.6 Schools with student nutrition programs will follow the Student Nutrition Program Nutrition Guidelines developed by the Ministry of Children, ***Children and Social Services*** and ~~Youth Services~~. School and Board staff will inform community partners and funders of 6050 Food and Beverage Policy and Procedures, and work with support organizations such as Red Cross and Breakfast Clubs of Canada.
- 4.2.7 Where operationally possible, schools are encouraged to plan nutrition breaks of sufficient length, after a period of recess, exercise, or play, granting students the opportunity to enjoy their food break in a calmer environment.

4.3 Cafeterias

Cafeterias in all schools and Board sites, including non-instructional sites, will sell or serve foods that comply with the nutrition standards contained in PPM 150, ***Canada Food Guide*** and 6050 Food and Beverage Policy and Procedures. When obtaining food service contracts with food providers for cafeterias or for schools (e.g., hot lunch providers), Lakehead District School Board will use the Request for Proposal (RFP) process and will include the following:

- use of locally grown and produced foods wherever possible;
- use of whole foods; and
- healthy foods that reflect cultural diversity and provide options for vegetarians and vegans on a regular basis.

In addition, the Board will provide a copy of 6050 Food and Beverage Policy and Procedures to food service providers, cafeteria managers and workers, and review it with them ***annually*** to ensure compliance.

Healthy menu items should be comparatively/competitively priced with the less healthy items.

4.4 Fundraising

- 4.4.1 It is recommended that the sale of non-food items be selected for fundraising purposes.
- 4.4.2 Foods that are used for fundraising purposes must comply with the standards as outlined in PPM 150 and 6050 Food and Beverage Policy and Procedures.
- 4.4.3 A school may sell a non-compliant food for fundraising purposes in the community, outside the school, up to a maximum of two times per school semester for a total of four times in each school year.



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**FOOD AND BEVERAGE PROCEDURES****6050**4.5 Communication and Education

- 4.5.1 Schools will communicate the Ministry Policy (PPM 150), 6050 Food and Beverage Policy and Procedures, and Policy directive annually to parents/guardians, students and the community and provide guidelines and suggestions for foods to be served to students for lunches, snacks and school celebrations. Each school is encouraged to recognize, value and support parent/guardian and student involvement in making changes which reflect a healthy school environment, including the valuing of nutritional foods that represent cultural diversity.
- 4.5.2 Schools may choose to develop additional guidelines in a School Nutrition Policy or form a School Nutrition Action Committee in consultation with their school council. ~~and/or with a Home and School Association or other parent/guardian organization if one exists, as recommended in Nutrition Tools for Schools.~~
- 4.5.3 In addition to the required nutrition education as outlined in the Ontario Curriculum, opportunities to promote healthy eating and safe food handling should be practiced for planned events, observances and classroom activities, and should include input from students, staff, administration and parents. Staff will be in-serviced about healthy eating practices and safe food handling during the implementation process.

5. Progress Indicators ***Compliance Review***

~~By September 2011, all foods served and sold to students and staff outside of special event days, and if purchased with Board funds, will comply with the standards as outlined in PPM 150 and Lakehead District School Board Food and Beverage Policy and Procedures. ***Principals shall regularly monitor and review their compliance with this policy, procedure, PPM 150 and any other relevant legislation.***~~

6. Additional Requirements

- 6.1 ***Principals must take into consideration strategies developed under the Board's 6065 Prevalent Medical Conditions Policy and Procedures to reduce the risk of exposure to causative agents.***
- 6.2 ***The diversity of students and staff must be taken into consideration in order to accommodate religious and/or cultural needs.***

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DRAFT – February 12, 2019

**FOOD AND BEVERAGE PROCEDURES****6050**67. Review

These procedures shall be reviewed in accordance with 2010 Policy Development and Review Policy.

<u>Cross Reference</u>	<u>Date Received</u>	<u>Legal Reference</u>
<del>Bill 8 – Healthy Food for Healthy Schools Act, 2008</del>	April 26, 2011	
<del>Policy/Program Memorandum No. 150; School Food and Beverage Policy – Ontario Ministry of Education, 2010</del>	<u>Date Revised</u>	<i>Policy/Program Memorandum No. 150; School Food and Beverage Policy – Ontario Ministry of Education, 2010</i>
<del>Policy/Program Memorandum No. 135: Healthy Foods and Beverages in Elementary School Vending Machines – Ontario Ministry of Education, 2004</del>		<i>Education Act R.S.O. 1990, CHAPTER E.2 Section 8(1) 29.3 &amp; 29.4 Sections 317 – 320</i>
Call to Action: Creating a Healthy School Nutrition Environment – Ontario Society of Nutrition Professionals in Public Health, 2004		<i>Ontario Regulation 200/08 Trans Fat Standards</i>
<del>Nutrition Tools for Schools: Action Guides for Implementation</del>		
<del>Eating Well with Canada's Food Guide, 2007-2019</del>		
<del>Ontario Curriculum (Health and Physical Education 1-8 and 9-12, Kindergarten Program) 2006)</del>		
<del>Thunder Bay District Health Unit's Food and Safety Guidelines for Food @</del>		

**STUDENT SERVICES**

**6000**

DRAFT – February 12, 2019

**FOOD AND BEVERAGE PROCEDURES**

**6050**

<u>Cross Reference</u>	<u>Date Received</u>	<u>Legal Reference</u>
<i>School &amp; Healthy Eating Guidelines</i>		
<i>6065 Prevalent Medical Conditions Policy and Procedures</i>		

**NUTRITION STANDARDS FOR ONTARIO SCHOOLS**

Read the information on the food label – particularly the Nutrition Facts table and the ingredient list – and compare this information with the nutrition criteria outlined below in order to determine whether a food or beverage may be sold at the school.

Products in the “Sell Most” category must make up *at least 80 per cent* of all food choices and *at least 80 per cent* of all beverage choices that are available for sale in all venues, through all programs, and at all events on school premises.

Products in the “Sell Less” category must make up *no more than 20 per cent* of all food choices and *no more than 20 per cent* of all beverage choices that are available for sale in all venues, through all programs, and at all events on school premises.

**Nutrition Standards for Food**

All food sold in schools must meet the standards set out in Ontario Regulation 200/08, “Trans Fat Standards”, made under the Education Act.

**Vegetables and Fruit**

- ✓ Compare the nutrition criteria below with the Nutrition Facts table and the ingredient list on the food label.
- ✓ See the section “Nutrition Standards for Beverages” for the nutrition criteria for vegetable and fruit juices and juice blends.
- ✓ Food should always be prepared in a healthy way – that is, using cooking methods that require little or no added fat or sodium, such as baking, barbequing, boiling, broiling, grilling, microwaving, poaching, roasting, steaming, or stir-frying.

	<b>Sell Most (≥ 80%)</b>	<b>Sell Less (≤ 20%)</b>	<b>Not Permitted for Sale</b>
	<b>Nutrition Criteria</b>	<b>Nutrition Criteria</b>	<b>Nutrition Criteria</b>
<b>Fresh, Frozen, Canned, and Dried Vegetables and Fruit</b>	Vegetable or fruit is the first item on the ingredient list <b>and Fat: ≤ 3g</b> <b>and Sodium: ≤ 360 mg</b>  <b>Examples:</b> <ul style="list-style-type: none"> <li>• fresh or frozen vegetables with little or no added salt;</li> <li>• fresh or frozen fruit with no added sugar;</li> <li>• canned vegetables;</li> <li>• canned fruit packed in juice or light syrup;</li> <li>• unsweetened apple sauce;</li> <li>• some low-fat frozen potato products, including french fries; and</li> <li>• some dried fruit and 100% fruit leathers.*</li> </ul>	Vegetable or fruit is the first item on the ingredient list <b>and Fat: ≤ 5g</b> <b>and Saturated fat: ≤ 2g</b> <b>and Sodium: ≤ 480 mg</b>  <b>Examples:</b> <ul style="list-style-type: none"> <li>• some dried fruit and 100% fruit leathers;</li> <li>• lightly seasoned or sauced vegetables and fruit; and</li> <li>• some prepared mixed vegetables.</li> </ul>	Sugar** is the first item on the ingredient list <b>or Fat: &gt; 5g</b> <b>or Saturated Fat: &gt; 2g</b> <b>or Sodium: &gt; 480 mg</b>  <b>Examples:</b> <ul style="list-style-type: none"> <li>• vegetable and fruit products prepared with higher amounts of fat, sugar, and/or salt, including deep fried vegetables;</li> <li>• some packaged frozen and deep-fried potato products including hash browns and french fries; and</li> <li>• some fruit snacks made with juice (e.g., gummies, fruit rolls).</li> </ul>

**Vegetables and Fruit Cont'd**

	<b>Sell Most (≥ 80%) Nutrition Criteria</b>	<b>Sell Less (≤ 20%) Nutrition Criteria</b>	<b>Not Permitted for Sale Nutrition Criteria</b>
<b>Canned Tomatoes and Tomato-Based Products</b>	<p>Fat ≤ 3g  <b>and</b> Sodium: ≤ 480 mg</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• some whole, crushed, or diced tomatoes; and</li> <li>• some pasta sauces.</li> </ul>		<p>Fat: &gt; 3g  <b>or</b> Sodium &gt; 480 mg</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• whole, crushed, or diced tomatoes that are higher in fat or sodium; and</li> <li>• pasta sauce that is higher in fat or sodium.</li> </ul>
<b>Vegetable and Fruit Chips</b>	<p>Fat ≤ 3g  <b>and</b> Sodium: ≤ 240 mg</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• some lower-fat, lower-sodium vegetable chips (e.g. potato, carrot); and</li> <li>• some lower-fat, lower-sodium fruit chips (e.g. banana, apple, pear).</li> </ul>	<p>Fat: ≤ 5g  <b>and</b> Saturated fat: ≤ 2g  <b>and</b> Sodium: ≤ 480 mg</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• some vegetable chips (e.g. potato, carrot); and</li> <li>• some fruit chips (e.g. banana, apple, pear).</li> </ul>	<p>Fat:&gt; 5g  <b>or</b> Saturated fat: &gt; 2g  <b>or</b> Sodium: 480 mg</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• some vegetable chips that are higher in fat or sodium; and</li> <li>• some fruit chips that are higher in fat or sodium.</li> </ul>

\* Food high in sugars and starches (natural or added) can leave particles clinging to the teeth and put dental health at risk. Vegetable and fruit choices of particular concern include fruit leathers, dried fruit and chips (potato or other). It is suggested that these foods be eaten only at mealtimes and that foods that clear quickly from the mouth be eaten at snack times, such as fresh (raw or cooked), canned or frozen vegetables or fruit.

\*\* Look for other words for sugar, such as glucose, fructose, sucrose, dextrose, dextrin, corn syrup, maple syrup, cane sugar, honey and concentrated fruit juice.

