

STUDENT DEVELOPMENT
POLICY REFERENCE GUIDE
FOR BRIERCREST COLLEGE

BRIERCREST

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**DISCIPLINARY AND APPEAL
POLICY AND PROCEDURE**

BRIERCREST

DISCIPLINARY AND APPEAL POLICY AND PROCEDURE

JUNE 2017 | APPROVED BY DEAN OF STUDENTS

POLICY STATEMENT

Briercrest Student Development is committed to a disciplinary process that is restorative, transparent and based on Christian principles of discipleship.

PURPOSE

The purpose of this policy is to:

- a) Provide clarity for students regarding the disciplinary and appeal processes
- b) Provide accountability of staff to follow the outlined processes

APPLICATION

This policy and procedure applies to all:

- a) Student Development staff and Resident Assistance
- b) Students of Caronport High School, Briercrest College and Seminary

DEFINITION

Community Service: The student must perform a prescribed number of hours of supervised work for the school or community.

Fines: The student receives a monetary penalty by their RD or dean. Fines are generally applied directly to the student's school account. Fines are typically utilized for purposes of restitution or during the final weeks of a semester.

Official Written Reprimand: The student receives a letter from the college describing specific infractions and challenging her/him to change her/his attitude or behavior. A copy is retained in her/his personal file.

Personal Probation: The student receives a specific period of time in which to demonstrate repentance, compliance, and a positive attitude. This may include supervised community service, suspension from public leadership/ministry, and other terms deemed appropriate under the circumstances. Students who do not respond well to personal probation will find themselves under stricter sanctions.

Suspension: The student is suspended from all school classes, services, and activities and is generally required to remain off-campus for a time period ranging from three to 14 days. Return to campus is

dependent upon indication of sincere desire to change and adjust. The student is placed on personal probation immediately upon return.

Required to Discontinue: The student is placed on personal probation and allowed to finish out the present school term, but is not allowed to return the following semester. He or she must formally request return to the college. Normally, we reserve this form of discipline for those who are not fulfilling the expectations of what it means to be a Briercrest College and Seminary student, but who are not actually violating restricted behaviors.

Dismissal: The student is discharged from the school and must leave campus immediately. He or she may formally request return to the college after an absence of at least one full calendar year.

Voluntary Withdrawal: Students who voluntarily withdraw in the midst of a school year will be placed on conditional return.

KEY CONSIDERATIONS

1.0 Dignity

- 1.1 Students should expect to be treated with grace and respect when they are being disciplined.
- 1.2 Student Development staff and Student Leaders will make every effort to protect students from the following:
 - 1.2.1 Threat of force or consequences beyond those defined in this document
 - 1.2.2 Intentional humiliation
 - 1.2.2.1 There may be a humbling quality to well delivered discipline, however, intention to extend or magnify humiliation will be avoided

2.0 Confidentiality and Gossip

- 2.1 Confidentiality regarding disciplinary matters will be maintained by Student Development staff and Student Leaders
- 2.2 All students are expected to avoid gossip about disciplinary matters

3.0 Restoration and Growth

- 3.1 The goal of discipline is to promote the health and growth of the student and the Briercrest learning community
- 3.2 We acknowledge the importance of confession in our faith walks. While confession does not lessen the impact of this policy, it is a mitigating factor in determining disciplinary actions.
- 3.3 There are certain choices, attitudes, or behaviour that carry consequences that may render students liable to immediate suspension, dismissal, or other discipline without warning.

PROCEDURES

DISCIPLINE PROCEDURES

1.0 Disciplinary issues can be identified by:

- 1.1 Confession or admission by perpetrator

- 1.2 Victim Grievance
- 1.3 Third Party complaint

2.0 Flowchart (Appendix A)

3.0 Level One - failure to meet general expectations not including violating restricted behavior

- 3.1 Discipline Administered By:
 - 3.1.1 peer leadership (level one only)
 - 3.1.2 Residence Directors
 - 3.1.3 Student Development deans
- 3.2 Possible Actions:
 - 3.2.1 teach/counsel
 - 3.2.2 advise/warn
 - 3.2.3 reprimand
 - 3.2.4 record infraction
 - 3.2.5 limit privileges
 - 3.2.6 community services

4.0 Level Two - more serious indication of negative attitude or behaviour pattern or violation of restricted behaviour

- 4.1 Discipline Administered By:
 - 4.1.1 Residence Directors
 - 4.1.2 Student Development deans
- 4.2 Possible Actions:
 - 4.2.1 as indicated in Level One:
 - 4.2.1.1 teach/counsel
 - 4.2.1.2 advise/warn
 - 4.2.1.3 reprimand
 - 4.2.1.4 record infraction
 - 4.2.1.5 limit privileges
 - 4.2.1.6 community services
 - 4.2.2 fines
 - 4.2.3 official written reprimand
 - 4.2.4 personal probation

5.0 Level Three - severe, repeated, flagrant, or deliberate failure to follow expectations or violation of restricted behavior

- 5.1 Discipline Administered By:
 - 5.1.1 Student Development Discipline Committee; lead by the Dean of Students
- 5.2 Possible Actions:
 - 5.2.1 As indicated in Level One and Two:
 - 5.2.1.1 teach/counsel
 - 5.2.1.2 advise/warn
 - 5.2.1.3 reprimand
 - 5.2.1.4 record infraction
 - 5.2.1.5 limit privileges
 - 5.2.1.6 community services

- 5.2.1.7 fines
- 5.2.1.8 official written reprimand
- 5.2.1.9 personal probation
- 5.2.2 suspension
- 5.2.3 required to discontinue
- 5.2.4 dismissal

APPEAL PROCEDURES

1.0 Grounds for Appeal:

- 1.1 Innocence
- 1.2 Too harsh or too many sanctions
- 1.3 Lack of due process or inappropriate process
- 1.4 Other factors not considered

2.0 Content of an Appeal

- 2.1 Cause of the discipline
- 2.2 Responses so far at various levels
- 2.3 Grounds for appeal
- 2.4 Desired change in outcome.

3.0 **Informal Appeal Process.** Students should first informally appeal a disciplinary decision with the original decision maker rather than using the formal appeal process.

4.0 Formal Appeal Process (Appendix B)

4.1 APPEALS TO RESIDENCE DIRECTORS (RD):

- 4.1.1 **Handle appeals concerning discipline decisions made by resident assistants (level one). They may give such appeals verbally after the student has attempted resolution with RA in question.**
- 4.1.2 **Any decision not in favour of the student making the appeal must be communicated in writing by the RD.**
- 4.1.3 **He or she must give a notation of the appeal and a copy of the communiqué to the Senior RD or Dean of Students (as appropriate).**
- 4.1.4 **The student must submit an appeal of an RD's decision in writing to the Dean of Students within three working days of receiving the RD's appeal decision.**

4.2 APPEALS TO STUDENT DEVELOPMENT DISCIPLINE COMMITTEE:

- 4.2.1 **Student making the appeal will be interviewed by at least one member of the group and have the right to appear before the group.**
- 4.2.2 **The student will be informed that they have the right to representation from a self-selected associated faculty member or member of the Student Representative Board throughout all appeal steps 4.2-4.4.**
- 4.2.3 **The student will appear before Student Development Discipline committee with representation from a self-selected staff or faculty member or member of the Student Representative Board.**

- 4.2.4 The decision of the committee will be communicated to the student (using at least two forms of communication) as soon as possible.
- 4.2.5 Student may submit a written appeal, via the Student Development department of this decision to the Provost within five working days of the rendered decision.

4.3 APPEALS TO PROVOST:

- 4.3.1 The Provost will handle appropriately submitted appeals of disciplinary decisions reached by the Appeal Committee.
- 4.3.2 The student will appear before the Provost with representation from a self-selected staff or faculty member or member of the Student Representative Board.
- 4.3.3 The Provost will communicate the decision of the appeal to the student (using at least two forms of communication) as soon as possible.
- 4.3.4 The student may submit a written appeal to the President’s office within five days of the rendered decision.

