


Windsor-Essex Catholic District School Board



Section: Students

**ADMINISTRATIVE PROCEDURE:
PR ST: 26 Concussions**

NUMBER:	PR ST: 26
EFFECTIVE:	Jan. 2015 Dec. 8, 2020
AMENDED:	
RELATED POLICIES:	See References
REPEALS:	
REVIEW DATE:	2026-2027

1.0 STRATEGIES TO DEVELOP AWARENESS

- 1.1 The Board shall continue to work with community partners, including the Windsor-Essex Health Unit, the Ontario Brain Injury Association, and the local medical community, on joint efforts to share information; to review and monitor the effectiveness of awareness, prevention, identification and management practices; and to communicate the common message to students, parents, staff and volunteers of the seriousness of concussions and the corresponding importance of preventative and management strategies.
- 1.2 The Board's Community Use Out Reach Coordinator will ensure that all organizations that use Board facilities through the Community Use Program are provided information that details the seriousness of concussions, as well as tools for prevention, identification, and management of concussions.
- 1.3 The Board shall share similar information (as detailed within 1.2, above) with any individuals or organizations entering into joint use agreements with the Board, including licensed child-care providers.
- 1.4 Concussion awareness is incorporated within the physical education curriculum, both at the elementary and secondary level. Teachers shall be encouraged to implement concussion classroom learning modules aligned with the curriculum expectations.
- 1.5 The following strategies are used to educate students, parents, staff and volunteers, and to develop concussion awareness:
 - i) Conduct a pre-season/activity group/team meeting on concussion education
 - ii) Provide Concussion Awareness Resources to individuals participating in board-sponsored interschool sports (staff, coaches, volunteers, students and parents/guardians) (<https://www.ontario.ca/page/rowans-law-concussion-awareness-resources>) and/or [Appendix A](#).
 - iii) Post concussion information to inform/reinforce symptoms and signs and what to do if a concussion is suspected
 - iv) Post information posters on prevention of concussions (e.g., encouraging students to report concussion symptoms) in high traffic student areas (e.g., change room/locker area/classroom/gymnasium)

2.0 PREVENTION/IDENTIFICATION AND MANAGEMENT STRATEGIES

- 2.1 The Board shall adopt the prevention, identification and management procedures set out within the Ontario Physical Education Safety Standards in Education Concussion Protocol. Understanding that concussion information and procedures are always evolving with new research and consensus guidelines, Administration will continue to consult with OPHEA, and will update this procedure as amendments are implemented. This Procedure, with the attached OPHEA procedures, shall be reviewed at least annually prior to the start of each school year.

All Board staff, volunteers, students, and parents shall work together to ensure that the procedures are followed when a concussion is suspected.

- 2.2 The Board shall follow the OPHEA Safety Standards in Education

Concussion Identification and the Return to School Plan 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.

Concussion Identification process for the removal of students with a suspected concussion from physical activity and for those diagnosed with a concussion.

(<https://safety.ophea.net/tools-resources/concussion-identification?parents=concussions>)

Return to School Plan which includes their return to learning and to physical activity.

(<https://safety.ophea.net/tools-resources/concussion-return-school-plan?parents=concussions>)

3.0 TRAINING

- 3.1 Training shall be made available to all Board employees and school volunteers who are in direct contact with students on a regular basis.
- 3.2 The timing and nature of the training will be determined in accordance with staff and volunteer roles and responsibilities.

4.0 ROLES AND RESPONSIBILITIES

- 4.1 Senior Administration will:
- continue to consult with OPHEA and the Ontario School Board Insurance Exchange (OSBIE) in reviewing these procedures to ensure alignment with current best practices;
 - ensure that concussion training is made available to all Board employees and volunteers who are in direct contact with students on a regular basis in accordance with their roles and responsibilities;
 - ensure that concussion awareness resources is made available to students, parents, and members of the community who may be using Board facilities ([Appendix A](#)); and
 - provide support to principals/vice-principals as they implement the procedures within schools.