### Grain Products

<ul style="list-style-type: none"> <li>✓ Compare the nutrition criteria below with the Nutrition Facts table and the ingredient list on the food label.</li> <li>✓ Food should always be prepared in a healthy way – that is, using cooking methods that require little or no added fat or sodium, such as baking, barbequing, boiling, broiling, grilling, microwaving, poaching, roasting, steaming or stir-frying.</li> </ul>			
	<b>Sell Most (≥ 80%) Nutrition Criteria</b>	<b>Sell Less (≤ 20%) Nutrition Criteria</b>	<b>Not Permitted for Sale Nutrition Criteria</b>
<b>Bread</b>	<p>Whole grain is the first item on the ingredient list  <b>and</b> Saturated fat: ≤ 2g  <b>and</b> Sodium: ≤ 240 mg  <b>and</b> Fibre: ≥ 2g</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• whole grain breads, including buns, bagels, english muffins, rolls, naan, pitas, tortillas, chapattis, rotis, bannock; and</li> <li>• whole grain pizza dough and flatbread.</li> </ul>	<p>Saturated fat: ≤ 2g  <b>and</b> Sodium: ≤ 480 mg</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• white (enriched) breads, including buns, bagels, english muffins, rolls, naan, pitas, tortillas, chapattis, rotis, bannock; and</li> <li>• white (enriched) pizza dough.</li> </ul>	<p>Saturated fat: &gt; 2g  <b>or</b> Sodium: &gt; 480 mg</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• white breads that are higher in fat or sodium; and</li> <li>• some cheese breads, scones and biscuits.</li> </ul>
<b>Pasta, Rice, and Other Grains</b>	<p>Fat: ≤ 3g  <b>and</b> Saturated fat: ≤ 2g  <b>and</b> Sodium: ≤ 240 mg</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• whole wheat or white (enriched) pasta, including couscous;</li> <li>• white, brown and wild rice, rice noodles and soba noodles; and</li> <li>• quinoa, bulgur, wheat berries, spelt and other whole grains.</li> </ul>	<p>Fat: ≤ 5g  <b>and</b> Saturated fat: ≤ 2g  <b>and</b> Sodium: ≤ 480 mg</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• some pasta, rice and other grains.</li> </ul>	<p>Fat: &gt; 5g  <b>and</b> Saturated fat: &gt; 2g  <b>and</b> Sodium: &gt; 480 mg</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• some pasta, rice, and other grains that are higher in fat, saturated fat or sodium.</li> </ul>
<b>Baked Goods</b>	<p>Fat: ≤ 5g  <b>and</b> Saturated fat: ≤ 2g  <b>and</b> Fibre: ≥ 2g</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• some muffins, cookies, grain-based bars; and</li> <li>• some whole grain waffles and pancakes.</li> </ul>	<p>Fat: ≤ 10g  <b>and</b> Saturated fat: ≤ 2g  <b>and</b> Fibre: ≥ 2g</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• some muffins, cookies, grain-based bars, snacks; and</li> <li>• some waffles and pancakes.</li> </ul>	<p>Fat: &gt; 10g  <b>and</b> Saturated fat: &gt; 2g  <b>and</b> Fibre: &lt; 2g</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• most croissants, danishes, cakes, doughnuts, pies, turnovers, pastries; and</li> <li>• some cookies and squares.</li> </ul>

<b>Grain Products Cont'd</b>			
	<b>Sell Most (≥ 80%) Nutrition Criteria</b>	<b>Sell Less (≤ 20%) Nutrition Criteria</b>	<b>Not Permitted for Sale Nutrition Criteria</b>
<b>Grain-Based Snacks</b>	Fat: ≤ 3g <b>and</b> Saturated fat: ≤ 2g <b>and</b> Sodium: ≤ 240 mg  <b>Examples:</b> <ul style="list-style-type: none"> <li>• some whole grain crackers, pita chips and flatbreads; and</li> <li>• some packaged crackers and popcorn.</li> </ul>	Fat: ≤ 5g <b>and</b> Saturated fat: ≤ 2g <b>and</b> Sodium: ≤ 480 mg  <b>Examples:</b> <ul style="list-style-type: none"> <li>• some crackers, pretzels and popcorn.</li> </ul>	Fat: > 5g <b>and</b> Saturated fat: > 2g <b>and</b> Sodium: > 480 mg  <b>Examples:</b> <ul style="list-style-type: none"> <li>• crackers, pretzels, and popcorn higher in fat and sodium; and</li> <li>• most corn chips and other snack mixes.</li> </ul>
<b>Cereals</b>	Whole grain is the first item on the ingredient list <b>and</b> Saturated fat: ≤ 2g <b>and</b> Fibre: ≥ 2g  <b>Examples:</b> <ul style="list-style-type: none"> <li>• some breakfast cereals, including oatmeal, some granola and cold cereals containing fibre.</li> </ul>		Whole grain is not the first item on the ingredient list <b>and</b> Saturated fat: > 2g <b>and</b> Fibre: < 2g  <b>Examples:</b> <ul style="list-style-type: none"> <li>• some breakfast cereals.</li> </ul>

**Milk and Alternatives**

<p>✓ Compare the nutrition criteria below with the Nutrition Facts table and the ingredient list on the food label.          ✓ See the section “Nutrition Standards for Beverages” for the nutrition criteria for vegetable and fruit juices and juice blends.</p>			
	<b>Sell Most (≥ 80%) Nutrition Criteria</b>	<b>Sell Less (≤ 20%) Nutrition Criteria</b>	<b>Not Permitted for Sale Nutrition Criteria</b>
<b>Yogurt/Kefir</b>	<p>Fat: ≤ 3.25% M.F.* or ≤ 3g</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• plain and flavoured yogurt and yogurt tubes.</li> </ul>		<p>Fat: &gt; 3.25% M.F.* or &gt; 3g</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• yogurt higher in fat, such as Balkan-style.</li> </ul>
<b>Cheese**</b>	<p>Fat: ≤ 20% M.F.  <b>and</b> Sodium: ≤ 360 mg  <b>and</b> Calcium: ≥ 15% DV***</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• cheeses lower in fat and sodium, including part-skim mozzarella, light cheddar, some Swiss and ricotta.</li> </ul>	<p>Sodium: ≤ 480 mg.  <b>and</b> Calcium: ≥ 15% DV</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• most hard and soft, non-processed cheese, including cheddar, mozzarella, brick, parmesan, some feta, monterey jack, havarti and gouda; cottage cheese, cheese curds and cheese strings.</li> </ul>	<p>Sodium: &gt; 480 mg.  <b>and</b> Calcium: &lt; 15% DV</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• some processed cheese products; and</li> <li>• most cream cheeses.</li> </ul>
<b>Milk-Based Desserts</b>		<p>Fat: ≤ 5g  <b>and</b> Sodium: ≤ 360 mg  <b>and</b> Calcium: ≥ 5% DV</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• some frozen yogurt, puddings, custards, ice milk and gelato.</li> </ul>	<p>Fat: &gt; 5g  <b>or</b> Sodium: &gt; 360 mg  <b>or</b> Calcium: &lt; 5% DV</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• some puddings; and</li> <li>• most frozen desserts high in fat and sugar, including ice cream, ice cream bars, ice cream cakes, and ice cream sandwiches.</li> </ul>

\* MF = Milk Fat. The amount can be found on the front of the food label

\*\* Encourage selection of lower-fat cheese options.

\*\*\*DV = Daily Value



**Meat and Alternatives**

<p>✓ Compare the nutrition criteria below with the Nutrition Facts table and the ingredient list on the food label.          ✓ Food should always be prepared in a healthy way – that is, using cooking methods that require little or no added fat or sodium, such as baking, barbequing, boiling, broiling, grilling, microwaving, poaching, roasting, steaming, or stir-frying.</p>			
	<b>Sell Most (≥ 80%) Nutrition Criteria</b>	<b>Sell Less (≤ 20%) Nutrition Criteria</b>	<b>Not Permitted for Sale Nutrition Criteria</b>
<b>Fresh and Frozen Meat</b>	<p>Fat: ≤ 10 g  <b>and</b> Sodium: ≤ 480 mg</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• extra-lean ground meat;</li> <li>• lean beef, goat, lamb, pork, or poultry;</li> <li>• some breaded chicken strips and nuggets;</li> <li>• some lean meatballs; and</li> <li>• some lean hamburger patties.</li> </ul>	<p>Fat: ≤ 14 g  <b>and</b> Sodium: ≤ 480 mg</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• lean ground meat;</li> <li>• beef, goat, lamb, pork, or poultry;</li> <li>• some breaded chicken strips and nuggets;</li> <li>• some meatballs; and</li> <li>• some hamburger patties.</li> </ul>	<p>Fat: &gt;14 g  <b>and</b> Sodium: &gt; 480 mg</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• meat that contains higher amounts of fat or sodium, including chicken wings, bacon, pork and beef ribs;</li> <li>• some wieners;</li> <li>• most pepperoni sticks; and</li> <li>• most beef/turkey jerk products.</li> </ul>
<b>Deli (Sandwich) Meat</b>	<p>Fat: ≤ 5 g  <b>and</b> Sodium: ≤ 480 mg</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• some lean deli meat.</li> </ul>	<p>Fat: ≤ 5 g  <b>and</b> Sodium: ≤ 600 mg</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• some lean deli meat.</li> </ul>	<p>Fat: &gt; 5 g  <b>and</b> Sodium: &gt; 480 mg</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• some breaded or battered fish higher in added fat or sodium; and</li> <li>• fresh or frozen fish with higher mercury content*.</li> </ul>
<b>Fish</b>	<p>Fat: ≤ 8 g  <b>and</b> Sodium: ≤ 480 mg</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• fresh, frozen or canned fish.</li> </ul>	<p>Fat: ≤ 12 g  <b>and</b> Sodium: ≤ 480 mg</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• some frozen, breaded fish (e.g. fish sticks); and</li> <li>• fresh, frozen or canned fish.</li> </ul>	<p>Fat: &gt; 12 g  <b>and</b> Sodium: &gt; 480 mg</p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• some breaded or battered fish higher in added fat or sodium; and</li> <li>• fresh or frozen fish with a higher mercury content*.</li> </ul>
<b>Eggs</b>	<p>Fat: ≤ 7 g  <b>and</b> Sodium: ≤ 480 mg</p>		<p>Fat: ≤ 7 g  <b>and</b> Sodium: ≤ 480 mg</p>

**Meat and Alternatives Cont'd**

	<b>Sell Most (≥ 80%) Nutrition Criteria</b>	<b>Sell Less (≤ 20%) Nutrition Criteria</b>	<b>Not Permitted for Sale Nutrition Criteria</b>
<b>Nuts, Protein Butters, and Seeds</b>	<p>Not coated with candy, chocolate, sugar or yogurt  <b>and Sodium: ≤ 480 mg</b></p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• nut, legume, and seed butters, including peanut, almond, walnut, soy, sesame and sunflower; and</li> <li>• nuts and seeds, including almonds, walnuts, peanuts, sunflower seeds, pumpkin seeds (pepitas).</li> </ul>		<p>Not coated with candy, chocolate, sugar or yogurt  <b>and Sodium: &gt; 480 mg</b></p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• coated nuts; and</li> <li>• some roasted and salted nuts.</li> </ul>
<b>Meat Alternatives, such as Tofu, Beans, and Lentils</b>	<p>Fat: ≤ 8 g  <b>and Sodium: ≤ 480 mg</b>  <b>and Protein: ≥ 10g</b></p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• some vegetarian burgers, simulated meat strips, veggie meatballs, veggie ground round, veggie wieners and sausages, tofu and tempeh; and</li> <li>• beans and lentils.</li> </ul>		<p>Fat: &gt; 8 g  <b>and Sodium: &gt; 480 mg</b>  <b>and Protein: &lt; 10g</b></p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• some vegetarian products high in sodium; and</li> <li>• some meat alternatives that are higher in fat or sodium or lower in protein.</li> </ul>

\* Certain types of fish may contain levels of mercury that can be harmful to human health. Fish caught in local lakes and streams may have different levels of mercury from those found in stores. Canned “light” tuna contains less mercury than “white” or “albacore” tuna, and salmon generally has low levels of mercury. See Health Canada’s website, for continually updated information and a list of fish with low levels of mercury, at <http://www.hc-sc.gc.ca/fn-an/securit/chem-chim/envIRON/mercur/cons-adv-etud-eng.php>.

**Mixed Dishes**

*Note:* Mixed dishes are products that contain more than one major ingredient.