4.4 APPEALS TO PRESIDENT’S EXECUTIVE TEAM REVIEW COMMITTEE:

- 4.4.1 President’s Executive Team Review Committee will handle appropriately submitted appeals of the decision of the Provost.
- 4.4.2 Student will appear before the President’s Executive Team Review Committee with representation from a self-selected staff or faculty member or member of the Student Representative Board.
- 4.4.3 The President will communicate the decision of the appeal to the student (using at least two forms of communication) as soon as possible.
- 4.4.4 The decision of the President’s Executive Team Review Committee will be the final decision on campus.¹

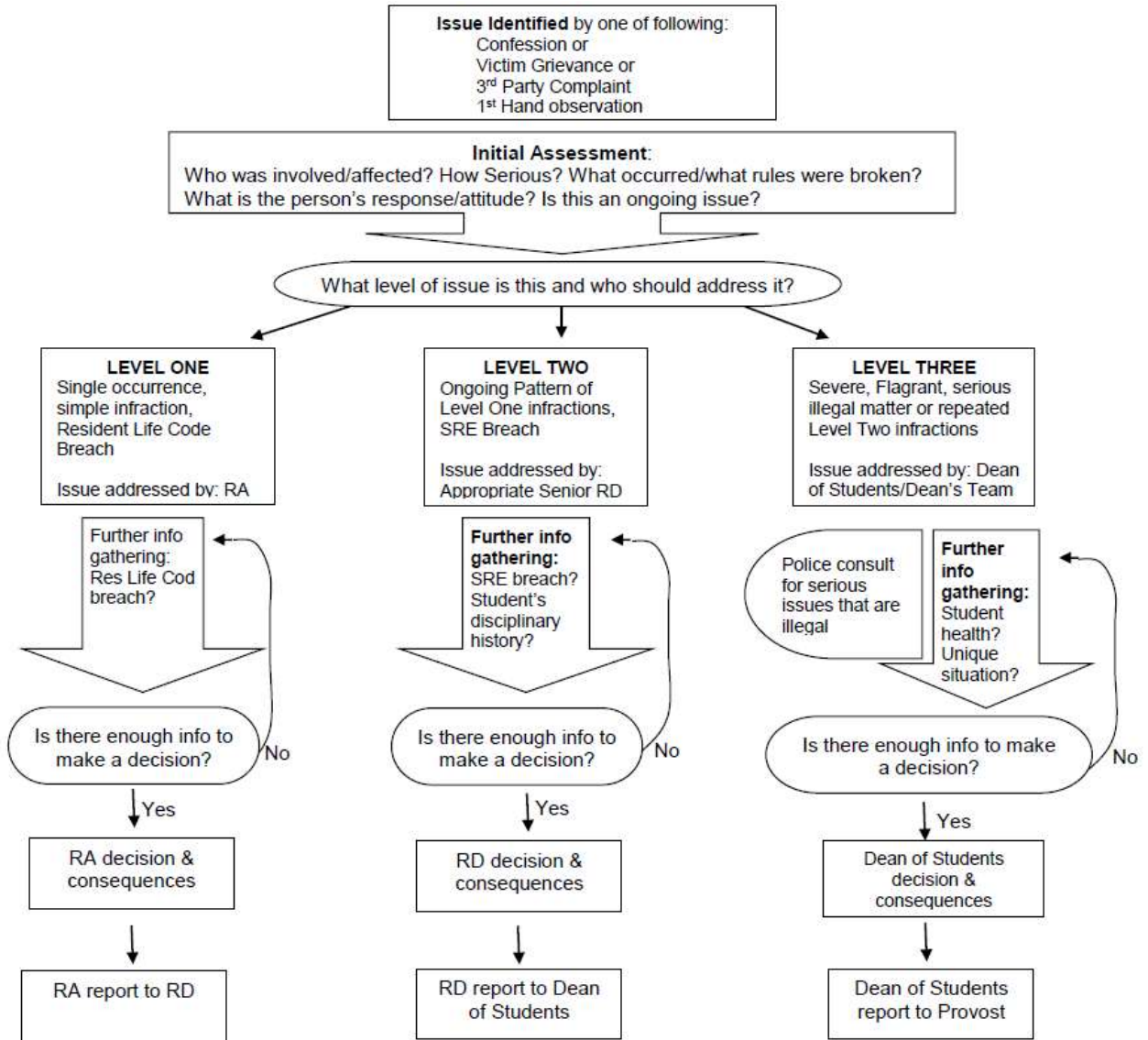
RELATED POLICIES AND ADDITIONAL INFORMATION

This policy satisfies or contributes to compliance with:	– <i>Personal Information and Electronic Document</i>
Related Policies, Procedures, Practice Guides	<ul style="list-style-type: none"> – <i>Student Responsibilities and Expectations</i> – <i>Student of Concern and Involuntary Leave of Absence Policy</i> – <i>Privacy Policy</i> – <i>Anti-Harassment Policy</i>

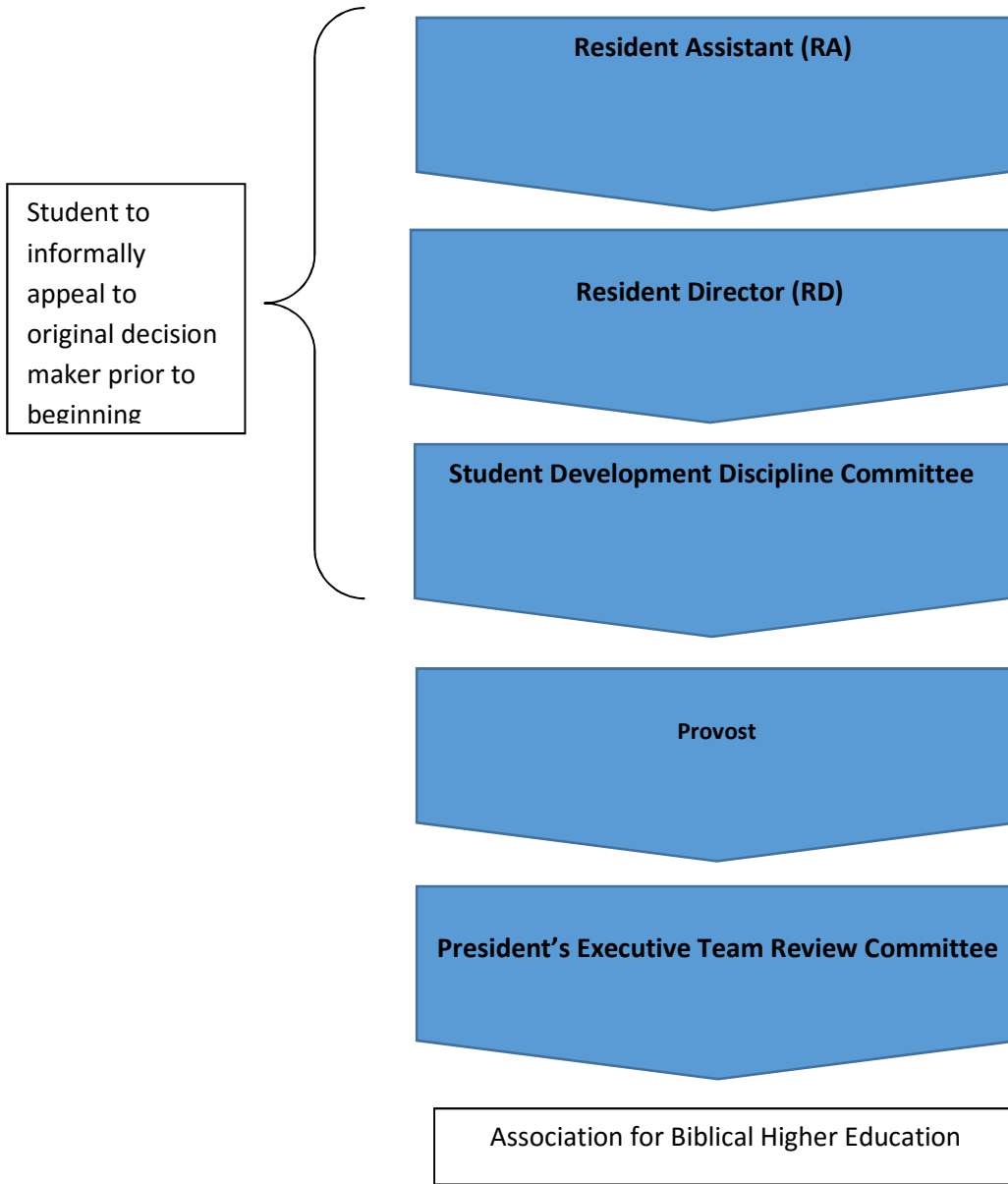
¹ To appeal this decision, students may contact

Association for Biblical Higher Education (ABHE)
 5575 S. Semoran Blvd., Suite 26
 Orlando, FL 32822-1781 Phone 407.207.0808

DISCIPLINARY FLOWCHART



APPEAL FLOWCHART



STUDENT GRIEVANCE POLICY

BRIERCREST

STUDENT GRIEVANCE POLICY

Disagreements may occasionally arise between two or more students or between students and Briercrest employees. Students are encouraged to work out their differences in a biblical manner (Matt 18:15-17). This should be an attempt to bring reconciliation.

