



POLICY COMMITTEE

AGENDA

Tuesday, June 9, 2020

3:00 p.m.

Chair: Alex Bradnam

1. Welcome and Introduction
2. Approval of Agenda
3. Business Arising from the Minutes
4. New BusinessAlex Bradnam
 - F-06: Video Security SurveillanceStacy Veld
 - C-02: Adult & Community Education(ACE) Operational FrameworkJoAnna Roberto
 - D-01: Digital Technology Use by StudentsJoAnna Roberto
 - D-02: Selection, Approval and Review of Educational Resources.....JoAnna Roberto/Helen McGregor
 - G-29: Bullying Prevention and Intervention Wes Hahn
 - G-14: Out of School Programs Mike St. John/Leanne Smith
 - E-14: Criminal Record Check for Service Providers Lora Courtois
 - G-24: On-Site/Off-Site Evacuation Lora Courtois
 - G-36: Concussions Lora Courtois
 - NEW E-02: Conflict of Interest..... Lora Courtois
5. Adjournment

Next Meeting: Tuesday, November 17, 2020 – 5:30 p.m. – Education Centre – Grimsby/Lincoln Room (tentative)

POLICY

SECTION:	FACILITY SERVICES	POLICY:	F-06
TOPIC:	VIDEO SECURITY SURVEILLANCE	PAGE:	Page 1 of 1
		DATE:	March 2017 June 2020
REVIEW DATE:	March 2022 June 2025	REVISED:	

The District School Board of Niagara (DSBN) and its schools strive to maintain safe and secure learning environments for students, staff and community members involved in school programs. The ~~DSBN District School Board of Niagara~~ supports the installation of Video Security Surveillance equipment at each of its schools and other facilities according to design standards for each type of facility. Following installation, School Administrators are authorized to operate the systems in accordance with the appropriate procedures.

Surveillance activities involving the collection, retention, use, disclosure and disposal of personal information in the form of video surveillance must be in compliance with the *Municipal Freedom of Information and Protection of Privacy Act*. Since video security surveillance systems complement other means being used to promote and foster a safe and secure learning environment under the *Safe Schools Act*, cameras will be positioned to record activity only in identified public areas on DSBN Properties.

The DSBN recognizes that student transportation is an extension of the learning environment and supports the use of video security surveillance systems on any vehicle contracted for student transportation services by the DSBN through Niagara Student Transportation Services, if deemed necessary to ensure the ongoing safety and security of students.

POLICY

SECTION:	COMMUNITY RELATIONS	POLICY:	C-02
TOPIC:	ADULT & COMMUNITY EDUCATION (ACE) OPERATIONAL FRAMEWORK	PAGE:	Page 1 of 1
		DATE:	June 2015
REVIEW	June 2020 May 2025	REVISED:	May 2020

The Adult & Community Education (ACE) Department is responsible for establishing, maintaining, and administering, Ministry and Board approved programs such as secondary school credit programs at the District School Board of Niagara's (DSBN) Adult day school, various outreach Adult day school programs, night school, summer school, and through self-study/eLearning; adolescent non-credit Literacy and Numeracy programs from Grades 7-10; Heritage International Language Programs; and Adult English as a Second Language, and Literacy and Basic Skills programs. In addition, the ACE Department is responsible for developing fee-for-service employment training programs and courses of interest to the community.

PROGRAM

The Student Achievement Leader or School Administrator of ACE shall establish course offerings, schedule courses and appoint Supervisors in those schools in which the size and nature of the program make such appointments necessary.

The Courses of Study for credit programs offered through ACE will contain all the required components of the Ministry of Education guidelines.

Day school students may be considered for admission in a Continuing Education course leading to a credit. The DSBN day Student Achievement Leader or School Administrator(s) must sign the application form that authorizes the student to take the course. Parental approval is necessary for students under 18 years of age.

SUPERVISION

As required, a School Administrator(s)/Supervisor shall be interviewed and selected by the Student Achievement Leader or School Administrator/Supervisor of ACE Services, in consultation with the appropriate Supervisory Officer, for each of the credit based summer and/or night school programs. This will be for one session or a one year renewable term.

Applicants must have:

- A minimum of five years teaching experience
- A recommendation from their current School Administrator
- At least Principal Qualification Part 1 (PQP1)

The Student Achievement Leader or School Administrator/Supervisor of ACE, where appropriate, shall appoint annually, Supervisors for school sites offering interest courses.