**Mixed Dishes With a Nutrition Facts Table**

<ul style="list-style-type: none"> <li>✓ Compare the nutrition criteria below with the Nutrition Facts table and the ingredient list on the food label.</li> <li>✓ Food should always be prepared in a healthy way – that is, using cooking methods that require little or no added fat or sodium, such as baking, barbequing, boiling, broiling, grilling, microwaving, poaching, roasting, steaming or stir-frying.</li> </ul>			
	<b>Sell Most (≥ 80%)</b>	<b>Sell Less (≤ 20%)</b>	<b>Not Permitted for Sale</b>
	<b>Nutrition Criteria</b>	<b>Nutrition Criteria</b>	<b>Nutrition Criteria</b>
<b>Entrées</b> (e.g., frozen pizza, sandwiches, pasta, hot dogs)	Fat: ≤ 10 g <b>and</b> Saturated Fat ≤ 5 g <b>and</b> Sodium: ≤ 960 mg <b>and</b> Fibre: ≥ 2g <b>and</b> Protein ≥ 10g	Fat: ≤ 15 g <b>and</b> Saturated Fat ≤ 7 g <b>and</b> Sodium: ≤ 960 mg <b>and</b> Fibre: ≥ 2g <b>and</b> Protein ≥ 7g	Fat: >15 g <b>or</b> Saturated Fat > 7g <b>or</b> Sodium: > 960 mg <b>or</b> Fibre: < 2g <b>or</b> Protein < 7g
<b>Soups</b>	Fat: ≤ 3g <b>and</b> Sodium: ≤ 720 mg <b>and</b> Protein: ≥ 2g	Fat: ≤ 5g <b>and</b> Saturated Fat: ≤ 2g <b>and</b> Sodium: ≤ 720mg	Fat: > 5g <b>or</b> Saturated Fat: >2g <b>or</b> Sodium: > 720mg
<b>Side Dishes</b> (e.g., grain and/or vegetable salads)	Fat: ≤ 5g <b>and</b> Saturated Fat ≤ 2g <b>and</b> Sodium: ≤ 360mg <b>and</b> Fibre: ≥ 2g	Fat: ≤ 7g <b>and</b> Saturated Fat ≤ 2g <b>and</b> Sodium: ≤ 360mg	Fat: > 7g <b>and</b> Saturated Fat > 2g <b>and</b> Sodium: > 360mg

**Mixed Dishes (Cont'd)**

**Mixed Dishes Without a Nutrition Facts Table**

<ul style="list-style-type: none"> <li>✓ For every ingredient used, refer to the nutrition criteria in this appendix for the appropriate food groups.</li> <li>✓ Food should always be prepared in a healthy way – that is, using cooking methods that require little or no added fat or sodium, such as baking, barbequing, boiling, broiling, grilling, microwaving, poaching, roasting, steaming, or stir-frying.</li> </ul>			
	<b>Sell Most (≥ 80%)</b>	<b>Sell Less (≤ 20%)</b>	<b>Not Permitted for Sale</b>
	<b>Nutrition Criteria</b>	<b>Nutrition Criteria</b>	<b>Nutrition Criteria</b>
<b>Entrées</b> (e.g., pizza, sandwiches, pasta, hot dogs)	All major ingredients* are from the “Sell Most” category.	One or more major ingredients are from the “Sell Less” category.	Cannot be sold if prepared with any ingredients from the “Not Permitted for Sale” category.
<b>Soups</b>	All major ingredients are from the “Sell Most” category.	One or more major ingredients are from the “Sell Less” category.	Cannot be sold if prepared with any ingredients from the “Not Permitted for Sale” category.
<b>Side Dishes</b> (e.g., grain and/or vegetable salads)	All major ingredients are from the “Sell Most” category.	One or more major ingredients are from the “Sell Less” category.	Cannot be sold if prepared with any ingredients from the “Not Permitted for Sale” category.

\*A major ingredient is any product that is identified in one of the food groups set out in the nutrition standards – that is, Vegetables and Fruit, Grain Products, Milk and Alternatives, and Meat and Alternatives. All pizza toppings are considered major ingredients.

**Miscellaneous Items**

<b>Minor Ingredients</b>	
✓The following are considered minor ingredients and are to be used in limited amounts, as defined under “Serving Size”. ✓Choose products that are lower in fat and/or sodium.	
<b>Ingredients</b>	<b>Serving Size</b>
Condiments and Spreads	≤ 15 ml (1 tbsp)
Gravies and Sauces	≤ 60 ml (4 tbsp)
Dips	≤30 ml (2 tbsp)
Fats	≤ 5 ml (1 tsp)
Oils and Dressings	≤15 ml (1 Tbsp)
Other (e.g. chocolate chips, coconut, olives, parmesan cheese)	≤15 ml (1Tbsp)

<b>Not Permitted for Sale: Confectionary (Examples)</b>
Candy Chocolate Energy Bars Licorice Gum Gummies Popsicles and freezies, if not prepared with 100% juice

**Nutrition Standards for Beverages**

Separate beverage standards are provided for elementary and secondary schools.

All beverages sold in schools must meet the standards set out in Ontario Regulation 200/08, “Trans Fat Standards”, made under the Education Act

**Beverages – Elementary Schools**

✓ Compare the nutrition criteria below with the Nutrition Facts table and the ingredient list on the food label.			
	<b>Sell Most (≥ 80%) Nutrition Criteria</b>	<b>Sell Less (≤ 20%) Nutrition Criteria</b>	<b>Not Permitted for Sale Nutrition Criteria</b>
<b>Water</b>	<b>Plain</b>		
<b>Milk and Milk-Based Beverages (Plain or Flavoured)</b>	Fat: ≤ 2% M.F.* or ≤ 5 g <b>and</b> Sugar ≤ 28 g <b>and</b> Calcium: ≥ 25% DV** <b>and</b> Container Size: ≤ 250 ml		Fat: >2% M.F. or > 5 g <b>or</b> Sugar > 28 g <b>or</b> Calcium: < 25% DV <b>or</b> Container Size: > 250 ml
<b>Yogurt Drinks</b>	Fat: ≤ 3.25% M.F.* or ≤ 3 g <b>and</b> Container Size: ≤ 250 ml		Fat: > 3.25% M.F.* or > 3 g <b>or</b> Container Size: > 250 ml
<b>Soy/Milk Alternative Beverages (Plain or Flavoured)</b>	Fortified with calcium and vitamin D <b>and</b> Container size: ≤ 250 ml		Unfortified <b>or</b> Container size: > 250ml
<b>Juices or Blends: Vegetable or Fruit</b>	100% juice, pulp, or purée <b>and</b> Unsweetened/No sugar added <b>and</b> Container Size: ≤ 250 ml		< 100% juice, pulp, or purée <b>or</b> Sugar in the ingredient list <b>or</b> Container size: > 250 ml
<b>Hot Chocolate</b>	Fat: ≤ 2% M.F. or ≤ 5 g <b>and</b> Sugar ≤ 28 g <b>and</b> Calcium: ≥ 25% DV <b>and</b> Container Size: ≤ 250 ml		Fat: > 2% M.F. or > 5 g <b>or</b> Sugar > 28 g <b>or</b> Calcium: < 25% DV <b>or</b> Container Size: >250 ml
<b>Coffee and Tea</b>			All Coffee and Tea
<b>Iced Tea</b>			All Iced Tea
<b>Energy Drinks</b>			All Energy Drinks
<b>Sports Drinks</b>			All Sports Drinks
<b>Other Beverages</b> (e.g., soft drinks; flavoured water; “juice ades”, such as lemonade, limeade)			All Other Beverages

\*M.F. = Milk Fat. The amount can be found on the front of the food label. \*\* DV – Daily Value.

**Beverages – Secondary Schools**

✓ Compare the nutrition criteria below with the Nutrition Facts table and the ingredient list on the food label.			
	<b>Sell Most (≥ 80%)</b>	<b>Sell Less (≤ 20%)</b>	<b>Not Permitted for Sale</b>
	<b>Nutrition Criteria</b>	<b>Nutrition Criteria</b>	<b>Nutrition Criteria</b>
<b>Water</b>	Plain		
<b>Milk and Milk-Based Beverages (Plain or Flavoured)</b>	Fat: ≤ 2% M.F.* or ≤ 5 g and Sugar ≤ 28 g and Calcium: ≥ 25% DV**		Fat: > 2% M.F. or > 5 g or Sugar > 28 g or Calcium: < 25% DV
<b>Yogurt Drinks</b>	Fat: ≤ 3.25% M.F. or ≤ 3 g		Fat: > 3.25% M.F. or > 3 g
<b>Soy/Milk Alternative Beverages (Plain or Flavoured)</b>	Fortified with calcium and vitamin D		Unfortified
<b>Juices or Blends: Vegetable or Fruit</b>	100% juice, pulp or purée and Unsweetened/No sugar added		< 100% juice, pulp, or purée or Sugar in the ingredient list
<b>Hot Chocolate</b>	Fat: ≤ 2% M.F. or ≤ 5 g and Sugar ≤ 28 g and Calcium: ≥ 25% DV		Fat: > 2% M.F. or > 5 g or Sugar > 28 g or Calcium: < 25% DV
<b>Coffee and Tea</b>		Decaffeinated	Caffeinated
<b>Iced Tea</b>		Calories: ≤ 40 and Decaffeinated	Calories: > 40 or Caffeinated
<b>Energy Drinks</b>			All Energy Drinks
<b>Sports Drinks</b>			All Sports Drinks
<b>Other Beverages</b> (e.g. soft drinks; flavoured water; "juice aides", such as lemonade, limeade)		Calories ≤ 40 and Caffeine-free	Calories > 40 or with caffeine

\*M.F. = Milk Fat. The amount can be found on the front of the food label. \*\* DV = Daily Value.

LAKEHEAD PUBLIC SCHOOLS  
OFFICE OF THE DIRECTOR OF EDUCATION

2020 FEB 11  
Report No. 027-20

TO THE CHAIR AND MEMBERS OF  
THE STANDING COMMITTEE - Public Session

RE: POLICY REVIEW – 8074 STUDENT CONCUSSION MANAGEMENT - UPDATE

1. Background

- 1.1 On January 27, 2015, 8074 Student Concussion Management Policy was approved by trustees.
- 1.2 At the May 28, 2019 Regular Board Meeting, 8074 Student Concussion Management Policy was approved for review during the 2022-2023 school year as part of the policy development and review cycle.
- 1.3 On September 25, 2019, the Ministry of Education released PPM 158 requiring school boards to update concussion management policies no later than January 31, 2020.

2. Situation

- 2.1 This policy was not released for constituent input at this time and will be reviewed again during the 2022-2023 school year.
- 2.2 The updated policy is attached as Appendix A, and the procedures and appendices as Appendix B.
- 2.3 Upon final approval, the policy will be distributed according to Board procedures.

RECOMMENDATION

It is recommended that Lakehead District School Board approve 8074 School Concussion Management Policy, as updated, Appendix A to Report No. 027-20.

Respectfully submitted,

JEFF UPTON  
Education Officer

MICHELLE PROBIZANSKI  
Superintendent of Education

IAN MACRAE  
Director of Education



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1. Rationale

- 1.1 Lakehead District School Board is committed to promoting awareness of safety in schools and recognizes that the health and safety of students are essential preconditions for effective learning and participation in physical activity.
- 1.2 All partners in education, including the Ministry of Education, other Ontario ministries, school boards, administrators, educators, school staff, students, parents, school volunteers and community-based organizations, have important roles to play in promoting student health and safety, and in fostering and maintaining healthy and safe environments in which students can learn.
- 1.3 Concussions can have a serious effect on a young, developing brain. Proper prevention, recognition and response to concussion in the school environment can prevent further injury and can help with recovery. A concussion can have a significant impact on a student: cognitively, physically, emotionally and socially.

2. Policy

It is the policy of the Lakehead District School Board to ensure the provision of minimized risk in elementary and secondary schools and to provide a safe environment that takes steps to reduce the risk of injury and promotes the overall well-being of students.

3. Guiding Principles

- 3.1 Children and adolescents are among those at greater risk for concussions due to body trauma at any time. Although falls and motor vehicle accidents are the leading causes of concussion, there is a heightened risk due to concussion during physical activity which includes physical education classes, playground time, or sports activities.
- 3.2 To address this increased risk of concussions and to prevent and identify the signs and symptoms of concussion, the Board is committed to increasing awareness for all students, staff, parents, volunteers, and health care practitioners to support the proper prevention and management of concussions.
- 3.3 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.

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- 3.4 In accordance with Policy Program Memorandum (PPM) 158 (School Board Policies on Concussion), Lakehead District School Board will develop and implement concussion management strategies. These strategies must include development of awareness, prevention, identification, training and management procedures for a diagnosed concussion.

4. **Requirements**

*The Lakehead District School Board requires:*

- 4.1 *Receipt of confirmation of annual review of approved Concussion Awareness Resources by individuals participating in Board-sponsored interschool sports.*
- 4.2 *The establishment of Concussion Codes of Conduct for individuals participating in Board-sponsored interschool sports, and the receipt of confirmation of annual review of the relevant code of conduct by those individuals.*
- 4.3 *Annual concussion training for relevant school staff.*
- 4.4 *The establishment of a process for the removal of students with a suspected concussion from physical activity and, for those diagnosed with a concussion, a Return to School Plan, which includes their return to learning and to physical activity.*
- 4.5 *The establishment of a process to document and track a student's progress, from removal from an activity due to a suspected concussion, to the return, through graduated steps, to learning and to physical activity.*

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5. Review

*Concussion information and procedures for the components of prevention, identification and Return to School Plan are always evolving with new research and consensus guidelines. In order to keep users current with information and procedures, the Concussion Protocol will be reviewed and revised where necessary. An annual consult every September for the current Ontario Physical Activity Safety Standards in Education Concussion Protocol will occur.*

This policy shall be reviewed in accordance with 2010 Policy Development and Review Policy.