Note that harassment issues are covered in the [Anti-Harassment Policy](#).

Process

Ideally, students who feel wronged by another student or by an employee will approach the other party about the problem directly. If the problem is not resolved in the initial direct meeting or students who feel wronged are hesitant to approach a student or employee alone, the following process should be followed:

1. Students who feel wronged should complete the grievance form and submit it to the Academic Services or Student Development office.
2. The form will be passed along to the appropriate supervisor (e.g., dorm issues will go to the Dean of Students, academic issues will go to the Registrar or the College Dean as appropriate).
Note: grievances will be treated confidentially and information will be shared on a need-to-know basis only.
3. The supervisor will respond to the grievance and communicate with the student who presented it.
4. In addition, students should not hesitate to contact Academic Services or Student Development to discuss any of their questions or concerns regarding any aspect of Briercrest College and Seminary.
 - a. It is appropriate to respectfully discuss with an employee in leadership who can direct the inquiry to the proper place if necessary. In many cases, discussing a question and receiving more information results in a satisfactory conclusion. If not, the above Grievance Procedure should be followed.
 - b. It is not appropriate to remain quiet and become disillusioned or bitter or to talk broadly about the issue with individuals who are not involved. Briercrest desires to nurture a context where issues are addressed openly and directly while avoiding such practices as gossip and slander.
5. Students may present a grievance or take part in a grievance review without fear of reprisal.

Note: Where a grievance is not with an individual person or event but with an institutional system or process, grievances should be brought to the Student Rep Board.

GRIEVANCE FORM

created May 2016

Return completed form to the Academic Services or Student Development Office

Identification		
Full Name	Dorm or Address	
Phone number	Email address	
Grievance (attach separate documents if you need more space)		
Have you discussed your grievance with the person(s) involved? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, please do that prior to submitting this form or indicate why it is not possible to do so.		
What is your grievance with Briercrest College and Seminary?		
What is your proposed solution to the grievance?		
Documents		
Please list any attached documents		
Signature of aggrieved		
Signature	Date (dd-mm-yy)	
Office Use		
<input type="checkbox"/> Saved to BEAM Docs	<input type="checkbox"/> Tracked in spreadsheet	<input type="checkbox"/> Saved to network drive folder

COMMUNITY HOUSING APPLICAITON

BRIERCREST

APPLICATION and AGREEMENT FOR COMMUNITY HOUSING AT BRIERCREST COLLEGE

Revised March 2018

Briercrest College is a school that provides a strong community experience. Exit Interviews consistently report that this aspect of student life is the most appreciated. *Living in dorm fosters student engagement by building relationships that provide support and care during their time of study and beyond.*

In years 2 and 3, students continue to receive the existing supports AND begin to peer mentor the incoming students. Essentially, this becomes part of a discipleship model in which students learn to be a blessing to their broader community.

Provision is made for students turning 23 years of age during the college year (Sept-April) to live in community housing. Applicants must have completed 6 full semesters in dorm. Regardless of age or credit hours, students applying for community living are to be in good standing with the college, and its Responsibilities and Expectations guidelines.

Last Name: _____ **First Name:** _____

Date of Birth: month _____ day _____ year _____

Phone: _____ **Email:** _____ **Box#:** _____

Present Dorm & Room: _____

RD: _____

Academic Program: _____ **Cumulative GPA:** _____

Request for the time period from _____ **to** _____

Address of accommodation: _____

Name of Landlord: _____

Please outline briefly your current involvement in this learning community apart from the classroom:

**DECLARATION OF AGREEMENT FOR UNMARRIED STUDENTS IN COMMUNITY
STUDENTS IN COMMUNITY HOUSING AT BRIERCREST COLLEGE**

Please check the boxes below and sign, if in full agreement with the following statements:

- If granted community housing status I realize that I am responsible to make my own housing arrangements and fulfill my commitments as a tenant (or homeowner).
- I understand, and agree that I am still subject to all general expectations for Briercrest College students as laid out in the Student Responsibilities & Expectations, as well as any specific standards for members of Community Housing that may be communicated through the year.
- I understand and realize that if I am unable to responsibly live within the Student Responsibilities and Expectations Guidelines of Briercrest College, trust is violated, or my good standing is lost, I may be required to return to live in residence. In such a case, I realize that I would be responsible for any financial obligations incurred with my exiting rental/lease agreement.
- I am aware of the Student Life Fee which is to be paid each semester that I live in Community housing. See:

Print Name: _____

Signed: _____

Date: _____

SUBMIT APPLICATION TO:

STUDENT DEVELOPMENT OFFICE

510 COLLEGE DRIVE, CARONPORT, SK S0H 0S0

PHONE: 306-756-3360 / FAX: 306-756-5500 / EMAIL: studentdevelopment@briercrest.ca

BRIERCREST

Student Life Fee

One of the Briercrest distinctive is the care and support that is offered by the Student Development department. For dorm students, the cost of this care is provided through the collection of dorm room fees. Community Students enjoy these same benefits and they are funded by the Student Life Fee. More specifically, the Student Life Fee pays for the following services:

- Community Life Coordinator – This individual organizes Community Student events, provides care and support and leads the Community Life Interns.
- Community Life Interns – These students work to enhance Community Life through one on one care, organized events and new initiatives.
- Community Life Activities – These events run regularly throughout the semester to promote engagement and support among the community students.
- Counselling and Health Services – All students contribute to the subsidized care and support of physical and mental health.
- Student Development Office – This office provides support for students in a variety of ways including chaplaincy and organizational support of the Dean of Students.
- Athletics - Gym membership fees and attendance at athletic events are also included in the Student Life Fee.

The Student Life Fee is equivalent to the cost of one credit hour per semester and it is applied in the following ways.

- 9+ Credit Hours.....100%
- 4-8 Credit Hours.....50%
- <3 Credit Hours and On line only.....0%

**SENIOR DORM REBATE
APPLICATION AND AGREEMENT**

BRIERCREST

Senior Dorm Rebate – Briercrest College and Seminary Application and Agreement Form

PREAMBLE: The *Senior Dorm Rebate* is designed to provide a monetary incentive (\$400/semester) resulting in the retention of quality senior upperclassmen within the Briercrest College and Seminary dorm program. It is the expectation that recipients of this rebate will be in good standing and conscientiously intentional in their efforts to positively influence and impact their dorm's daily life, culture & fellow residents.

NOTE: Failure to initiate such effort or to maintain status as a cooperative participant in good standing within the dorm program may result in the forfeiture of this rebate, in full or in part.

QUALIFIED APPLICANTS: Approval for the *Senior Dorm Rebate* is limited to BCS students residing in a dormitory residence who are committed to the above expectations, in good standing and who have 4th year college student status – 90+ formal credit hours or 6 full semesters living in residence at Briercrest College. Applicants must also submit the required Portfolio Component (see below*).