REMUNERATION

Continuing Education Teachers will be paid for credit courses in accordance with the Secondary School Collective Agreement.

ACE Instructors will be paid for interest courses as determined by the DSBN on the recommendation of the Student Achievement Leader or School Administrator/Supervisor and consistent with the concept of "cost recovery" for ACE Programs.

School Administrators/Supervisors of Continuing or ACE Programs will be paid at a rate as determined by the DSBN on the recommendation of the Student Achievement Leader or School Administrator/Supervisor of ACE and consistent with the concept of "cost recovery" for Continuing or ACE Programs.

POLICY

SECTION:	EDUCATIONAL PROGRAMS AND STUDENT SERVICES	POLICY:	D-01
TOPIC:	DIGITAL TECHNOLOGY USE BY STUDENTS	PAGE:	Page 1 of 2
		DATE:	January 2017 June 2020
REVIEW DATE:	January 2022-June 2025	REVISED:	

It is the policy of the District School Board of Niagara (DSBN) to provide access to safe and secure digital technology in support of education, research and DSBN business in a manner consistent with the DSBN's strategic plan. For the purpose of this policy, digital technology is defined as the ever evolving suite of digital software, hardware, computer and network infrastructures (existing and emerging technologies) used at the DSBN.

The DSBN recognizes the educational value of students utilizing electronic communications systems to enhance their learning through the responsible access to global information and communication. These systems are intended to support and enhance student learning and achievement, be made available equitably to all students and be a support to classroom and other learning activities. All students are expected to use digital technology in a responsible, respectful and lawful manner, which must be in compliance with all relevant federal and provincial legislation, the Mission Statement, Beliefs of the DSBN, and DSBN's Administrative Procedure.

The DSBN further recognizes the critical role that parents play in educating their children on the appropriate use of electronic communication systems and in monitoring their use of these systems. This partnership of parents and schools is essential in achieving success in ensuring appropriate use of this ever-changing technology.

Digital Devices

The DSBN recognizes that students may have in their possession personal digital and/or electronic devices while at school or at school related activities. This Policy also governs the acceptable use of personal digital technologies and/or electronic devices by students while at school or at school related activities. At all times, the use of these devices is allowed where they are deemed not to interfere with their personal learning or the learning of others. ~~School staff at the school and at the DSBN level shall determine what, if any, use is interfering with learning.~~ Personal devices are not to be used to attempt to circumvent the DSBN digital infrastructure put in place to provide safe and secure access.

Digital Content

The DSBN provides schools with access to the DSBN's digital network that also includes access to all electronic communication systems, such as, Internet, e-mail, DSBN approved social networks and intranet. This service enables students and staff access to electronic mail (e-mail), numerous electronic tools and databases and other social networking tools to facilitate and promote learning and collaboration for educational purposes. In addition, it provides users with access to an ever-expanding array of digital content and provides the possibility of communication with others in the school, in the local community, and around the globe.

For purposes of inspecting, investigating or searching the DSBN's digital technologies, including but not limited to internet logs, social networks or electronic mail, with just cause, the Director of Education (or designate) may authorize appropriate officials to bypass any applicable personal password or codes in accordance with the best interests of the DSBN, its students, or where ordered to do so by law.

POLICY

SECTION:	EDUCATIONAL PROGRAMS AND STUDENT SERVICES	POLICY:	D-01
TOPIC:	DIGITAL TECHNOLOGY USE BY STUDENTS	PAGE:	Page 2 of 2
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Student Discipline

Individuals who do not comply with this Policy will be subject to appropriate consequences in accordance with the circumstances of the event, and within the parameters of any applicable legislation. Consequences may include, but are not limited to the following, either singularly or in combination depending on the individual circumstances:

- limitations being placed on access privileges to the DSBN's technology resources;
- temporary suspension of access privileges to the DSBN's technology resources;
- revocation of access privileges to the DSBN's technology resources;
- appropriate disciplinary measures within the Safe Schools Act; and
- legal action and prosecution by the relevant authorities.