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
	January 27, 2015	
	<u>Date Revised</u>	<i>Policy/Program Memorandum No. 158 Issue Date September 25, 2019</i>
		<i>Rowan's Law (Concussion Safety), 2018</i>

**SCHOOL-COMMUNITY RELATIONS****8000****STUDENT CONCUSSION MANAGEMENT PROCEDURES****8074**1. Policy Statement

It is the policy of the Lakehead District School Board to ensure the provision of minimized risk in elementary and secondary schools and to provide a safe environment that takes steps to reduce the risk of injury and promotes the overall well-being of students.

2. Purpose

The purpose of these procedures are:

- 2.1 To educate students, parents, and staff about concussions, signs and symptoms, and prevention.
- 2.2 To improve supports for students suffering from concussions and to lessen the occurrence of second impact syndrome.
- 2.3 To minimize long term health problems associated with untreated concussions (CTE: Chronic Traumatic Encephalopathy).
- 2.4 The development of awareness, prevention, identification, training, **tracking** and management procedures for a diagnosed concussion (including return to learn and return to play planning).

3. Definitions

- 3.1 Chronic Traumatic Encephalopathy (CTE) - A form of encephalopathy that is a progressive degenerative disease, which can currently only be definitively diagnosed postmortem, in individuals with a history of multiple concussions and other forms of head injury.
- 3.2 Concussion - 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). It should also be noted that injuries that result from a concussion may lead to “second impact syndrome”, which is a rare condition that causes rapid and severe brain swelling and often catastrophic results, if an individual suffers a second concussion before they are free from symptoms sustained from the first concussion.
  - A concussion 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.

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- A concussion can occur even if there has been no loss of consciousness (in fact most concussions occur without a loss of consciousness).
- A concussion 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.

3.3 Encephalopathy - Disorder or disease of the brain.

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

3.5 Return to Play - A six-step process to reintroduce students to activities and/or athletics after a concussion.

3.6 Second Impact Syndrome - A rare condition that causes rapid and severe brain swelling and often catastrophic results, if an individual suffers a second concussion before they are free from symptoms sustained from the first concussion.

3.7 Sign - Outward, objective evidence of illness, injury, or disease. i.e. loss of consciousness.

3.8 Symptom - Subjective and unseen symptoms can only be detected or sensed by the injured or ill party. i.e. headache.

#### 4. Concussions **Awareness**

- 4.1 ***Research indicates that a concussion can have a significant impact on a student's cognitive and physical abilities and shows that activities that require concentration can cause a student's concussion symptoms to reappear or worsen.***
- 4.2 ***It is important to develop strategies to assist students as they "return to school" (Appendix A) in the classroom, as it is to develop strategies to assist them as they "return to physical activity".***
- 4.3 ***The most recent research now indicates that prolonged rest until all symptoms resolve is no longer recommended.***
- 4.4 ***Without addressing identification and proper management, a concussion can result in permanent brain damage and, in rare occasions, even death.***

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- 4.5 ***Once an individual has had a concussion, they are at increased risk for another concussion. Research suggests that a student who suffers a second concussion before they are symptom free from the first concussion is susceptible to a prolonged period of recovery, and possibly Second Impact Syndrome (a rare condition that causes rapid and severe brain swelling and often catastrophic results).***
- 4.6 4.4Children and adolescents are at the greatest risk for concussions and take longer to recover than adults. Traumatic brain injuries affect up to 2% of the population each year.
- 4.7 4.2The risk of concussion is highest during activities with the potential for collisions:
- during physical education;
  - during outdoor play; and/or
  - during inter-school sports or intramurals.
- 4.8 4.3Concussions can however occur any time a person's brain impacts with their skull, for example, when the head connects with a surface or object (i.e. desk, floor), with another student, or when the head moves rapidly back and forth.
- 4.9 4.4Concussions are serious because of the impact damage (primary injury) but also due to the secondary injuries that can develop after the impact. These include hemorrhage, cerebral swelling, decreased circulation, increased fatigue, mental confusion and failed memory, among other symptoms. The brain may take days, weeks or months to be restored to normal activity.
- 4.10 ***Due to the seriousness of a concussion, school administrators, educators (including occasional teachers), school staff, students, parents/guardians and identified school volunteers all have important roles to play in implementing the Board's concussion protocols, that is prevention, identification, and ongoing monitoring and management of a student with a concussion.***
- 4.11 4.6Most concussions do not result in a loss of consciousness.
- 4.12 4.7Proper recognition and response to a concussion can prevent further injury and help with recovery.

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**5. Concussion Awareness Strategies**

- 5.1** *To establish consistency of concussion awareness across the province, the government of Ontario has developed a set of Concussion Awareness Resources. These resources were developed by leading experts in injury prevention and are available on the government's concussion website (see references). The use of these resources will ensure that the information students receive regarding concussions at school is consistent with the information they receive from sport organizations.*
- 5.2** *Confirmation (via use of the Safe School Training Program), from each of the following individuals, that an approved Concussion Awareness Resource was reviewed every school year prior to participation in Board-sponsored interschool sports will occur (an approved Concussion Awareness Resource is one made available on the Ontario government's concussion website. It may also refer to resources that have been approved by the Lakehead District School Board, that are consistent with the government's Concussion Awareness Resources):*
- *students participating in Board-sponsored interschool sports;*
  - *parents of students under 18 years of age who are participating in Board-sponsored interschool sports;*
  - *coaches participating in Board-sponsored interschool sports team (a coach includes any type of coach, including a head coach or assistant coach);*
  - *trainers participating in Board-sponsored interschool sports (a team trainer is an individual who is assigned by a school board to respond to athlete injuries. Students who are acting as team trainers under the supervision of a coach or teacher are not included in this definition);*
  - *officials participating in Board-sponsored interschool sports (an official includes an umpire, a referee or a judge, but only if the official presides over the field of play. Students who are acting as officials under the supervision of a coach or teacher are not included in this definition).*
- 5.3** *Concussion Awareness Resources will be made available – for example, through letters or emails, in a student handbook, and/or on the Board's website – to students; parents; school and Board staff; volunteers; Indigenous communities, partners, and organizations; organizations that use school facilities such as community sport organizations and licensed child-care providers operating in the Board's schools; as well as relevant community-based organizations, as appropriate.*

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**5.4** *Provisions for connecting student learning about concussions with the curriculum, will occur, where relevant. Also, to further support awareness among students, an annual concussion awareness event for students will be held on or around Rowan’s Law Day, which occurs on the last Wednesday in September.*

**6.** **Concussion Awareness Training**

**6.1** *Annual concussion training for relevant school staff about the policy itself and the content of the approved Concussion Awareness Resources will occur. The training will occur by the last Wednesday in September, Rowan’s Law Day, every school year. New Board staff will complete training as part of the new hire orientation. Training is available through the Safe School Training Program that is mandatory for all relevant school staff.*

**7.** **Concussion Prevention Strategies**

*Anytime a student is involved in physical activity, there is a chance of sustaining a concussion. Therefore, it is important to encourage a culture of safety mindedness and take a preventative approach when students are physically active. Concussion prevention is important. Evidence indicates that education about concussion leads to a reduction in the incidence of concussion and improved outcomes from concussion strategies, as appropriate, will be implemented for preventing and minimizing the risk of sustaining concussions at school.*

**7.1** **Concussion Codes of Conduct**

**7.1.1** *Concussion Codes of Conduct (Appendix B) are established for several groups participating in Board-sponsored interschool sports – students and parents of students under 18 years of age, as well as coaches and team trainers. A review of the Concussion Codes of Conduct will occur whenever the concussion policy is reviewed or updated, at a minimum.*



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**7.1.2** *The Concussion Codes of Conduct include the following requirements, and depending on their roles and responsibilities, individuals involved in Board-sponsored interschool sports must commit to the relevant requirements below:*

- *maintaining a safe learning environment;*
- *teaching and/or learning and applying the rules of a physical activity/sport;*
- *implementing the skills and strategies for a physical activity in a proper progression;*
- *fair play and respect for all;*
- *acknowledging and respecting the consequences for prohibited play that is considered high-risk for causing concussions;*
- *providing opportunities to discuss potential issues related to concussions recognizing and reporting concussions;*
- *acknowledging the importance of communication between the student, parents, school staff and any sport organization with which the student is registered;*
- *supporting the implementation of a Return to School Plan for students who have a concussion diagnosis; and*
- *prioritizing a student's return to learning as part of the Return to School Plan.*

**7.1.3** *Refer to Appendix B for Concussion Codes of Conduct templates, that are specific to the roles and responsibilities of the individuals involved in Board-sponsored interschool sports.*

**7.1.4** *Every school year, confirmation will occur from each of the following individuals, that the relevant Concussion Code of Conduct was reviewed prior to participation in Board-sponsored interschool sports:*

- *students participating in Board-sponsored interschool sports;*
- *parents of students under 18 years of age who are participating in Board-sponsored interschool sports;*
- *coaches participating in Board-sponsored interschool sports team; and*
- *trainers participating in Board-sponsored interschool sports.*

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**7.1.5** *The Concussion Codes of Conduct will be made available – for example, through letters or emails, in a student handbook, and/or on the Board’s website – to students; parents; school and Board staff; volunteers; Indigenous communities, partners and organizations; organizations that use school facilities such as community sport organizations and licensed childcare providers operating in the Board’s schools; as well as relevant community-based organizations, as appropriate.*

**7.2** *Other Preventative Considerations*

**7.2.1** *Education for coaches, staff, parents and students to:*

- *recognize the signs and symptoms of concussions;*
- *remove injured students from activity;*
- *increase awareness of concussion prevention;*
- *teach proper sport techniques and encourage physical preparedness in proper progression;*
- *document safety lessons (date, time, brief content, and list of students in attendance) so that absent students can be taught safety skills prior to the next activity session;*
- *reduce impact that could lead to concussion;*
- *teach students that it is not smart or a “badge of honour” to continue playing with a head injury. Avoid telling injured players they are fine and discourage others from pressuring the student to continue play;*
- *teach that return to learn accommodations are equally important to concussion recovery; and*
- *refer to Appendix C for guidelines and information.*

**7.2.2** *Ensuring the proper protective equipment is worn that is appropriate to the sport and that it:*

- *fits properly;*
- *is well maintained and visually inspected prior to use; and*
- *is worn consistently and correctly.*

**7.2.3** *Students should follow and teachers should enforce rules for safety, the rules of the sport and fair play practices.*

**7.3** *Further strategies, as appropriate, will be identified and developed for preventing and minimizing the risk of sustaining concussions at school.*

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**8. Identification of a Suspected Concussion**

*Refer to the Concussion Signs and Symptoms (Appendix D) and the Tool to Identify a Suspected Concussion (Appendix E) created by OPHEA. These forms should be readily available in print copy for all teachers, coaches and staff to access when there is a suspected concussion.*

- 8.1 Stakeholders identified by the Board/school (for example, school administrators, teachers, coaches, school first aiders) who have been trained to identify signs and symptoms of a suspected concussion are responsible for the identification and reporting of students who demonstrate observable signs of a head injury or who report concussion symptoms and to put the following process in place when there is a suspected concussion:**
- *immediately and safely remove a student who is suspected of having sustained a concussion from an activity, regardless of whether the concussion was sustained or is suspected to have been sustained at school or elsewhere;*
  - *refer to Concussion Signs and Symptoms (Appendix D);*
  - *complete the Tool to Identify a Suspected Concussion (Appendix E) on paper;*
  - *call emergency medical services if a student has any “red flag” signs and/or symptoms (Appendix D, E);*
  - *inform the student and the student’s parents, if the student is under 18 years of age, that removal from the activity was necessary due to a suspected concussion;*
  - *advise the student who is suspected of having sustained a concussion and the student’s parents, if the student is under 18 years of age, that the student should undergo a medical assessment by a physician or nurse practitioner;*
  - *send the form, Tool to Identify a Suspected Concussion (Appendix E), filled out by the staff member or coach, with the student and the student’s parents, if the student is under 18, to the medical assessment;*
  - *the student and the student’s parents, if the student is under 18, will be provided with Concussion Assessment and Diagnosis/Return to Physical Activity Form (Appendix F) to be completed by a medical practitioner and return the first page to the school; and*
  - *refer the student and the student’s parents, if the student is under 18, to the following website: <https://safety.ophea.net/concussions> which provides information about the Board’s process for supporting a student with a suspected concussion, and the Board’s Return to School plan (Appendix A).*