Last Name: _____ First Name: _____

Application Date: _____ Date of Birth: month ____ day ____ year ____

Phone: _____ Email: _____ College Box #: _____

Dorm & Room Number: _____ / _____ RD: _____

Cumulative GPA: _____ Number of Semesters Living in BCS Dorms _____

Applying for (check): Fall Semester ____ Winter Semester ____ Both Semesters ____

Portfolio Components Included (see below*)? Yes ____ No ____

If 'No' indicated above please comment: _____

Declaration of Agreement: I understand that by accepting the *Senior Dorm Rebate* I am committing to the stated expectations (see *Preamble* above) to be a cooperative participant in the Briercrest College & Seminary dorm program, to maintain good standing, and to use my senior student influence intentionally to positively impact the program & my fellow residents.

Signature: _____ **Date:** _____

* **Note:** Required portfolio components must accompany the submission of this application form. See the *Senior Dorm Rebate Portfolio Component Guidelines* for details.

These guidelines can be picked up at the Student Development Office. Direct all application questions to Lea-Anne Ramer in Student Development or email to studentdevelopment@briercrest.ca

Submit completed Application & Agreement form along with the relevant Portfolio Component requirements to the Student Development office.

OFFICE USE ONLY			
GPA _____	Credit hours _____	Total Semesters _____	Age _____
Res Director _____	Good standing: Yes ____ No ____		

Senior Dorm Rebate – Briercrest College and Seminary Portfolio Component Guidelines

All applicants for the \$400.00 per semester *Senior Dorm Rebate* (available to Briercrest College students living in dorm and in good standing who have 4th year student status – 90+ formal credit hours or 6 full semesters living in residence at Briercrest College) are also required to submit a Portfolio Component as part of their application. The following is meant as a guideline to help applicants draft this Portfolio Component.

o In particular, students must demonstrate their formal and informal experiential learning during their previous time at Briercrest (especially as it relates to the mission of Briercrest). It would be appropriate to reflect on dorm life, any official involved in student life (e.g. dorm leadership; Student Government; etc.), and any other pertinent learning and/or experience that reflects our mission:

Briercrest College and Seminary is a community of rigorous learning that calls students to seek the kingdom of God, to be shaped profoundly by the scriptures, and to be formed spiritually and intellectually for lives of service.

o The applicant's Portfolio Component should not only reflect on past learning, but should also indicate how he or she will live a life of influence and service within the context of dorm living.

o This Portfolio Component should not be shorter than 1.5 pages in length, and should be written according to Briercrest format guide standards.

o The *Senior Dorm Rebate* is designed to provide a monetary initiative that will result in the retention of quality senior upperclassmen within the Briercrest College and Seminary dorm program. It is the expectation that recipients of this rebate will be in good standing and conscientiously intentional in their efforts to positively impact and influence their dorm life, culture and fellow residents. Failure to initiate such effort or to maintain status as a cooperative participant in good standing within the dorm program may result in the forfeiture of this rebate, in full or in part.

Required Portfolio Components should be submitted, along with a completed *Senior Dorm Rebate* application, to the Student Development office - Dean of Residence Life.

Any questions can be directed to the Student Development office, either by phone at 306.756.3360 or by e-mail at studentdevelopment@briercrest.ca.

**STUDENT-OF-CONCERN AND
INVOLUNTARY LEAVE OF ABSENCE
POLICY**

BRIERCREST

STUDENT-OF-CONCERN AND INVOLUNTARY LEAVE OF ABSENCE

AUGUST 2017 | APPROVED BY DEAN OF STUDENTS

POLICY STATEMENT

Briercrest College and Seminary – Caronport High School wish to respond compassionately, redemptively and effectively to students in crisis situations. The school recognizes that some students, for their own well-being or for the well-being of the others on campus, may need care and support which may be best served if the student is not actively engaged in their studies or on campus.

PURPOSE

The purpose of this policy is to:

- c) Outline a response to a student-of-concern that is supportive in nature and not considered disciplinary.
- d) Provide guidance in balancing the needs and rights of the student-of-concern and the needs and rights of other students and staff of the school.

APPLICATION

This policy applies to all secondary, undergraduate and graduate students of Briercrest College and Seminary and Caronport High School.

DEFINITION

School - Briercrest College and Seminary and Caronport High School.

Campus – the grounds and buildings of the school.

Student-of-concern – any student whose apparent physical and/or mental state and/or related conduct is such that they may be or have become a threat to themselves, others, the educational process, other school activities or the school community in general.

Involuntary Leave of Absence – a physical leave from campus for a period of time specified by the Dean of Students or delegate. Involuntary Leave of Absence is not pursued as a punitive step, but may coincide with sanctions for student misconduct as per the *Disciplinary & Appeal Process*.

KEY CONSIDERATIONS

- 1.0 The school has the right and responsibility to address the conduct of a Student-of-concern to protect that student and/or other students and staff of the school from any threat posed by the student-of-concern's conduct, whether or not misconduct has occurred as per the *Student Responsibilities and Expectations* or *Residence Life Code*.
- 2.0 In order to pursue health without the pressure of the academic environment, before an Involuntary Leave of Absence is considered, efforts will be made to encourage the Student-of-concern to voluntarily leave school. A student who takes a voluntary Leave of Absence will develop a Return to Campus plan collaboratively with Student Development staff. This plan will outline support services and accountability needed to maintain wellbeing while at school.
- 3.0 Reports about a Student-of-concern may be made and considered regarding an alleged off-campus incident if it has the potential for consequences that have a direct impact on the campus.
- 4.0 The school will attempt to accommodate a student who has declared a mental or physical disability through full disclosure and cooperation with the school.
- 5.0 An Involuntary Leave of Absence does not preclude a Student-of-concern from fulfilling their financial obligations. Refunds will be considered based on the school's tuition, dorm and meal plan refund policies.
- 6.0 Any Disciplinary Process the student may be facing will be suspended during the term of the Involuntary Leave of Absence and will resume should the student return to the school.
- 7.0 An Involuntary Leave of Absence cannot be used as evidence or referred to in the Disciplinary Process
 - 7.1 A student involved in the Disciplinary Process may bring forward any medical and/or psychological conditions at the time of an incident, as part of their defense.

PROCEDURES

1.0 Student-of-concern Case Team:

- 1.1 Will assess written reports and assess threat level and;
 - a) Inform writer of report as to whether action will be taken.
- 1.2 Will provide a coordinated response and support to the Student-of-concern.
- 1.3 The Case Team will be composed of:
 - a) Dean of Students and;
 - b) Appropriate Resident Directors or Community Life Director and;
 - c) Director of Counselling and Health Services and;
 - d) Appropriate athletic coach (if applicable) and;
 - e) Appropriate extra-curricular supervisor (if applicable) and;
 - f) Dean of Students to consult with Registrar and;
 - g) Other professionals or specialists will be consulted on an ad hoc basis as the situation warrants.
- 1.4 All Involuntary Leave of Absence recommendations are formally approved by the Dean of Students.

2.0 Reporting of Student-of-concern should include:

- 2.1 Name of Student and;

- 2.2 Description of concerning incident(s), including: date, place, people involved, possible witnesses and;
- 2.3 Pattern of behaviour (progressive, accelerated) and;
- 2.4 Who else can provide information about the student or incident(s) and;
- 2.5 Name of report writer.

3.0 Threat Assessment & Response

3.1 Level One

- a) No clear, immediate threat;
- b) No known occurrence of non-academic misconduct;
- c) The conduct of the Student-of-concern is or appears to be having a negative impact on the student or campus and/or creates a reasonable concern that a threat is likely to exist and/or further non-academic misconduct is likely to occur in the near future;
- d) Possible responses by Case Team:
 - 3.1.d.1 Offer of appropriate support and/or referral;
 - 3.1.d.2 Restricted access conditions;
 - 3.1.d.3 Residence Behaviour Contract.