References

Policy E-16: Electronic Communication, Social Media and Cloud Applications Use by Staff

Policy E-05: Digital Technology Use by Staff

POLICY

SECTION:	EDUCATIONAL PROGRAMS AND STUDENT SERVICES	POLICY:	D-02
TOPIC:	SELECTION, APPROVAL AND REVIEW OF EDUCATIONAL RESOURCES	PAGE:	1 of 1
		DATE:	June 2015
REVIEW DATE:	June 2020 May 2025	REVISED:	May 2020

Selection and Approval

Textbooks and other educational resources which students are required to use as an integral part of the instructional program shall be approved in a manner consistent with the *Education Act* and Regulations. The Ministry of Education Trillium List includes textbooks which have been approved as meeting the eligibility and evaluation criteria. Schools are encouraged to use the Trillium List wherever possible in selecting textbooks which are defined as comprehensive resources designed to support at least 85% of the curriculum expectations.

~~The District School Board of Niagara (DSBN) will produce a recommended list of educational resources to support schools in their selections.~~

Review

The District School Board of Niagara (DSBN) recognizes and supports the right of any parent/guardian to assume an active role in the education of his/her child. Whenever a parent/guardian is concerned about his/her child's use of a textbook or other educational material, the parent/guardian should be encouraged to meet with the teacher/School Administrator(s) involved to outline and discuss their concerns.

A request that the use of an educational resource be discontinued on a school-wide or DSBN-wide basis must be made to the Superintendent of School Support Services. The establishment of an ad hoc committee may be deemed necessary, to review the resource and report to the Superintendent of School Support Services who would, in turn, make recommendations to the Board of Trustees for a final decision.

POLICY

SECTION:	EDUCATIONAL SERVICES	POLICY:	G-29
TOPIC:	SAFE AND ACCEPTING SCHOOLS: BULLYING PREVENTION AND INTERVENTION	PAGE:	Page 1 of 3
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Rationale

The District School Board of Niagara (DSBN) recognizes that providing students with an opportunity to learn and develop in a safe and respectful society is a shared responsibility in which school boards and schools play an important role. A safe, inclusive and accepting learning environment that promotes healthy relationships and behaviours is essential for student success and well-being. To reach their full potential, children and youth must feel safe, included, and engaged in school. A whole school approach in an inclusive social climate based on caring and respectful relationships among and between students, teachers, other school staff, parents/guardians and School Administrators is a necessary supporting condition for learning. Bullying adversely affects a school's ability to educate its students, students' ability to learn, healthy relationships and the school climate. Expectations of appropriate student behaviour are set out in the Education Act, Ont. Reg. 298 and Board's Policy G-08: Code of Student Behaviour.

Policy

The DSBN recognizes that:

- Bullying adversely affects a student's ability to learn.
- Bullying adversely affects the school climate, including healthy relationships.
- Bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where engaging in bullying will have a negative impact on the school climate.

Definitions (as per PPM 144: Bullying Prevention and Intervention and Bill 13 – Creating Safe and Accepting Schools)**Bullying**

"Bullying" means aggressive and typically repeated behaviour by a pupil where,

- a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,
 - i. causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
 - ii. creating a negative environment at a school for another individual

AND

- b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.

Bullying behaviour includes the use of any physical, verbal, social, electronic, written or other means.

The definition of "bullying" includes bullying by electronic means, commonly known as "cyber-bullying", including:

- a) creating a web page or a blog in which the creator assumes the identity of another person.
- b) impersonating another person as the author of content or messages posted on the internet.
- c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

POLICY

SECTION:	EDUCATIONAL SERVICES	POLICY:	G-29
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Positive School Climate

A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect. A positive school climate is a crucial component of the prevention of inappropriate behaviour.

Prevention and Awareness Raising Strategies

The DSNB recognizes that focusing on prevention is critical and should be an ongoing effort. Fostering a positive learning and teaching environment that supports academic achievement and well-being for all students will help reduce the potential for incidents of discrimination, harassment and bullying.

Intervention and Support Strategies

Intervention requires appropriate and timely responses and should be done in ways that are consistent with a progressive discipline approach and may include early and/or ongoing intervention strategies. Interventions and supports will be evidence-informed, timely and take a whole school approach.

Progressive discipline may also include a range of interventions, supports and consequences when bullying behaviour has occurred, with a focus on improving behaviour.

For a student with special education needs, interventions, supports, and consequences must be considered with the student's strengths, needs, goals, and expectations contained in ~~his or her~~ the Individual Education Plan (IEP).