*In some instances, the stakeholder may not observe any signs, or have any*

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*symptoms reported, but because of the nature of the impact, will suspect a concussion. This suspected concussion/concussion event must be reported for 24-hour monitoring.*

**8.1.1 Please note:**

- *signs and/or symptoms can appear immediately after the injury or may take hours or days to emerge;*
- *signs and symptoms may be different for everyone;*
- *a student may be reluctant to report symptoms because of a fear that they will be removed from the activity, their status on a team or in a game could be jeopardized or academics could be impacted;*
- *it may be difficult for younger students (under the age of 10), students with special needs, or students for whom English/French is not their first language to communicate how they are feeling; and*
- *signs for younger students (under the age of 10) may not be as obvious as in older students.*

**8.2 For clarification please note that:**

- *a student who is suspected of having sustained a concussion, or the student's parents, if the student is under 18 years of age, should be encouraged to provide confirmation (Appendix F) that the student has undergone a medical assessment by a physician or nurse practitioner to support the student's return to learning (Appendix G); and*
- *a student who is suspected of having sustained a concussion, or the student's parents, 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 (Appendix F).*

**8.3 Following the Initial Identification of a Suspected Concussion**

*The instructions and responsibilities identified within this section must be followed if other concussion sign(s) and/or other concussion symptom(s) are observed, reported, and/or the student does not answer all the Quick Memory Function Check (Appendix E) questions correctly.*

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### **8.3.1 Teacher/Coach Response**

- *do not allow the student to return to physical activity/practice/competition that day even if the student states that they are feeling better;*
- *do not leave the student alone until a parent/guardian arrives;*
- *contact the student's parents/guardians (or emergency contact) to inform them:*
  - *of the incident;*
  - *of the reported concussion sign(s) and symptom(s) and the results of the Quick Memory Function Check (consult the Tool to Identify a Suspected Concussion – Appendix E);*
  - *that the student must be accompanied home by a responsible adult; and*
  - *that the student needs an urgent medical assessment as soon as possible that same day by a medical doctor or nurse practitioner.*
- *provide parents with a medical concussion assessment form (Appendix F);*
- *monitor and document any changes in the student;*
- *if any signs or symptoms worsen, call 911;*
- *consult the Board's injury report form for documentation procedures;*
- *do not administer medication unless the student requires medication for other conditions (for example, insulin for a student with diabetes, inhaler for asthma); and*
- *the student must not operate a motor vehicle.*

### **8.3.2 Information for Parents/Guardians**

- *a tool to identify a suspected concussion (Appendix E);*
- *the student needs an urgent medical assessment as soon as possible that same day by a medical doctor or nurse practitioner (consult the Concussion Assessment & Diagnosis Form Appendix F);*
- *the student must be accompanied home by a responsible adult;*
- *the student must not be left alone; and*
- *parents/guardians must communicate the results of the medical assessment (that is, the student has a diagnosed concussion, the student does not have a diagnosed concussion) to the school principal/designate prior to the student returning to school. Consult the Concussion Assessment & Diagnosis Form (Appendix F).*

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**8.3.3 Responsibilities of the School Principal/Designate**

- *the school principal/designate must inform all school staff (for example, classroom teachers, physical education teachers, intramural supervisors, coaches) and volunteers (prior to communicating with volunteers, consult the Board's protocol for sharing of student information) who work with the student that the student must not participate in any learning or physical activities until the parents/guardians communicates the results of the medical assessment to the school principal/designate (consult the Medical Concussion Assessment Form).*

**8.4 A Possible Concussion Event is Recognized but No Sign(s) and/or Symptom(s) are Identified**

- *please note that concussion sign(s) and/or symptom(s) can occur hours to days later;*
- *if a teacher/coach recognizes that a suspected concussion event occurred (due to the jarring impact) but no concussion sign(s) and/or symptom(s) were observed or reported and the student correctly answers all the Quick Memory Function Check, the Teacher/Coach Response must be followed; and*
- *in addition, the steps in Responsibilities of the School Principal/Designate must be taken and the information identified in Information/Tools for Parents/Guardians must be communicated to parents/guardians.*

**9. Return to School Plan**

*After a suspected concussion has been identified (that is, sign(s) and/or symptom(s) are observed or reported), the student must be assessed by a medical doctor or nurse practitioner as soon as reasonably possible. The parent/guardian must communicate to the school the results of the medical concussion assessment*

*A Return to School Plan (Appendix A) will be developed for students who have been diagnosed with a concussion, regardless of whether the concussion was sustained at school or elsewhere. The Return to School Plan includes both the student's return to learning and their return to physical activity. If a concussion is diagnosed:*

- *principals and staff will engage student and the student's parents, if the student is under 18, in a Return to School Plan for Return to Learning (Appendix G) which contains a form to be filled in together and shared with all relevant staff. The return to learning process is unique to each student;*

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- *principals and staff will engage student and the student's parents, if the student is under 18, in a Return to Physical Activity Process (Six Step Approach - Appendix F) at an appropriate time as identified by a medical practitioner and the student or student's parent if student is under 18. All six steps must be completed before the student with a concussion is able to return to full participation in physical activity. These forms must be provided to parents once a concussion is diagnosed.*
- 9.1 *The Return to School Plan will:*
- *establish a process outlining the graduated steps that a student is expected to follow in order to return to learning and to physical activity;*
  - *require that the student and the student's parents, if the student is under 18 years of age, be informed 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;*
  - *require that the student and the student's parents, if the student is under 18 years of age, be informed of the importance of disclosing the concussion diagnosis to any relevant organizations with which the student is involved or registered (e.g., sport organizations); and*
  - *require that the student or the student's parents, if the student is under 18 years of age, provide confirmation of medical clearance by a physician or nurse practitioner as a prerequisite for the student's return to full participation in physical activity.*
- 9.2 *When these requirements are met, schools can rely on the information received from a student or the student's parents, if the student is under 18 years of age, in carrying out the Board's responsibilities as part of the Return to School Plan.*
- 9.3 *When developing the Return to School Plan (Appendix A), those developing the plan should note that the return to learning process is designed to meet the particular needs of the student, so there is no preset plan of strategies and/or approaches to assist with the return to learning activities. The return -to-physical activity process follows an internationally recognized graduated approach.*
- 9.4 *If a student who is recovering from a concussion is experiencing long-term difficulties that begin to affect their learning, the school should follow established processes for identifying and documenting instructional approaches and resources that may be required for responding to the student's ongoing learning needs (e.g., individualized classroom accommodations). Please refer to Appendix G for a list of sample strategies to support students experiencing long-term difficulties that begin to affect their learning.*

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**9.5** *The management of a student's concussion is a shared responsibility, requiring regular communication between the home, school (Collaborative Team) and sport organizations with which a student is involved and registered, with consultation from the student's medical doctor or nurse practitioner. Other licensed healthcare providers (a healthcare provider who is licensed by a national professional regulatory body to provide concussion-related healthcare services that fall within their licensed scope of practice) may play a role in the management of a diagnosed concussion. Examples include nurses, physiotherapists, chiropractors and athletic therapists.*

**10.** **Concussion Tracking**

**10.1** *In accordance with relevant privacy legislation, a student's progress, from removal from an activity due to a suspected concussion, to the return, through graduated steps, to learning and to physical activity will be documented and tracked (note that diagnostic and/or clinical information meets the definition of personal health information under the Personal Health Information Protection Act, 2004).*

**10.2** *The Ministry of Education and the Lakehead District School Board recognizes the sensitive nature of personal health information and reminds schools to collect, use, and disclose only the relevant diagnostic information needed to fulfil the requirements of this policy and to disclose it only to the parties identified in this policy.*

**10.3** *The schools and/or Board must limit the collection, use, access, and disclosure of personal and health information to that which is reasonably necessary to carry out the Board's concussion identification procedures and Return to School Plan. Personal and health information collected by the school and/or Board must be retained, disclosed, and disposed of in accordance with the Board's personal information retention policy.*

**5.** **Response to Suspected Concussion**

The following are steps to take when a concussion is suspected:

5.1 Observe student for signs of concussion (see Appendix A and B & Form 4).

5.2 Seek immediate emergency medical assistance if student exhibits one or more of the following signs of concussion:

- one pupil (the black part in the middle of the eye) is larger than the other;
- double vision;
- severe or increasing headache;



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- ~~complains of neck pain;~~
- ~~feelings of weakness, numbness, or decreased coordination;~~
- ~~vomiting or nausea;~~
- ~~slurred speech;~~
- ~~convulsions or seizures;~~
- ~~difficulty recognizing people or places;~~
- ~~increasing confusion, restlessness, or irritability;~~
- ~~unusual behavior change;~~
- ~~deteriorating conscious state;~~
- ~~drowsiness is experienced or cannot be awakened; and/or~~
- ~~loss of consciousness (even if brief).~~

**5.3** ~~When a head injury is suspected:~~

- ~~administer first aid, following the basic principles of first aid (danger, response, airway, breathing, circulation);~~
- ~~do not attempt to move the student (other than required for airway support) unless trained to do so;~~
- ~~do not remove helmet (if present) unless trained to do so;~~
- ~~do not administer medication;~~
- ~~monitor student and be alert for symptoms that deteriorate or worsen over time;~~
- ~~contact parent/guardian;~~
- ~~it is recommended that in all cases of suspected concussion, the student is referred to a medical professional for diagnosis and guidance;~~
- ~~if student is reporting signs of concussion and no qualified medical professional is available, then transport student by ambulance for urgent medical assessment; and~~
- ~~provide Form 1—'Documentation of Medical Examination Suspected Concussion' to parent or guardian.~~

**6. Signs and Symptoms of Concussion**

~~Signs and symptoms can appear immediately after the injury or may take hours or days to emerge. Signs and symptoms may be different for everyone. A student may be reluctant to report symptoms because of a fear that they will be removed from the activity, their status on a team or in a game could be jeopardized, or academics could be impacted. It may be difficult for a student to communicate how they are feeling.~~

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11. Responsibilities

11.1 Principals or designates are responsible for:

11.1.1 Ensuring first aid is provided to a student experiencing a head injury.

11.1.2 Ensuring staff is aware of the signs and symptoms of concussions.

11.1.3 Enforcing the procedure that excludes concussed students from athletics, physical education, and learning until cleared by a physician.

**11.1.4 Once the parent/guardian has informed the school principal/designate of the results of the Medical Assessment, the school principal/designate must inform all school staff (for example, classroom teachers, physical education teachers, intramural supervisors, coaches) and volunteers who work with the student of the results.**

11.1.5 Ensuring an appropriate Return to Learn School Plan (Appendix A) is developed and implemented to meet the student's academic needs by:

- appointing staff members to monitor and ensure adequate communication to meet student's needs (including the communication of information to the appropriate staff members);
- initiating the writing of an Individual Education Plan (IEP), if necessary, to support reasonable adjustments to student's schedules;
- consider the option of home instruction, in consultation with the superintendent;
- update medical information in Trillium;
- review student's transportation plan and develop an Individual Student Transportation Plan (ISTP), if necessary, to support learning, in consultation with the superintendent; and
- **ensure all documentation is filed as per the Board's 8074 Student Concussion Management Policy.**

11.1.6 Communicating with parents/guardians and students about concussion awareness and their responsibilities regarding concussion management.