3.2 Level Two

- a) No clear, immediate threat;
- b) Non-academic misconduct may have occurred;
- c) The physical and/or mental state and/or related conduct appears to be progressively deteriorating;
- d) The conduct of the Student-of-concern creates a reasonable concern that a threat is likely to exist and/or further non-academic misconduct is likely to occur in the near future;
- e) Possible responses by Case Team:
 - 3.2.e.1 Those outlined in Level One:
 - 3.2.e.1.1 Offer of appropriate support and/or referral;
 - 3.2.e.1.2 Restricted access conditions;
 - 3.2.e.1.3 Residence Behaviour Contract.
 - 3.2.e.2 Referral of the case to Disciplinary Process;
 - 3.2.e.3 Option to voluntary withdraw from school within a timeline acceptable to the Case Team;
 - 3.2.e.4 Immediate Involuntary Leave of Absence and notification of the student's emergency contacts.

3.3 Level Three

- a) A clear, immediate threat at present, which triggers the school's duty to warn and take action to protect the Student-of-concern and/or others;
- b) All staff are empowered to take appropriate steps to address a clear and imminent risk by immediately contacting the police and student's emergency contacts;
- c) Possible responses by Case Team:
 - 3.3.c.1 Address any immediate threat to student and/or school;
 - 3.3.c.2 In accordance with applicable policies and laws, share information; regarding the Student-of-concern to address the immediate threat and student's behavior;
 - 3.3.c.3 Immediate Involuntary Leave of Absence and notification of the student's emergency contacts.

4.0 Notification of Involuntary Leave of Absence

- 4.1 The Student-of-concern will be notified of the decision in a timely fashion by the Dean of Students.
- 4.2 Written notification will include:
 - a) The date the student is required to leave classes and the physical campus of the school and;
 - b) Restrictions on campus visits and;
 - c) Designated school personnel for communication during leave and any restrictions on communication and;
 - d) Restrictions on the student registering for courses during the leave and;
 - e) Specific terms and conditions required during the Involuntary Leave of Absence and;
 - f) The appeal process and;
 - g) Information on the Return to Campus Procedures.
- 4.3 A copy of this notification will be placed on the student's BEAM file.
- 4.4 Student term status in the student record will indicate withdrawn.
- 4.5 With the approval of the Registrar and the cooperation of the student's course instructors, the student may be allowed to complete (from a distance) the courses they are enrolled in.
 - a) If the student is not allowed or able to complete their courses, a "W" (Withdrawal) or "WF" (Withdraw Fail) will be recorded on the student's transcript according to the Adding and Dropping Courses policy.

5.0 Return to Campus Procedure

- 5.1 The Student-of-concern must submit a request to return to school, along with supporting documentation that they have met the required terms and conditions by:
 - a) June 15 for Fall Semester or;
 - b) November 15 for Winter Semester.
- 5.2 Conditions for the approval of return to campus are based on:
 - a) Evidence, including all available information and Leave of Absence Return Assessment Form (Appendix A) completed by appropriate treating professional(s), that terms and conditions of voluntary or Involuntary Leave of Absence have been met and;
 - b) Development of a Return to Campus Management Plan which includes:
 - 5.2.b.1 Terms and conditions of the student's return and any support services required and;
 - 5.2.b.2 Disciplinary Processes, if outstanding, and a plan to resume and complete the process and;
 - 5.2.b.3 The appropriate Residence Director, who will monitor the student's transition back to campus and report to the Case Team;
 - 5.2.b.4 A breach in the Return to Campus Management Plan may result in further conditions or the re-institution of the Involuntary Leave of Absence.
- 5.3 Return to Campus requests will be reviewed by the Case Team and formally approved by the Dean of Students;
 - a) During review the student may be requested to provide more information;
 - b) Dean of Students will provide the student a written response to the request in a timely fashion.

6.0 Appeals

- 6.1 Grounds for appeal

- a) New evidence;
 - b) Serious defect in procedure;
 - c) Where decision of Case Team was patently unreasonable.
- 6.2 Content of an Appeal
- a) Cause of the concern;
 - b) Response from Case Team;
 - c) Grounds for appeal;
 - d) Desired change in outcome.
- 6.3 Appeal Process
- a) The school has the right to require the Involuntary Leave of Absence commence before the student has exhausted the appeal process;
 - b) Written request for an appeal will be submitted to the Provost who will hear the student's appeal;
 - c) Student may appear before the Provost with representation from a self-selected staff or faculty member or member of the Student Representative Board;
 - d) The Provost will communicate their decision to the student (using at least two forms of communication) as soon as possible.

RELATED POLICIES AND ADDITIONAL INFORMATION

This policy satisfies or contributes to compliance with:	<ul style="list-style-type: none"> ▪ <u>The Mental Health Services Act</u>
Related Policies, Procedures, Practice Guides	<ul style="list-style-type: none"> ▪ <u>Disciplinary Process</u> ▪ <u>Student Responsibilities and Expectations</u> ▪ <u>Residence Life Code</u> ▪ <u>Class Attendance Policy</u> ▪ <u>Financial Withdrawal Policy</u>
Related Evidence and Best Practice	<ul style="list-style-type: none"> ▪ <u>Framework for Developing Institutional Protocols for the Acutely Distressed or Suicidal College Student: JED Foundation</u>
Additional Resources	<ul style="list-style-type: none"> ▪ <u>Concordia University: Policy on Student Involuntary Leave of Absence</u>

LEAVE OF ABSENCE RETURN ASSESSMENT FORM

- This form is to be completed by a treating professional. The school reserves the right to require that the student provide any additional opinion(s) and/or documentation from another professional or type of professional.
- The consent to waive patient confidentiality is provided by the student at the bottom of the present form.

This form is to be sent directly by the professional to: Dean of Students, Briercrest College & Seminary, 510 College Dr, Caronport, SK, S0H 0S0

1. Name of patient: _____

2. Date of birth (YYYY/MM/DD): _____

3. Name, degree/qualifications, professional associations and license or professional association number of professional: _____

4. How long has the patient been in treatment with you? _____
What is the frequency of the visits? _____

5. Has the above patient completed treatment? Yes No (circle)
If no, please indicate the reasons why, and the estimated date of treatment termination: _____

6. Are you continuing to provide treatment? Yes No (circle)
If no, was treatment terminated with your approval? Yes No (circle)

7. Have you referred the patient for continuing treatment elsewhere? Yes No (circle)
If yes, please include the name, address, and phone number of the referral individual or agency. _____

8. Why have you referred the patient for continuing treatment?

9. If the patient is continuing treatment with you or another professional, is it your opinion that such continued treatment is necessary to ensure that the patient is able to resume and perform his/her academic and University related activities?

Yes No (circle)

10. Do you consider that this patient, presently or in the reasonably foreseeable future, is likely to be a danger or threat to him/herself or others? Yes No (circle)

If yes, please explain: _____

11. Has the patient been advised to restrict/reduce his/her academic activities?

Yes No (circle)

If yes, please indicate which activities:

12. Has the patient been advised to restrict/reduce his/her course load?

Yes No (circle)

If yes, how many courses should be taken (maximum) per term? _____

When do you think that the patient would be capable of carrying a full academic load (12 – 18 classroom hours per week)? _____

What type of courses should not be taken (i.e. courses with group work, performance courses, on-line courses, internships, stages, etc...)? _____

13. Does the patient have any other exclusions or limitations that are likely to affect the student's reintegration into the school? Yes No (circle)

If yes, please note any exclusions or limitations here: _____

Appendix A: Leave of Absence Return Assessment Form, Page 2 of 3

14. Do you consider that this patient will be able to live and participate in a dorm residence setting for a period of 4-8 months? Yes No (circle)

If no, please explain:

15. Other comments? _____

Name of Professional: _____ License/Professional Association #: _____

Address: _____

Phone number: _____ Fax number: _____

Signature: _____ Date (MM/DD/ YYYY): _____

Authorization of the Patient

I, the undersigned, hereby release the above mentioned signatory of the present document from any and all applicable patient-practitioner or other confidentiality restrictions or obligations. Furthermore, I allow and permit my practitioner(s) named above to discuss my health, including mental health and fitness to pursue my studies with the designated Briercrest College and Seminary – Caronport High School official and to provide same with any relevant documentation.