4.2 Principals and Vice-Principals will:

- ensure that the procedures are implemented within the school community;
- communicate to all staff, volunteers, students and parents/guardians their roles/responsibilities in the implementation of the procedures;
- provide Concussion Awareness Resources to staff, coaches, volunteers, students, and parents/guardians (<https://www.ontario.ca/page/rowans-law-concussion-awareness-resources>) and/or [Appendix A](#).
- require receipt of confirmation of annual review of approved Concussion Awareness Resources by individuals participating in board-sponsored interschool sports [Appendix B – Form A](#).
- ensure staff, coaches, volunteers, students and parents/guardians complete their respective WECDSB Concussion Code of Conduct ([Appendix B – Forms B.1, B.2, B.3](#))
- require staff, students and parents to follow the OPHEA Safety Standards in Education Concussion Identification process for the removal of students with a suspected concussion from physical activity and for those diagnosed with a concussion as well as the Return to School Plan which includes their return to learning and to physical activity;
- monitor staff, students and parents to ensure they follow the OPHEA Safety Standards in Education Concussion Identification process and the Return to School Plan 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;
- monitor and trace that all necessary training has been provided.

4.3 Staff/Coaches/Volunteers will:

- review the Concussion Awareness Resources (<https://www.ontario.ca/page/rowans-law-concussion-awareness-resources>) and/or [Appendix A](#);
- complete the receipt of confirmation of annual review of approved Concussion Awareness Resources ([Appendix B – Form A](#));
- complete their respective WECDSB Concussion Code of Conduct ([Appendix B – Form B.1](#));
- know what to do in the event of a suspected concussion;
- participate in required training in accordance with their roles and responsibilities;
- understand and fulfill their roles and responsibilities in the implementation of these procedures;
- check to see that all equipment is certified (if applicable), in good condition, worn properly, and is appropriate for the activity;
- plan age appropriate activities and supervise students at all times;
- provide information and reminders to students respecting safety/prevention and the seriousness of concussions prior to participation;
- follow the OPHEA Standards in Education Concussion Identification process for the removal of students with a suspected concussion from physical activity and, for those diagnosed with a concussion, the Return to School Plan, which includes their return to learning and to physical activity; and

- follow the OPHEA Safety Standards in Education Concussion Identification process and the Return to School Plan 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.

4.4 Students will:

- review the Concussion Awareness Resources (<https://www.ontario.ca/page/rowans-law-concussion-awareness-resources>) and/or [Appendix A](#);
- complete the receipt of confirmation of annual review of approved Concussion Awareness Resources ([Appendix B – Form A](#));
- complete their respective WECDSB Concussion Code of Conduct ([Appendix B – Form B.2](#));
- abide by the rules and regulations of the sport/activity;
- understand and fulfill their roles and responsibilities in the implementation of these procedures;
- wear any required equipment in the correct manner;
- participate in all safety training;
- learn to recognize the signs/symptoms of concussion and immediately report any concussion symptoms they may observe in themselves or other students to staff/volunteers/coaches, regardless of whether the injury may have occurred at or outside of school;
- follow the OPHEA Standards in Education Concussion Identification process for the removal of students with a suspected concussion from physical activity and, for those diagnosed with a concussion, the Return to School Plan, which includes their return to learning and to physical activity; and
- follow the OPHEA Safety Standards in Education Concussion Identification process and the Return to School Plan 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.

4.5 Parents/Guardians will:

- review the Concussion Awareness Resources (<https://www.ontario.ca/page/rowans-law-concussion-awareness-resources>) and/or [Appendix A](#);
- complete the receipt of confirmation of annual review of approved Concussion Awareness Resources ([Appendix B – Form A](#));
- complete their respective WECDSB Concussion Code of Conduct ([Appendix B – Form B.3](#));
- learn the signs and symptoms of concussion and review them with students;
- understand and fulfill their roles and responsibilities in the implementation of these procedures;
- have a student assessed by a medical practitioner as soon as possible in the event that a concussion is possible;
- collaborate with school staff to manage the concussion/return to learn/return to play;
- advise school personnel if a student is diagnosed with a concussion due to an injury incurred outside of school;
- follow the OPHEA Standards in Education Concussion Identification process for the removal of students with a suspected concussion from physical activity and, for those

- diagnosed with a concussion, the Return to School Plan, which includes their return to learning and to physical activity; and
- follow the OPHEA Safety Standards in Education Concussion Identification process and the Return to School Plan 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.