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- 11.2 Teachers, coaches and other Board staff are responsible for:
- following Response to Suspected Concussion (~~see Section 5 above~~);
  - accommodating student learning needs; refer to IEP if one is developed;
  - observing student for changes, including worsening signs, and notifying parents and principal or designate of observed changes; and
  - interacting with the student's parents/guardians to obtain and share information about progress and challenges, when possible.
- 11.3 Physicians and/or other health care professionals are responsible for:
- providing an individualized plan for returning to learning to assist in managing cognitive and physical exertion following a concussion; and
  - guiding the gradual removal of adjustments or supports that may have been instituted as part of the recovery process.
- 11.4 Parents are responsible for:
- informing the school administration of concussions sustained by students on and off of school property;
  - monitoring their child's progress through return to play and return to learn processes;
  - interacting with school staff to obtain and share information about progress and challenges; and
  - providing initial diagnosis/accommodations and final physician clearance to school (**Appendix F**) ~~for return to learn and play (see Appendix C & D & Form 1).~~
- 11.5 Students are responsible for:
- sharing information about their progress with respect to ongoing or worsening symptoms of concussion.

### ~~8. Return to Learn~~

~~a. Concussion symptoms can create a variety of challenges to learning that can affect overall school performance (see Appendix C).~~

~~8.1.1 Cognitive symptoms may lead to difficulty with learning, including lack of attention and distractibility.~~

~~8.1.2 Physical symptoms such as headache, light and/or noise sensitivity may impair the effectiveness of learning.~~

~~8.1.3 Emotional control issues may lead to irritation, agitation, or feeling overwhelmed.~~

~~b. Identify the symptoms the student is experiencing. Try to identify specific factors that may worsen student's symptoms so steps can be taken to modify those factors (see~~

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Appendix C). Talk to the student about options, offer support and encouragement.

- c. ~~In consultation with the student’s health care professionals, and as student’s symptoms decrease, extra help or support can be decreased and/or removed gradually.~~
- d. ~~Graduated Return to Learn— Students should be symptom free for 24 hours to move to the next stage. Symptom free means NO lingering headaches, sensitivity to light/noise, fogginess, drowsiness, etc. (see Appendix D).~~

	Recovery Stage	Accommodations	Objective of Stage
1.	Complete physical and cognitive rest until medical clearance	No school; Strict limits on technology usage; Rest.	Return to school with academic accommodations
2.	Return to school with academic accommodations	Continue technology limits; Avoid heavy backpacks; No tests, Physical Education, band, choir, shop/tech; Rest at home.	Continue academic accommodations
3.	Continue academic accommodations	Attend school full-time, if possible; Increase workload gradually; Monitor symptoms; Incorporate light aerobic activity; Rest at home.	Full recovery to academics
4.	Full recovery to academics	Attend school full-time; Self-advocate in school; Resume normal activities; Resume sports following graduated Return to Play Protocol.	Full recovery

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With each stage, the student can continue to the next stage if asymptomatic at the current level. Each stage should take approximately 24 hours or more, so the full return to play should take no less than one week. If symptoms arise during the stages of the protocol, the student should move back to the last asymptomatic level and try to progress again after a 24-hour rest period (see Form 2).

	Rehabilitation Stage	Functional Exercise at each Stage	Objective of Stage
1.	No Activity	Complete physical and cognitive rest.	Recovery
2.	Light Aerobic Exercise	Walking, swimming or stationary cycling; low intensity; no resistance training.	Increase heart rate
3.	Sport-specific exercise	Running drills in soccer, basketball, volleyball, football; skating drills in hockey; no head impact activities.	Add movement
4.	Non-contact Training	Progression to more complex training drills; may start progressive resistance training.	Exercise, coordination, and cognitive load
5.	Full contact Practice	Following medical clearance, participate in normal training activities.	Restore confidence and assess functional skills by coaching staff
6.	Return to Play	Normal game play.	

10. Prevention Strategies

a. Regardless of the steps taken to reduce injuries, some students will continue to be injured. The severity of the injury can be mitigated by the following:

10.1.1 Education for coaches, staff, parents, and students to:

- recognize the signs and symptoms of concussions;
- remove students from activity;
- refer students to a physician for baseline assessments; and
- increase awareness of concussion prevention.

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~~10.1.2 Wearing the proper protective equipment appropriate to the sport equipment should:~~

- ~~• fit properly;~~
- ~~• be well maintained and visually inspected prior to use; and~~
- ~~• be worn consistently and correctly.~~

~~10.1.3 Students should follow and teachers should enforce rules for safety, the rules of the sport, and fair play practices.~~

~~10.1.4 Educate stakeholders about how risks can be minimized.~~

~~10.1.4.1 Teach proper sport techniques and encourage physical preparedness in proper progression.~~

~~10.1.4.2 Document safety lessons (date, time, brief content, and list of students in attendance) so that absent students can be taught safety skills prior to the next activity session.~~

~~10.1.4.3 Reduce impact that could lead to concussion.~~

~~10.1.4.4 Teach students that it is not smart or a “badge of honour” to continue playing with a head injury. Avoid telling injured players they are fine and discourage others from pressuring the student to continue play.~~

~~10.1.4.5 Teach that return to learn accommodations are equally important to concussion recovery.~~

~~10.1.4.6 Refer to Forms 3, 4, and 5 for guidelines and information.~~

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12. Review

*Concussion information and procedures for the components of prevention, identification and Return to School Plan are always evolving with new research and consensus guidelines. In order to keep users current with information and procedures the Concussion Protocol will be reviewed and revised where necessary. An annual consult every September for the current Ontario Physical Activity Safety Standards in Education Concussion Protocol will occur.*

These procedures shall be reviewed in accordance with 2010 Policy Development and Review Policy.

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
	January 27, 2015	
	<u>Date Revised</u>	<i>Policy/Program Memorandum No. 158 Issue Date September 25, 2019</i>
		<i>Rowan's Law (Concussion Safety), 2018</i>



# Concussion Return to School Plan

After a suspected concussion has been identified (that is, sign(s) and/or symptom(s) are observed or reported), the student must be assessed by a medical doctor or nurse practitioner as soon as reasonably possible. The parent/guardian must communicate to the school the results of the ***medical concussion assessment***.

**If a concussion is not diagnosed** the student may resume full participation in learning and physical activity with no restrictions.

**If a concussion is diagnosed** by a medical doctor or nurse practitioner, the student follows a medically supervised, individualized, and gradual ***Return to Learning Plan (RTL)*** and ***Return to Physical Activity Plan (RTPA)***. *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.*

Knowledge of how to properly manage a diagnosed concussion is critical in a student's recovery and is essential in helping to prevent the student from returning to school or unrestricted physical activities too soon and risking further complications. Ultimately, this awareness and knowledge could help contribute to the student's long-term health and academic success.

The management of a student's concussion is a shared responsibility, requiring regular communication between the home, school (collaborative team) and sport organizations with which a student is involved and registered, with consultation from the student's medical doctor or nurse practitioner. Other licensed healthcare providers (a healthcare provider who is licensed by a national professional regulatory body to provide concussion-related healthcare services that fall within their licensed scope of practice) may play a role in the management of a diagnosed concussion. Examples include nurses, physiotherapists, chiropractors and athletic therapists.

There are two parts to a student's RTL and RTPA Plan. The first part occurs at home and prepares the student for the second part which occurs at school.

The home stages of the RTL and RTPA plans (Initial Rest to Stage 2 of RTL and Initial Rest to Stage 2b of RTPA) occur under the supervision of the parent/guardian in consultation with the medical doctor or nurse practitioner or other licensed healthcare provider.



**Rationale:** Initially the student requires cognitive and physical rest followed by stages of cognitive and physical activity which are best accommodated in the home environment. Consult the stages of Initial Rest to Stage 2 of the Return to Learning Plan and the stages of Initial Rest to Stage 2b of the Return to Physical Activity Plan.

**Concussion Return to School Plan Responsibilities:**

- Concussion Return to School Plan Responsibilities – School Principal/Designate;
- Concussion Return to School Plan Responsibilities – Parents/Guardians; and
- Concussion Return to School Plan Responsibilities – The Collaborative Team.

Reference: Ophea 2020 | Ontario Physical Activity Safety Standards in Education



## Concussion Codes of Conduct

Concussion Code of Conducts are established for the following participants in Lakehead District School Board sponsored interschool sports:

- **Coaches and Team trainers;**
- **Students;** and
- **Parents of students under 18 years of age .**

Every school year, Lakehead District School Board must receive confirmation from each participant that the relevant Concussion Code of Conduct was reviewed prior to participation in Lakehead District School Board sponsored interschool sports.

# Concussion Code of Conduct

## ➤ for Interschool Sports (Coach/Team Trainer)

*This Concussion Code of Conduct is for coaches/team trainers who are participating in Lakehead District School Board sponsored interschool sports. This document is used in the establishment of the Concussion Code of Conduct that meets the requirements of PPM 158: School Board Policies on Concussion, and in receiving confirmation of review of an approved Concussion Awareness Resource.*

As a coach/team trainer at [School] for the [20xx-20xx] school year, I am committed to:

### **Maintaining a safe learning environment**

- I will review and adhere to the Lakehead District 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 Lakehead District School Board [coach/trainer to enter resource link: \_\_\_\_\_].
- 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 Lakehead District 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 [Print Name] have read and understand all [# pages] pages of this code of conduct.

Date



Signature



# Concussion Code of Conduct

## ➤ for Interschool Sports (Students)

*This is a Concussion Code of Conduct for students who are participating in Lakehead District School Board sponsored interschool sports. This document is used in the establishment of the Concussion Code of Conduct that meets the requirements of PPM 158: School Board Policies on Concussion, and in receiving confirmation of review of an approved Concussion Awareness Resource.*

As a student at [School] for the [20xx-20xx] school year, I am committed to:

### **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 [student to enter link to awareness resources \_\_\_\_\_].
- 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 Lakehead District 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 [Print Name] have read and understand all [# pages] pages of this code of conduct.

Date



Signature





# Concussion Code of Conduct

## ➤ for Interschool Sports (Parent/Guardian)

*This is a Concussion Code of Conduct for parents/guardians of students under 18 years of age who are participating in Lakehead District School Board sponsored interschool sports. This document is used in the establishment of the Concussion Code of Conduct that meets the requirements of PPM 158: School Board Policies on Concussion, and in receiving confirmation of review of an approved Concussion Awareness Resource.*

As a parent/guardian of [Student Name] at [School] for the [20xx-20xx] school year, I am committed to:

### **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 Lakehead District 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 of which they are unsure.

### **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 Lakehead District School Board [parent/guardian to fill in link to awareness resource \_\_\_\_\_].
- 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 Lakehead District 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 [Print Name] have read and understand all [# pages] pages of this code of conduct.

Date

Signature

Reference: Ophea 2020 | Ontario Physical Activity Safety Standards in Education



# Concussion Prevention Strategies



## School Boards and Athletic Associations

**Prior to the beginning of the interschool sport season/school year Lakehead District School Board and athletic associations:**

- *must* use the school board process to receive confirmation that officials participating in school board-sponsored interschool sports have reviewed an appropriate Concussion Awareness resource; and
- *should* consider rule changes to the sport to reduce the head injury incidence or severity, where a clear-cut mechanism is implicated in a particular sport.

**Prior to the beginning of the school year; and/or intramural activity, parents/guardians of student under 18 years of age must be informed of the:**

- risks and possible mitigations of the activity/sport;
- dangers of participating with a concussion;
- signs and symptoms of a concussion;
- school board's identification, diagnosis and management procedures;
- activity/sport-specific concussion prevention strategies;
- importance of encouraging the ethical values of fair play and respect for opponents; and
- importance of determining that, when students/athletes are permitted to bring their own protective equipment, it is properly fitted (as per manufacturer's guidelines), properly worn, in good working order and suitable for personal use.