(Student signature)

Date (MM/DD/ YYYY)

**STUDENT CRISIS RESPONSE
POLICY AND PROCEDURES**

STUDENT CRISIS RESPONSE POLICY AND PROCEDURE

REVISED JUNE 2017 | APPROVED BY DIRECTOR OF COUNSELLING & HEALTH SERVICES

POLICY STATEMENT

Briercrest College and Seminary- Caronport High School is committed to providing a safe and responsive environment to the mental health needs of students.

PURPOSE

The purpose of this policy is to:

- a) To ensure the appropriate identification, management and therapeutic response to students who may be at risk of suicide.
- b) To provide guidelines to staff for responding to students engaged in self-harming behaviours.

APPLICATION

This policy applies to all staff and volunteers working directly with students at Briercrest College and Seminary- Caronport High School.

DEFINITION

School - Briercrest College and Seminary- Caronport High School.

Minor(s) – anyone under the age of 18.

KEY CONSIDERATIONS

- 1.0 Through observation, conversation or third party information about or with a student, risk for suicide or self-harm may be identified. When identified staff and volunteers will follow the procedures outlined.
- 2.0 In cases, where a student is at risk of suicide or serious risk to self or others, confidential information about the student will be shared with others helping to care for the student and manage any emergency situation.

PROCEDURES

1.0 Notice Warning Signs

- 1.1 Actions such as: giving away possessions, withdrawal, loss of interest in hobbies, abuse of substances, extreme behaviour changes, self-harm, taking unnecessary or life threatening risks.
- 1.2 Thoughts/Comments such as: “I won’t be needing these things anymore,” “I can’t do anything right,” “I just can’t keep my thoughts straight anymore,” “I just can’t take it

anymore,” “I wish I were dead,” “Everyone will be better off without me,” “All my problems will be gone soon,” “No one can do anything to help me now,” “Now I know what they are going through.” Or talking openly about suicide.

- 1.3 Physical Appearance such as: Lack of interest in appearance, change/loss in sex interest, disturbed sleep, change/loss of appetite/weight and physical health complaints.
- 1.4 Feelings such as: Desperate, angry, guilty, worthless, lonely, sad helpless, hopeless
- 1.5 Stressful events with feelings of loss such as: relationship break-up or job loss.

2.0 Respond as indicated in Crisis Response Flowchart (Appendix A)

- 2.1 Use a conversational style, including reflective listening, with student while moving through the Crisis Response Flowchart and Safety Plan.
- 2.2 Safety Plan:
 - a) For *Medium Risk* students and all *Higher Risk* students complete a Safety Plan (Appendix B)
 - 2.2.a.1 Review introductory paragraph on Safety Plan.
 - 2.2.a.2 Highlight that as you develop the plan it should bring the student to a place where they feel safe now, plus provides them something to follow to ensure safety in the future.
 - b) If the student refuses to complete a Safety Plan or gets to the end and cannot agree to safety, let them know that they will need to be taken to the hospital for further help.
 - 2.2.b.1 If the student refuses to go to the hospital and:
 - 2.2.b.1.1 you are concerned about immediate risk of safety, call 911.
 - 2.2.b.1.2 the student appears mentally unstable but does not seem at immediate risk to self or others to a degree that necessitates calling 911, seek consultation with the Director of Counselling or Dean of Students to consider options under The Mental Health Services Act.

3.0 Self Harm

- 3.1 If there is concern about a student engaging in self harm, explore the following questions to assess risk:
 - a) What type of self-harm - How likely is the self-harm act to result in death?
 - b) Do you sometimes wish you were dead?
- 3.2 Respond to risk based on responses to these questions:
 - a) Where type of self-harm is not lethal and the student does not have a wish to dies – validate the need for coping, discuss healthy coping strategies and recommend counselling.
 - b) When the student does not have a wish to die but is engaging in self-harm that has the potential to be lethal – develop a safety plan or respond as higher suicide risk (see Appendix A) if the student cannot agree to safety.

4.0 Transportation

- 4.1 If a student is assessed as *Higher Risk* (based on Appendix A) needs to go to the hospital:
 - a) Only school staff will transport them and;
 - b) Whenever possible the appropriate Resident Director/Community Life Director or Athletic Coach will attend to the situation and serve as a liaison between the health care system and the school.

5.0 Suicide Attempt

5.1 All students who attempt suicide or have an ongoing pattern of *Higher Risk* suicidal assessments will be referred to the Student-of-concern Case Team.

5.2 When a student is medically/psychiatrically released following a suicide attempt, there are four possible living arrangements:

- a) Student is released directly into the care of a parent or legal guardian or;
- b) Brief supervised stay in dorm while awaiting parental or guardian pick up or;
- c) Continuance of study and return to a community home with supervision for a specified period of time and monitored by a Case Team designate or;
- d) Continuance of study and return to dorm with supervision for a specified period of time and monitored by a Case Team designate and;

5.2.d.1 If the returning student is on prescription medication, these medications will be stored by the Residence Director in a locked cabinet and the student will self-administer these at an agreed upon times. The medication self-administration will be observed by the Residence Director and recorded in the dorm log process.

6.0 Continuance of Study

6.1 The Student-of-concern Case Team following this policy and the *Involuntary Leave of Absence Policy* will decide about the student's ability to continue studies on campus based on consultation around two key considerations:

- a) The personal safety and functioning of the student-of-concern within the normal school support system and;
- b) The effect of the student-of concern on the well-being of others on campus and the academic process.

7.0 Reporting and Documentation

7.1 Even if self-harm is not lethal in nature and the student has no wish to die but the self-harm has been public in nature, the Residence Director is to be informed.

7.2 Communication with parent/guardians of minors:

- a) In all situations where a minor is assessed as *Higher Risk* for suicide or self-harm has *High Lethality*, the Residence Director or other Student Development designate will communicate with parents the details of the situation.
- b) In situations where a minor is assessed as *Lower Risk* for suicide or has a *Wish to Die* with self-harm, the Residence Director or other Student Development designate will contact the parents to discuss concerns, perhaps without disclosing all details, about the child and collaborate with the parents to care for the minor.
- c) In situations where a minor is assessed with *Minimal Risk* of suicide or self-harm is *Low-Lethality/No Wish to Die*, dorm staff will encourage the minor to communicate with their parents.