Reporting Bullying Behaviour

DSNB employees who work directly with students – including School Administrators, teachers, and other school staff – must respond to any student behaviour that is likely to have a negative impact on the school climate. Such inappropriate behaviour may include bullying. DSNB employees take all allegations of bullying behaviour seriously and will act in a timely, sensitive, and supportive manner when responding to students who disclose or report bullying incidents.

Schools will establish procedures to allow students to report bullying incidents safely and in a way that will minimize the possibility of reprisal.

Reporting to School Administrators

The purpose of reporting incidents of inappropriate and disrespectful behaviour is to ensure that the School Administrator(s) is aware of any activities taking place in the school for which suspension or expulsion may occur and to help ensure a positive school climate. Reports to the School Administrator(s) are to be made no later than the end of the day.

Professional Development Strategies for School Administrators, Teachers, and Other School Staff

The DSNB will provide annual professional development ~~programs~~ opportunities to educate teachers and other school staff about bullying prevention and strategies for promoting a positive school climate.

POLICY

SECTION:	EDUCATIONAL SERVICES	POLICY:	G-29
TOPIC:	SAFE AND ACCEPTING SCHOOLS: BULLYING PREVENTION AND INTERVENTION	PAGE:	Page 3 of 3
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Communication and Outreach Strategies

To support a whole-school approach, the DSBN will make every effort to actively communicate their policies and procedures on bullying prevention and intervention to School Administrators, students, parents/guardians, teachers and other school staff, their Special Education Advisory Committee, school councils, and school bus operators and drivers.

Monitoring and Review

The DSBN will conduct a cyclical review of the policy and procedure.

School Level Plans

Schools are required to develop and implement school-wide bullying prevention and intervention plans as part of their School Improvement Plan. Results of school climate surveys will inform the development of the bullying prevention and intervention plan, including the selection strategies, practices, programs, etc. Components of these plans must be consistent with the policies and procedures of the DSBN and must include:

1. The definition of bullying.
2. Completion of the DSBN school climate survey (completed at least every two (2) years).
3. Analysis and strategy implementation based on the DSBN school climate survey to include:
 - Prevention
 - Intervention and support strategies
 - Procedures to allow students to report bullying incidents safely
 - Staff procedures for reporting bullying incidents

SAFE AND ACCEPTING SCHOOLS TEAMS (SAST)

Each school must have in place, a safe and accepting schools team responsible for fostering a safe, inclusive, and accepting school climate that should include at least one student and must include at least one parent/guardian, one teacher, one non-teaching staff member, one community partner, and the School Administrator(s). An existing school committee (e.g., the healthy schools committee) can assume this role. The chair of this team must be a staff member.

References

Policy E-11: Equity and Inclusive Education Policy

Policy G-02: Safe Schools

Policy G-08: Code of Student Behaviour DSBN Code of Conduct for Schools

Policy G-28: Student Discipline

POLICY

SECTION:	SCHOOL OPERATIONS	POLICY:	G-14
TOPIC:	OUT OF SCHOOL PROGRAMS/EVENTS	PAGE:	Page 1 of 1
		DATE:	June 2015 June 2020
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1. The District School Board of Niagara (DSBN) supports out of school programs as a valuable means of enriching the curriculum and reinforcing learning, valuing different learning styles and connecting learning to real world experiences.
2. An out of school program should include classroom preparation and follow-up, and should challenge engage students in a manner consistent with curriculum expectations and consider access and opportunity for all students.

- Prior to any commitment being made, the following information must be submitted to, and approved by, the appropriate Superintendent of Education:

- a. Money being expended by the school.
- b. Fundraising taking place.
- c. Details regarding travel and accommodation arrangements for overnight trips.

Every effort should be made to keep the cost per student as reasonable as possible.

3. The School Administrator(s) will ensure the following: of a school whose curriculum involves out of school programs should ensure the following are considered when such events are being planned:
 - (a) Rationale for, and objectives of, out of school program.
 - (b) A range of out of school programs are explored to maximize student engagement and participation through the year.
 - (c) The fees associated with the program are not cost prohibitive to any student.
 - (b) The designation of a person teacher who will be in charge of the program.
 - (c) A plan for safety, insurance and individual student medical care is arranged. arrangements and/or coverage.
 - (d) Provision of The plan for supervision to ensure the safety and well-being of students based on the type of activity, the age, special needs and skills of the students and/or any special conditions regarding a specific site(s).
 - (e) Provision The communication of details regarding trip to parents/guardians.
 - (f) A plan for the arrangement of transportation for students to and from the event.
 - (g) Plan for A process for obtaining parent/guardian consent to participate.
 - (h) The completion of the form authorizing volunteer drivers.
 - (i) Plan A process to obtain parent/guardian consent regarding use of volunteer drivers.
 - (j) Statement of expectations regarding student behaviour.
 - (k) Plan for students who cannot return with the main group.
 - (j) The provision of an alternate program for students not participating in the out of school programs.
 - (k) That all other related DSBN administrative procedures and policies are followed.