# Concussion Prevention Strategies

## ➤ Teachers, Coaches, and Supervisors

**Prior to the beginning of the school year/semester; interschool sport season; and/or intramural activity, teachers, coaches and intramural supervisors should:**

- be knowledgeable of Lakehead District School Board's 8074 Student Concussion Management policy and procedures for prevention, identification, and Return to School Plan (Return to Learning and Return to Physical Activity);
- be knowledgeable about safe practices in the activity/sport (for example, the rules and regulations and the specific activity/sport pages in the Ontario Physical Activity Safety Standards in Education);
- be familiar with the risks of a concussion or other potential injuries associated with the activity/sport and how to minimize those risks;
- be up to date and enforce school board/athletic association/referee rule changes associated with minimizing the risks of concussion;
- be up to date with current body contact skills and techniques (for example, safe tackling in tackle football), when coaching/supervising contact activities/sports;
- be knowledgeable (when applicable) with the requirements for wearing helmets. (To date there is no evidence that helmets protect against concussions.) For more information on helmets consult Helmet Information;
- determine that protective equipment is approved by a recognized equipment standards association (for example, Canadian Safety Standards, National Operating Committee on Standards for Athletic Equipment), is well maintained, and is visually inspected prior to activity; and
- determine (where applicable) that protective equipment is inspected within approved timelines, by a certified re-conditioner as required by manufacturer (for example, football helmet).

**During the physical activity unit; interschool sport season; and intramural activity teachers, coaches, and supervisors should:**

- teach skills and techniques in the proper progression;
- provide activity/sport-specific concussion information when possible;
- teach and enforce the rules and regulations of the activity/sport during practices and games/competition (particularly those that limit or eliminate body contact, or equipment on body contact);
- reinforce the principles of head-injury prevention (for example, keeping the head up and avoiding collision);

- teach students/athletes involved in body contact activities/sports about:
  - activity/sport-specific rules and regulations of body contact (for example, no hits to the head); and
  - body contact skills and techniques and require the successful demonstration of these skills in practice prior to competition.
- discourage others from pressuring injured students/athletes to play/participate;
- demonstrate the ethical values of fair play and respect for opponents;
- encourage students/athletes to follow the rules of play, and to practice fair play;
- use game/match officials in higher-risk interschool sports that are knowledgeable, certified and/or experienced in officiating the sport; and
- inform students about the importance using protective equipment (for example, helmets, padding, guards) that is properly fitted (as per manufacturer's guidelines) and properly worn.

**Prior to the interschool sports season, coaches must also (as required by Policy/Program Memorandum No. 158: School Board Policies on Concussion):**

- be knowledgeable of the **Ontario Government's Concussion Awareness Resources E-Booklet** and/or school board approved concussion resources;
- follow school procedures to confirm their annual review of the resources;
- provide **concussion awareness resources** to parents/guardians of students under 18 years of age;
- provide concussion awareness resources to team trainers (where applicable) and officials;
- provide age appropriate concussion awareness resources for students;
- follow school procedures to confirm the review of these resources with all of the above individuals;
- be knowledgeable of the Interschool Concussion Code of Conduct for Coaches and follow the Board's procedures to confirm its review every school year;
- provide students with the Interschool Concussion Code of Conduct for Students and follow the Board's procedures to confirm its review prior to participation in sport;
- follow school board procedures in providing parent/guardians of students under 18 years of age with the Interschool Concussion Code of Conduct for Parent/Guardians and confirmation of its review; and
- follow school board procedures in providing team trainers (if applicable) the Concussion Code of Conduct for Interschool Sports for Coaches/Team Trainers and confirmation of its review.

**Prior to the interschool sports season parent/guardians of students under 18 years of age must (as required by Policy/Program Memorandum No. 158: School Board Policies on Concussion):**

- be knowledgeable of the contents of the appropriate **concussion awareness resource** provided by the school and to follow instructions to confirm review; and
- read the contents of the Parent/Guardian Concussion Code of Conduct provided by the school and to follow instructions to confirm review.

## Concussion Prevention Strategies

### ➤ Students/Athletes

**Prior to the beginning of the school year/semester; interschool sport season; and/or intramural activity, students should be informed about:**

- concussions:
  - definition;
  - seriousness of concussions;
  - causes;
  - signs and symptoms; and
  - the Board's Identification procedures and Return to School Plan.
- the risks of a concussion associated with the activity/sport and how to minimize those risks including activity/sport-specific prevention strategies;
- the importance of respecting the rules of the game and practicing Fair Play (for example, to follow the rules and ethics of play, to practice good sportsmanship at all times and to respect their opponents and officials);
- the dangers of participating in an activity/sport while experiencing the signs and symptoms of a concussion and potential long-term consequences;
- the importance of:
  - immediately informing the teacher/coach/supervisor of any signs or symptoms of a concussion, and removing themselves from the activity/sport;
  - encouraging a teammate with signs or symptoms to remove themselves from the activity/sport and to inform the teacher/coach/supervisor;
  - informing the teacher/coach/supervisor when a classmate/teammate has signs or symptoms of a concussion; and
  - determining that, when students/athletes are permitted to bring their own protective equipment, it is properly fitted (as per manufacturers guidelines), properly worn, in good working order and suitable for personal use.



- the use of helmet when they are required for an activity/sport:
  - helmets do not prevent concussions. They are designed to protect against skull fractures, major brain injuries (including bleeding into or around the brain), brain contusions and lacerations; and
  - helmets must be properly fitted (as per manufacturer's guidelines) and properly worn.

**During the physical activity unit, interschool sport season, and intramural activity, students should be informed about:**

- attending safety clinics/information sessions on concussions for the activity/sport;
- be familiar with the seriousness of concussion and the signs and symptoms of concussion;
- demonstrating safe contact skills during controlled practice sessions prior to competition;
- demonstrating respect for the mutual safety of fellow athletes (for example, no hits to the head, follow the rules and regulations of the activity/sport);
- wearing properly fitted protective equipment;
- immediately reporting any sign or symptom of a concussion after a hit, fall or collision to the teacher/coach/supervisor; and
- encouraging teammates/fellow students to report sign(s) or symptom(s) of a concussion and to refrain from pressuring injured students/athletes to play.

**Sample strategies/tools to educate students about concussion prevention information:**

- hold a pre-season/-activity group/team meeting on concussion education;
- develop and distribute an information checklist for students/athletes about prevention strategies;
- post-concussion information to inform/reinforce symptoms and signs and what to do if a concussion is suspected;
- post information posters on prevention of concussions (for example, encouraging students to report concussion symptoms) in high traffic student areas (for example, change room/locker area/classroom/gymnasium);
- implement concussion classroom learning modules aligned with the curriculum expectations; and
- distribute concussion fact sheets (prevention, signs and symptoms) for each student/athlete on school teams.

**Prior to the interschool sports season students must be (as required by Policy/Program Memorandum No. 158: School Board Policies on Concussion):**

- familiar with age appropriate **concussion awareness resources** and complete a process that confirms they have reviewed the information; and
- familiar with contents of their Concussion Code of Conduct and complete the process that confirms they have reviewed and will follow the criteria listed.

*Students who are absent for safety lessons (for example, information, skills, techniques) must be provided with the information and training prior to the next activity sessions.*

Reference: OPHEA 2020 | Ontario Physical Activity Safety Standards in Education



# Concussion Signs and Symptoms

**Please Note:** If any one or more sign(s) and/or symptom(s) are present, a concussion should be suspected but the full check should be completed (including the Quick Memory Function Check) to provide comprehensive information to parent/guardian and medical doctor/nurse practitioner.

## Red Flag Sign(s) and Symptom(s)

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- deteriorating conscious state;
- double vision;
- increasingly restless, agitated or combative;
- loss of consciousness;
- neck pain or tenderness;
- seizure or convulsion;
- severe or increasing headache;
- vomiting; and
- weakness or tingling/burning in arms or legs.

## Other Concussion Signs

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- balance, gait difficulties, motor incoordination, 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); and
- slow to get up after a direct or indirect hit to the head.

## Other Concussion Symptoms

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- “don’t feel right”;
- “pressure in head”;
- balance problems;
- blurred vision;
- difficulty concentrating;
- difficulty remembering;
- dizziness;
- drowsiness;
- fatigue or low energy;
- feeling like “in a fog”;
- feeling slowed down;
- headache;
- more emotional;
- more irritable;
- nausea;
- nervous or anxious;
- sadness;
- sensitivity to light; and
- sensitivity to noise.

## Red Flag Procedure

- call 911;
- if there has been any loss of consciousness, assume there is a possible neck injury and do not move the student;
- stay with the student until emergency medical services arrive;
- contact the student's parents/guardians (or emergency contact) to inform them of the incident and that emergency medical services have been contacted;
- monitor and document any changes (that is, physical, cognitive, emotional/behavioural) in the student;
- consult your school board's injury report form for documentation procedures;
- if the student has lost consciousness and regains consciousness, encourage them to remain calm and to lie still; and
- do not administer medication (unless the student requires medication for other conditions, for example, insulin for a student with diabetes, inhaler for asthma).

Reference: OPHEA 2020 | Ontario Physical Activity Safety Standards in Education



## Tool to Identify a Suspected Concussion

*This tool was adapted from Davis GA, et al. Br J Sports Med 2017;0:1. doi:10.1136/bjsports-2017-097508CRT5*

This tool, completed by school staff (for example, teachers/coaches/intramural supervisors), 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:

Time of Incident:

Date:

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

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Check for Red Flag sign(s) and or symptom(s).

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

### Red Flag Signs and Symptoms:

- Deteriorating conscious state
- Double vision
- Increasingly restless, agitated or combative
- Loss of consciousness
- Neck pain or tenderness
- Seizure or convulsion
- Severe or increasing headache
- Vomiting
- Weakness or tingling/burning in arms or legs

## Step B: Other Signs and Symptoms

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

### Step B1: Other Concussion Signs

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Check visual cues (what you see).

- Balance, gait difficulties, motor incoordination, 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)

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Check what students report feeling.

- Balance problems
- Blurred vision
- Difficulty concentrating
- Difficulty remembering
- Dizziness
- "Don't feel right"
- Drowsiness
- Fatigue or low energy
- Feeling like "in a fog"
- Feeling slowed down
- Headache
- More emotional
- More irritable
- Nausea
- Nervous or anxious
- "Pressure in head"
- Sadness



Sensitivity to light

Sensitivity to noise

*If any sign(s) or symptom(s) worsens call 911.*

## Step B3: Conduct Quick Memory Function Check

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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 indicates a suspected concussion. Record student responses.

Is it before or after lunch?

What activity/sport/game are we playing now?

What field are we playing on today?

What is the name of your teacher/coach?

What room are we in right now?

What school do you go to?

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

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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; and
  - take medications except for life threatening medical conditions (for example, diabetes, asthma).

The teacher/coach informs the parent/guardian that the student needs an 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 must undergo evaluation by one of these professionals. In rural or northern regions, the 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 tool 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.**

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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 symptom(s) 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 Parents/Guardians

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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 symptom(s) 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 the 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:

The Medical Assessment Form

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

Results of the Medical Assessment

No concussion sign(s) and/symptom(s) were observed or reported after the 24 hours monitoring period.

Reference: OPHEA 2020 | Ontario Physical Activity Safety Standards in Education



# Return to Physical Activity Concussion Assessment & Diagnosis

***If a student has been/is suspected of having a concussion, a medical doctor must sign this form.***

Student's Name: \_\_\_\_\_

*The student must complete the following 2 visits with the medical doctor and follow the medical doctor's instructions below:*

Medical Doctor Visit #1

**No concussion** – student may return to:

- regular classroom activities
- regular physical education class activities
- intramural activities/clubs
- interschool sport activities

Medical Doctor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Comments:

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**OR**

**Concussion** - no physical activity until symptoms and signs have gone

Medical Doctor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Comments:

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**Note:**

The student/parent/guardian must provide this form to the school administrator/principal who will inform all relevant personnel whether the student can participate in all activities OR a concussion has been diagnosed and no physical activity is permitted until signs and symptoms have gone. When a concussion is diagnosed, the student and parents/guardians monitor symptoms and signs of a concussion throughout the Return to Physical Activity Process. As a part of this monitoring, ongoing communication must occur between the administration (Principal) and parent/guardian throughout Steps 1-4 of the Return to Physical Activity Process (6 Step Approach).

## Return to Physical Activity Process (6 Step Approach)

A student with a diagnosed concussion is to follow the medically supervised six step Return to Physical Activity Process below. All steps must be completed. The form is to be used throughout the six step Return to Physical Activity Process to track the attainment of each step, including the necessary signatures by the medical doctor, parent/guardian and teacher/coach.

The student may proceed to the next step only when he or she is asymptomatic at the current step.