RELATED POLICIES AND ADDITIONAL INFORMATION

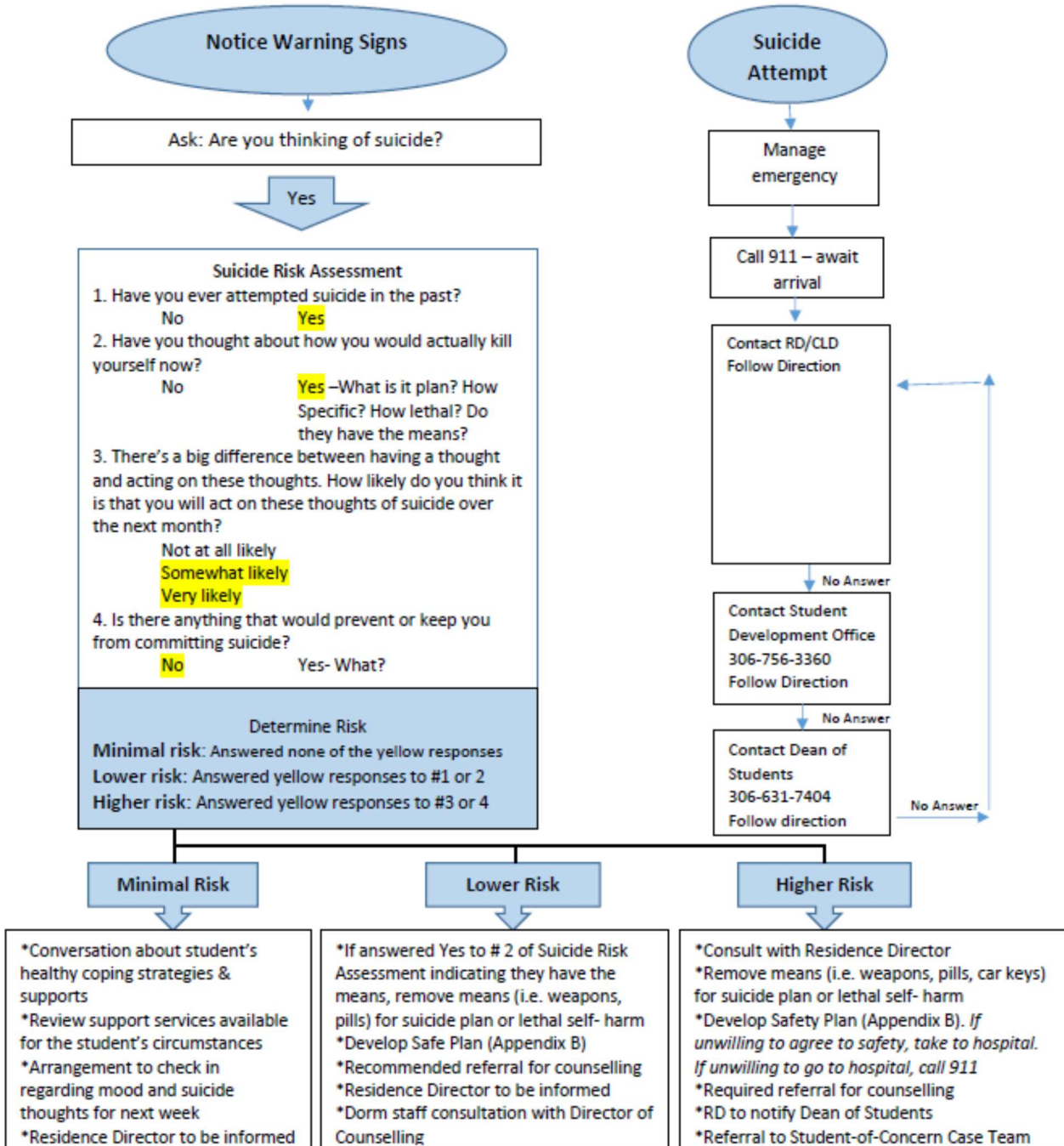
This policy satisfies or contributes to compliance with:	<ul style="list-style-type: none"> - <u><i>The Mental Health Services Act</i></u>
Related Policies, Procedures, Practice Guides	<ul style="list-style-type: none"> - <i>Student-of-concern and Involuntary Leave of Absence Policy</i> - <i>Laying of Information Under the Mental Health Services Act</i>
Related Evidence and Best Practice	<ul style="list-style-type: none"> - <u><i>Framework for Developing Institutional Protocols for the Acutely Distressed or Suicidal College Student: JED Foundation</i></u>
Additional Resources	

HISTORY Revised: June 2017 Originally approved: August 2015

Replaces: Suicide Intent Response Protocol

BRIERCREST

Appendix A: Crisis Response Flowchart



APPENDIX B: SAFETY PLAN

If you have thoughts of hurting yourself, start at Step 1. *Go through each step until you are safe.* Remember suicidal thoughts can be very strong. It may seem they last forever. Suicide thoughts are a desire to escape from pain or distress you can't - at the moment - find another way to cope with. With support and time, these thoughts will usually pass. When they pass, you can put energy into sorting out problems that have contributed to feeling so badly. The hopelessness you may feel now will not last forever. It is important to reach out for help and support. You can get through this difficult time. Since it can be hard to focus and think clearly when you feel suicidal, please keep a copy and put in places where you can easily use it, such as your purse, wallet or by the phone.

1. Do the following activities to calm/comfort myself:

2. Remind myself of my reasons for living:

3. Call a family member or mature support person
Name: Phone:

4. Call my RA and/or RD
RA Name: Phone:

RD Name: Phone:

5. Call my local crisis line:
Moose Jaw M-F, 8:00-5:00: **306-691-6464** Afterhours: **306-691-6473**
National Suicide Prevention Line: **1-800-273-8255**
6. Ask someone to take me or go to the emergency room at the nearest hospital
7. If I feel that I can't get to the hospital safely, **call 911** and request transportation to the hospital. They will send someone to transport me safely.

"I am able to keep myself safe now and I agree to follow this plan to keep myself safe if I have thoughts of suicide again."

Signature

Date

Signature Witness

ANTI-HARASSMENT POLICY

BRIERCREST

ANTI-HARASSMENT POLICY

REVISED APRIL 2015 | APPROVED BY EXECUTIVE APRIL 29, 2015

1. PREAMBLE

At Briercrest College and Seminary we value the diversity that we have as God's image bearers. We commit to love and respect our students and associates as well as all others who enter our learning community. As such, we will not condone any bias, prejudice, harassment, or disrespectful behaviors. Nor will promotion of such behaviors be tolerated. All students and associates are entitled to a harassment-free study/work place.

All harassment complaints shall be taken seriously. When acts of harassment are reported or observed, remedial measures and appropriate corrective actions shall be applied. All complainants should be confident that retaliation against them for any complaint will not be tolerated. This policy applies to anyone who provides or uses the services of Briercrest College and Seminary as well as anything that happens on the premises of Briercrest College and Seminary. Each associate and student has an affirmative duty to maintain a school free of harassment and intimidation.

2. OVERARCHING GOALS

Safety: freedom from harm (physical, emotional, spiritual, psychological) as a result of intentional malice or undue carelessness.

Wholesomeness: freedom to grow and change in an environment of care acknowledging that care, growth and change often include pain.

Inclusion: freedom to be heard and to participate in the community of Briercrest College and Seminary.

Truthfulness: freedom to be forthright, to be accurate, to participate in wholesome talk and to be surrounded by forthrightness, accuracy and wholesome talk.

3. ROLES AND RESPONSIBILITIES OF LEADERSHIP

All of our leaders (managers, faculty, and deans), through their actions, shall model respectful behavior by:

- providing harassment prevention training opportunities for associates and students;
- encouraging reports of harassment and/or discrimination incidents;

- conducting prompt investigations and taking effective remedial measures to stop harassing behavior whenever reported or observed;
- notifying the appropriate supervisor and either the Director of Human Resources for associates or the Dean of Students for students of all allegations or incidences of harassment;
- ensuring that retaliatory behavior is not allowed; and
- taking appropriate measures to avoid harassment.

4. ROLES AND RESPONSIBILITIES OF ASSOCIATES AND STUDENTS

It is the desire of leadership that associates and students:

- recognize harassment and discrimination;
- avoid harassment and discrimination;
- learn to respond to/confront harassment and discrimination; and
- report harassment and discrimination.

5. HARASSING BEHAVIOR

General school/workplace harassment is a form of offensive treatment or behavior that, to a reasonable person, creates an intimidating, hostile, or abusive work/study environment.

Harassment is any conduct that:

- Degrades or shows hostility toward an individual because of the individual's characteristics, associations, social or economic status, or abilities including but not limited to race, creed, religion, colour, sex, sexual orientation, family status, marital status, disability, age, nationality, ancestry, place of origin or receipt of public assistance, or because of retaliation for opposition to prohibited discrimination;
- Creates an intimidating, hostile, or offensive work/study environment through graphics, written, spoken or non-verbal communications including comments, voice mail, email, jokes, slurs, bullying, gestures or negative stereotyping;
- Constitutes physical violence, restraint, coercion or a threat to the health or safety of a student or associate; and/or
- Interferes with an individual's ability to complete her or his work/study.

Sexual harassment is specifically prohibited and defined as unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature inappropriate in the work/study environment. Examples of sexual harassment include, but are not limited to:

- Demeaning and/or derogatory communication about one's gender;
- Staring, pinching, touching or blocking the movements of another person;
- Unwelcome sexual comments, innuendoes, or jokes about one's dress or body;
- Sexual horse-play or pranks
- Sexually explicit displays or distribution of pictures, materials, or objects in the work/study area;
- Offering or implying a reward or threat concerning work/class assignments, performance review, discipline, promotions, or other terms or conditions of employment in exchange for sexual favors;
- Unwelcome amorous advances, sexual propositions, or obscene gestures;
- Obscene letters, phone calls, e-mails, or unwelcome words or comments with sexual meanings;
- Unwelcome repeated social contact; and
- Nonconsensual sexual contact.