Any out of school programs or events that have an overnight component or take place out of province require Superintendent of Schools approval. Any out of school programs that take place outside of Canada require Director of Education approval.

Attachments**References:**

G-01 School Volunteers
 G-02 Safe Schools
 G-08 DSBN Code of Conduct for Schools
 G-28 Student Discipline
 G-32 Fees for Learning Materials and Activities

POLICY

SECTION:	HUMAN RESOURCES - GENERAL	POLICY:	E-14
TOPIC:	POLICE CRIMINAL RECORD CHECK – POLICE VULNERABLE SECTOR CHECK FOR SERVICE PROVIDERS	PAGE:	Page 1 of 1
		DATE:	June 2015 June 2020
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A service provider is an individual who is not an employee of the District School Board of Niagara (DSBN) and who comes into direct contact with students on a regular basis at a school site of the DSBN in the normal course of providing goods or services under contract with the DSBN, or carrying out his/her employment functions as an employee of a person who provides goods or services under contract with the DSBN, or who provides services to a person who provides goods and services under contract with the DSBN or Ministry of Education. The definition of "others" extends the requirement of ~~Police Criminal Record Check –~~ Police Vulnerable Sector Check to individuals who provide goods or services without a formal contract with the DSBN.

- The DSBN will not allow school access to service providers who have direct and regular contact with students:
 - who have not provided a ~~Police Criminal Record Check –~~ Police Vulnerable Sector Check, or
 - who have provided a ~~Police Criminal Record Check –~~ Police Vulnerable Sector Check which has been adjudicated and found to present an unacceptable risk to students and/or staff.
- The DSBN grants School Administrators, Supervisors, and other DSBN employees the authority to request any service provider to produce a ~~Police Criminal Record Check –~~ Police Vulnerable Sector Check to ensure compliance with this Policy and the statutory Regulations.
- The DSBN shall determine who is a service provider who may come into direct contact with students on a regular basis, and who is required to produce a ~~Police Criminal Record Check –~~ Police Vulnerable Sector Check.
- The DSBN will include provisions in the Request for Proposal/Tender/Quotations that notify potential service providers of the requirements to obtain ~~Police Criminal Record Check –~~ Police Vulnerable Sector Checks and annual Offence Declarations thereafter.
- The following provincial organizations provide services to our schools and are required to obtain Police Criminal Record Check – Police Vulnerable Sector Checks.
 - Public Health Departments
 - Community Care Access Centres
 - Hamilton Niagara Haldimand Brant Local Health Integration Network
 - Niagara Children's Centre
 - Children's Mental Health Ontario
 - Provincial Schools Authority
 - Day Nurseries
 - Children's Aid Societies
- Others who are required to obtain a ~~Police Criminal Record Check –~~ Police Vulnerable Sector Check include, but are not limited to:
 - Students attending university or college programs which involve practicum or co-operative placements in schools
 - Cafeteria/Food Services providers

POLICY

SECTION:	SCHOOL OPERATIONS	POLICY:	G-24
TOPIC:	ON-SITE/OFF-SITE EVACUATION	PAGE:	1 of 1
		DATE:	June 2015 June 2020
REVIEW DATE:	June 2020 June 2025	REVISED:	

An emergency shall be defined as ~~an unexpected situation which requires prompt action beyond normal procedures in order to prevent or limit injury, loss or damage to persons, property or the environment~~ a situation or an impending situation that constitutes a danger of major proportions that could result in serious harm to persons or substantial damage to property and that is caused by the forces of nature, a disease or other health risk, an accident or an act whether intentional or otherwise.

The immediate physical safety of students and staff shall be the paramount principle in the development and implementation of emergency measures. Actions could encompass sheltering for protection, evacuation of all or part of the premises, first aid and the continued care of students until they can safely return to their homes. Staff and students must know the procedures to follow in case of an emergency and be trained to participate in the specific plan for their school. A secondary consideration is the security of the building(s) and property.