### Procedures

- Steps are not days - each step must take a minimum of 24 hours.
- The length of time needed to complete each step will vary based on the severity of the concussion and on the student.
- If signs and symptoms return during any one of the steps the student must:
  - stop all physical activities immediately
  - rest for a minimum of 24 hours (i.e., physical and cognitive rest)
  - return to Step 1

### Parent/Guardian Responsibilities

#### **Step 1:**

Rest: No activity, complete physical rest and cognitive rest, limiting activities that require concentration and attention (reading, texting, television, computer, video/electronic games)

Duration: Until asymptomatic for a minimum of 24 hours.

My signature below indicates that my child/ward had completed Step 1 of the Return to Physical Activity Plan (cognitive and physical rest at home) and his/her symptoms have shown improvement. My child/ward will proceed to Step 2.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### **Step 2:**

Activity: Individual activity only. Light aerobic exercise (e.g., walking or stationary cycling).

Duration: Maximum of 10-15 minutes over a 24-hour period.

Restrictions: No resistance/weight training. No competition (including practices, scrimmages). No participation with equipment or with other students.

My signature below indicates that my child/ward is symptom free after Steps 1 and 2 and I give permission for my child/ward to proceed to Step 3 and participate in physical activities as described.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**School Responsibilities**

**Step 3:**

Activity: Individual activity only. Sport specific exercise (e.g., running drills, ball drills, shooting drills).

Duration: Maximum of 20-30 minutes over a 24-hour period.

Restrictions: No resistance/weight training. No competition (including practices, scrimmages). No body contact, head impact activities (e.g., heading a ball in soccer), and other jarring motions (e.g., high speed stops, hitting a baseball with a bat).

**Step 4:**

Activity: Activities where there are minimal opportunities for body contact (e.g., dance, badminton, volleyball). Reviewing offensive and defensive plays at a slower speed. Light resistance/weight training. Non-contact practice and non-contact sport specific drills.

Restrictions: No activities that involve body contact or head impact (e.g., “heading the ball” in soccer).

**School Communication with Parent/Guardian:**

The teacher's/coach's signature indicates that your child/ward has successfully completed Steps 3 and 4 and now requires a medical doctor's check-up prior to being permitted to engage in physical education class, intramural activities, interschool activities in non-contact sports and full training/practices interschool activities.

Teacher/Coach Signature: \_\_\_\_\_ Date \_\_\_\_\_

**Parent/Guardian Responsibility**

Note: After Step 4 and before Step 5 (return to full contact training/practice), the student must return to the medical doctor for final approval to engage in interschool activities.

**Medical Doctor Visit #2**

Concussion symptoms and signs have gone – the student may return to:

- regular physical education class activities;
- intramural activities/clubs;
- interschool sport activities. (see restrictions)

Medical Doctor’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Comments:

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Note: This form must be returned to the school administrator (Principal) who will inform all relevant personnel when the student can participate in all activities with no restrictions.

**Step 5:**

Activity: Full participation in regular physical education/intramural activities/interschool teams with no body contact. Full contact training/practices for interschool teams that involve body contact.

Restrictions: No competition (e.g., games, meets, events) that involve body contact.

Note: After Step 4 is completed and the Medical Doctor Visit #2 has taken place, school staff will determine when to proceed to Step 6.

**Step 6:**

Activity: Full participation in all physical activities, including full contact games.

Restrictions: None.

**Return of Symptoms**

If at any time the student experiences concussion related sign and/or symptoms, please contact the school administration (principal) immediately.





# Concussion Return to School Plan for Return to Learning

*The Concussion Return to School Plan was developed in partnership with Parachute and is 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.*

Should a student be diagnosed with a concussion, the student will be required to follow a Return to School Plan which includes a *Return to Learning (RTL) plan* and *Return to Physical Activity (RTPA) plan*. There are two parts to a student's RTL plan. The first part, Initial Rest to Stage 2, occurs at home and the second part, Stage 3a to 4b, occurs at school.

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.

Each stage must last a minimum of 24 hours.

## Initial Rest

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- 24 – 48 hours of relative cognitive rest:
  - Activities permitted if tolerated by student:
    - Short board/card games
    - Short phone calls
    - Photography (with camera)
    - Crafts
  - Activities that are not permitted at this stage:
    - TV
    - Technology use (for example, computer, laptop, tablet, iPad)/cell phone (for example, texting/games/photography)
    - Video games
    - Reading

- attendance at school or school-type work
- The student moves to Stage 1 when symptoms start to improve or after resting 2 days maximum (whichever occurs first).

## Stage 1

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- Light cognitive (thinking/memory/ knowledge) activities
- Gradually increase cognitive activity up to 30 minutes. Take frequent breaks.
  - Activities permitted if tolerated by student:
    - Activities from previous stage
    - Easy reading (for example, books, magazines, newspaper)
    - Limited TV
    - Limited cellphone conversations
    - Drawing/building blocks/puzzles
    - Some contact with friends
  - Activities that are not permitted at this stage:
    - Technology use (for example, computer, laptop, tablet, cell phone (for example, texting/games/photography))
    - Attendance at school or school-type work
- The student moves to Stage 2 when:
  - the student tolerates 30 minutes of light cognitive activity (for example a student should be able to complete 3-4 of the permitted activities in Stage 1) and has not exhibited or reported a return of symptoms, new symptoms, or worsening symptoms.
  - The student has completed a minimum of 24 hours at Stage 1.
- However:
  - The student must return to the previous stage for a minimum of 24 hours when they have exhibited or reported a return of symptoms, or new symptoms.
  - The student must return to a medical doctor or nurse practitioner when they have exhibited or reported a worsening of symptoms.

## Stage 2

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- Gradually add cognitive activity (as per activities permitted). When light cognitive activity is tolerated, introduce school work (at home and facilitated by the school).
  - Activities permitted if tolerated by student:
    - Activities from previous stage
    - School-type work in 30-minute increments
    - Crosswords, word puzzles, Sudoku, word search
    - Limited technology use (for example, computer, laptop, tablet, cell phone (for example, texting/games/photography)) starting with shorter periods and building up as tolerated.
  - Activities that are not permitted at this stage:
    - School attendance
- The student moves to Stage 3a when:
  - The student tolerates the additional cognitive activity (for example a student should be able to complete 3-4 of the activities permitted in Stage 2) and has not exhibited or reported a return of symptoms, new symptoms, or worsening symptoms.
  - The student has completed a minimum of 24 hours at Stage 2.
- However:
  - The student must return to the previous stage for a minimum of 24 hours when they have exhibited or reported a return of symptoms, or new symptoms.
  - The student must return to a medical doctor or nurse practitioner when they have exhibited or reported a worsening of symptoms.

## Stage 3a

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- 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
  - 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.
  - A **School Concussion Management Form (Return to School Plan)** is sent home to parent/guardian.
- 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.

## Stage 3b

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- 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 in Stage 3b.
  - The School Concussion Management Form (Return to School Plan) is sent home to parent/guardian.
- 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.

## Stage 4a

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- Full day school, minimal adaptation of 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 not 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.
- 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.

## Stage 4b

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- At school: full day, without adaptation of learning strategies and/or approaches
  - Activities permitted if tolerated by Student:
    - Normal cognitive activities
    - Routine schoolwork
    - 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.
- 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.

## Return to Learn Concussion/Brain Injury

<b>Student Name:</b> <input style="width: 95%;" type="text"/>	<b>OEN:</b> <input style="width: 95%;" type="text"/>
<b>Date:</b>	
<b>Date of Injury:</b>	<b>Date of Doctor's Visit:</b>
<b>Date of Next Doctor's Visit:</b>	<b>Review by:</b>
<p>This student has been diagnosed with a concussion/brain injury by a medical doctor. The following accommodations are in place for the student where applicable as indicated below. The student will be monitored on an ongoing basis by the Principal. Please contact <b>Principal/Designate Name</b> if you have any questions.</p>	

### Accommodations

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations
<input type="checkbox"/> Buddy/peer tutoring <input type="checkbox"/> Note taking assistance <input type="checkbox"/> Duplicated notes <input type="checkbox"/> Organization coaching <input type="checkbox"/> Time management aids <input type="checkbox"/> More frequent breaks <input type="checkbox"/> Visual cueing <input type="checkbox"/> Reduced/uncluttered format <input type="checkbox"/> Repetition of information <input type="checkbox"/> Rewording/rephrasing <input type="checkbox"/> Extra time for processing <input type="checkbox"/> Taped texts <input type="checkbox"/> Computer options	<input type="checkbox"/> Alternative work space <input type="checkbox"/> Strategic seating <input type="checkbox"/> Proximity to instructor <input type="checkbox"/> Reduction of audio/visual stimuli <input type="checkbox"/> Study carrel <input type="checkbox"/> Minimizing background noise <input type="checkbox"/> Quiet setting <input type="checkbox"/> Use of headphones <input type="checkbox"/> Special lighting (low intensity is usually preferred)	<input type="checkbox"/> Extended time limits <input type="checkbox"/> Verbatim scribing <input type="checkbox"/> Oral responses, including audio tapes <input type="checkbox"/> More frequent breaks <input type="checkbox"/> Prompts to return student's attention to task <input type="checkbox"/> Reduced uncluttered format <input type="checkbox"/> Extra time for processing <input type="checkbox"/> Reduction in the number of tasks used to assess a concept or skill <input type="checkbox"/> Computer options

### Intervention Supports

<input type="checkbox"/> Providing class assistance <input type="checkbox"/> Providing extra help <input type="checkbox"/> Involving parent/guardian <input type="checkbox"/> Counseling in school <input type="checkbox"/> Withdrawal support	<input type="checkbox"/> Social Worker <input type="checkbox"/> Daily tracking sheet <input type="checkbox"/> Referral to school support team <input type="checkbox"/> Student Success
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Adapted from Ontario Ministry of Education, The Individual Education Plan (IEP) A Resource Guide 2004 and in consultation with Dr. Charles Tator founder of Think First Canada.

### Copied

<input type="checkbox"/> Vice Principal <input type="checkbox"/> Teacher(s) <input type="checkbox"/> Student Services <input type="checkbox"/> Special Education Teacher <input type="checkbox"/> Social Worker <input type="checkbox"/> Other _____	<input type="checkbox"/> Student Success <input type="checkbox"/> Itinerant Teacher(s) <input type="checkbox"/> Health and Physical Education Department (Chair Arts) <input type="checkbox"/> SSSAA Representative <input type="checkbox"/> Parent/Guardian/Caregiver <input type="checkbox"/> OSR
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<b>Principal's Signature :</b>
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## References

Concussion Web Portal, Government of Ontario, [www.ontario.ca/concussion](http://www.ontario.ca/concussion)

Canadian Paediatric Society (CPS) position paper on concussion, 2014, [www.cps.ca/en](http://www.cps.ca/en)

Ontario Physical Education Safety Guidelines, managed by OPHEA (Ontario Physical and Health Education Association) <http://safety.ophea.net/>

***OPHEA (Ontario Physical and Health Education Association)***

<https://safety.ophea.net/concussions>

Ontario School Boards' Insurance Exchange (OSBIE) incident reporting procedures and insurance audit conditions <http://osbie.on.ca/>

Parachute Canada <http://www.parachutecanada.org/>

***Personal Health Information Protection Act, 2004***

<https://www.ontario.ca/laws/statute/04p03>

***Personal Health Information Protection Act Guide, 2004***

<https://www.ipc.on.ca/wp-content/uploads/Resources/hguide-e.pdf>

Policy/Program Memorandum 158, School Board Policy on Concussion, Ministry of Education, March 19, 2014 **September 25, 2019** <http://www.edu.gov.on.ca/extra/eng/ppm/158.pdf>  
<http://www.edu.gov.on.ca/extra/eng/ppm/ppm-158-jan-2020.pdf>

***Rowan's Law Concussion Safety, Government of Ontario***

<https://www.ontario.ca/page/rowans-law-concussion-safety>

***Rowan's Law Concussion Awareness Resources, Government of Ontario***

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

Policies, Procedures and supporting documents from the following: Consortium of Provincial School Boards, Grand Erie District School Board, District School Board of Niagara, District School Board Ontario North East, OPHEA (Ontario Physical and Health Education Association), Simcoe County District School Board, Toronto District School Board and Upper Grand District School Board.