Each school is expected to have a Safe Schools Plan. As part of that Plan, if it is deemed necessary by the Administration or the Police/Fire Departments, evacuation of the building will ~~be occur conducted as a drill~~. Students will proceed out of the building in an orderly fashion using the same exits as they would for a fire drill. If faced with special circumstances regarding the evacuation of the building and/or relocation of students within a building, modifications to the plan will be under the direction of the School Administrator(s).

There shall be an individual Emergency Response Plan for each school, prepared under the authority of the School Administrator(s). It will provide guidelines for the evacuation of students to an off-site location and other possible actions appropriate for the specific emergency, to be initiated by the School Administrator(s).

In the event of an emergency that includes jurisdictions other than the District School Board of Niagara (DSBN) and/or the need for evacuation outside of the school community, the DSBN/school actions shall be co-ordinated with the authority having jurisdiction. ~~municipal and regional emergency procedures.~~

References

Policy G-02: Safe Schools

POLICY

SECTION:	SCHOOL OPERATIONS	POLICY:	G-36
TOPIC:	CONCUSSIONS	PAGE:	Page 1 of 1
		DATE:	June 2014 June 2020
REVIEW DATE:	June 2019 June 2025	REVISED:	

The District School Board of Niagara (DSBN) is committed to promoting awareness of safety in schools and recognizes that the health and safety of students are essential preconditions for effective learning. 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, helping all students succeed and lead safe, healthy, and active lives. As part of our commitment to student safety, injury prevention, and well-being, DSBN supports concussion awareness, prevention, identification, management, tracking, and training in DSBN schools.

A concussion is defined as:

- a brain injury that causes changes in the way in which the brain functions and that can lead to symptoms that can be physical (e.g., headache, dizziness), cognitive (e.g., difficulty in concentrating or remembering), emotional/behavioural (e.g., depression, irritability), and/or related to sleep (e.g., drowsiness, difficulty in falling asleep);
- may be caused either by a direct blow to the head, face, or neck or by a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull;
- can occur even if there has been no loss of consciousness (in fact most concussions occur without a loss of consciousness);
- cannot normally be seen by means of medical imaging tests, such as X-rays, standard computed tomography (CT) scans, or magnetic resonance imaging (MRI) scans.

A concussion can have a significant impact on a student – cognitively, physically, emotionally, and socially. 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 school which includes return to learning and return to physical activity after a diagnosed concussion.

In accordance with Policy Program Memorandum (PPM) 158 - School Board Policies on Concussion (Revised September 25, 2019), and Education Act amendments, DSBN will has developed and implemented concussion management strategies. These strategies must include: awareness initiatives, prevention strategies, identification of concussion process, diagnosed concussion management and training.

- Receipt of confirmation of annual review of approved Concussion Awareness Resources by individuals participating in DSBN-sponsored interschool sports;
- The establishment of Concussion Codes of Conduct for individuals participating in DSBN-sponsored interschool sports, and the receipt of confirmation of annual review of the relevant Code of Conduct by those individuals;
- Annual concussion training for relevant school staff;
- 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 return to physical activity;
- 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.

District School Board of Niagara

POLICY

SECTION:	HUMAN RESOURCES - GENERAL	A.P. NO.:	E-02
TOPIC:	CONFLICT OF INTEREST – Newly Developed (Draft)	PAGE:	Page 1 of 1
		DATE:	February 2020
REVIEW		REVISED:	

The District School Board of Niagara ("DSBN") is committed to safeguarding the public interest and trust in public education. It is essential that DSBN employees and volunteers maintain high standards of honesty, integrity, impartiality and conduct in the performance of their duties.

Conflicts of interest, whether actual, possible or perceived, may impact on the integrity and public image of the DSBN and public education generally.

Employees and volunteers are responsible and accountable for identifying, reporting and avoiding any situations which may present a potential or actual conflict of interest or be perceived to be a conflict of interest between their personal interests and their official duties and responsibilities as a DSBN employee or volunteer.

Employees and volunteers have a duty to disclose any potential or actual conflicts of interest that could compromise, or be perceived to compromise, their objectivity and judgement to their immediate supervisor and/or directly report to DSBN as soon as they become aware of the conflict. Employees and volunteers who fail to comply with this Policy may be subject to disciplinary action, up to and including dismissal from employment.