6. RETALIATION PROHIBITED

Students or associates who complain of harassment or discrimination, who provide information related to such complaints, or who oppose harassing and/or discriminating behavior shall be protected against retaliation. Retaliation is considered as serious as prohibited harassment, and immediate and appropriate disciplinary action, up to and including dismissal shall be instituted. During the complaint investigation, all parties shall be reminded that retaliation is prohibited.

Examples of retaliation can include negative actions such as, but not limited to, unwarranted low grades or poor performance evaluations; change in duties or service opportunities as a consequence of reporting harassing behavior; other negative education or employment decisions; gossip and breach of confidentiality; laughing at, ignoring, or failing to take seriously reports/complaints of harassment; or continuing/escalating harassing behavior after the associate/student objects.

7. ADDRESSING HARASSMENT

Any complaint or observation of harassment can be reported to any member of the Anti-Harassment Office (see Appendix A for names).

8. HARASSMENT INVESTIGATION

All allegations of harassment shall be handled through the Human Resource office. Allegations will be forwarded to the appropriate supervisor(s) and either the Director of Human Resources for associates or the appropriate Dean for students. Any allegation of harassment will result in immediate intervention to ensure the safety of the aggrieved.

The advisor to whom the allegation is brought will help the aggrieved determine the best course of action. Should a fact-finding investigation be deemed necessary, it will begin promptly. An investigator will be appointed to gather and consider the relevant facts. All parties are expected to be ethical and honest throughout the investigation. The confidentiality of all parties who are interviewed about the harassment allegation shall be maintained, with the information being disseminated only on a need-to-know basis. The alleged harasser shall not have supervisory authority over the individual who conducts the investigation and shall not have any direct or indirect control over the investigation.

The aggrieved and the respondent will be informed about the outcome of the investigation by the advisor working with the situation. This same person will also follow up with both parties within 30 days of the resolution.

All allegations of harassment will be taken seriously with the goal of encouraging, facilitating and maintaining a **safe, wholesome, inclusive** and **truthful** environment.

By expecting accountability and truthfulness, it is hoped that the Human Resource office can foster an atmosphere that will promote redemption, healing, repentance, forgiveness and reconciliation. However, it is not within the Human Resource office's scope to bring these things about. It is the office's responsibility to ensure the safety of the aggrieved and a fair investigative process and appropriate outcomes. It must be acknowledged that the outcome may or may not satisfy the aggrieved and/or the respondent. Revised April 2015 Approved by Executive April 29, 2015

9. CORRECTIVE ACTIONS

If the findings of the investigation indicate that a violation of the Anti-Harassment policy has occurred, immediate and appropriate corrective and/or disciplinary action, up to and including dismissal, shall be administered. Corrective actions shall be proportional to the seriousness or repetitiveness of the offense. (An oral or written warning, training or counselling, monitoring the harasser, transfer or reassignment, demotion, reduction of wages, suspension, or dismissal may all be appropriate.)

10. APPEAL PROCESS

If the aggrieved or respondent have worked with the process and feel that it has failed at some point, or that the corrective action is not consistent with the incident(s) that led to the original complaint, an appeal process is in place. The appeal must be submitted in writing to the Director of Human Resources who will ensure that the appeal is processed with the Senior Vice President or the President's designate if the Senior Vice President was involved in the initial decision. If the individual is not content with the appeal decision, which is the final decision of the institution, provision is made within accrediting bodies to appeal to an outside party.

CHS: Prairie South School Division at 306.694.1200, 1075 9th Ave NW, Moose Jaw, SK S6H 1V7;

College: Association for Biblical Higher Education (ABHE) at 407.207.0808, P.O. Box 780339 Orlando, FL, USA 32878-0339;

Seminary: The Association of Theological Schools in the United States and Canada (ATS) at 412.788.6505, 10 Summit Park Dr. Pittsburgh, PA USA 15275-1103.

Associates and students have the option of filing a complaint with the Saskatchewan Human Rights Commission and associates can refer a harassment complaint to the Saskatchewan Occupational Health and Safety Division. Students and associates retain the right to exercise any other legal avenues.

11. POLICY DISTRIBUTION

A current copy of this policy will be posted at all times in the Human Resources policy folder on the Hub and on Briercrest's website.

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APPENDIX A

The director can be approached for confidential advice and/or to make a complaint regarding harassment.

Advisers

- Sally Carter, Student Financial Aid Adviser | 306.756.3357
- Bob Krueger, Associate VP, Development Office of Development | 306.756.3309

Director

- Rob Schellenberg, Director of Human Resources | 306.756.3430

**SEXUAL MISCONDUCT AND
SEXUAL ASSAULT POLICY**

Sexual misconduct and Sexual assault POLICY

APPROVED BY EXECUTIVE: PENDING APPROVAL

REVIEW BY: August 2020

Policy statement

To ensure the integrity of the mission of Briercrest College Seminary, which operates Briercrest Christian Academy, Briercrest College and Briercrest Seminary, there is a commitment to upholding a culture of safety and protection of all God's children, who are made in the image and likeness of God. All forms of sexual misconduct are condemned as it jeopardizes the spiritual, mental, physical and emotional welfare of our students, our employees, our volunteers, and our associates, as well as the safety of the community and the reputation of the school. Briercrest will respond compassionately, redemptively, and effectively to situations involving sexual misconduct, including investigating all reported incidents in a manner that ensures due process that protects the confidentiality of all parties involved, the rights of the victim and holds perpetrators accountable. Briercrest is also committed to preventing and reducing sexual assault within the school community.

Purpose

The purpose of this policy is to:

- I. Ensure that those who disclose experiences of sexual misconduct of any kind are believed, their rights respected and provided support in a compassionate manner;
- II. Provide reporting and investigation guidelines.

Application

This policy applies to everyone associated with Briercrest College and Seminary including, but not limited to, all students, employees, Board of Governors, contractors, suppliers of services, visitors and volunteers of Briercrest College and Seminary.

key considerations

BRIERCREST IS COMMITTED TO:

- I.* Sexual misconduct not being tolerated and addressing all reported incidents;
- II.* Believing those who disclose and report sexual misconduct, providing information, referrals and support to victims so that their rights and dignity are upheld throughout the process;
- III.* Empowering those who disclose sexual misconduct by respecting their autonomy to choose from available supports and reporting options, selecting all, some, or none of them.
- IV.* Ensuring that internal investigation processes are fair, effective, broadly known and accessible;
- V.* Coordination of all departments and employees involved in responding to sexual misconduct to ensure effective communication and response;
- VI.* Building a safe campus that discourages sexual misconduct by education and prevention in the classroom, chapel and dorm program;
- VII.* Valuing confession and acknowledging the importance of confession in our faith but that a confession of sexual misconduct will not lessen the impact of this policy.

SUPPORT FOR THOSE DISCLOSING

A Briercrest employee will be designated to provide support in a prompt, compassionate, and personalized fashion to anyone who discloses sexual misconduct, whether they wish to report. The support person will:

- I.* Provide assistance in obtaining counselling and medical care, whether on or off campus;
- II.* Provide information about options for reporting and support those who decide to report;
- III.* Act as an advocate in making requests for accommodations;
- IV.* Ensure sensitive and timely communication with individuals who have experienced sexual misconduct and their family members (when an individual consents to this communication) about the status of the school's investigation of the incident when such investigations are undertaken.

REPORTING

- I.* Sexual misconduct can be reported under this policy by any member of the Briercrest community.

- II.* Members of the Briercrest community who experience sexual misconduct or who witness sexual misconduct should immediately report the incident.
- III.* Those in positions of authority should act immediately to respond to or prevent sexual misconduct reported.
- IV.* Reported complaints of sexual misconduct may be withdrawn by the complainant, however Briercrest may choose to continue to examine the issue raised if it is considered a safety risk for the school community.

INVESTIGATION

- I.* All those accused of violating this policy will be informed of the full allegation against them and provided opportunity to speak to the allegations.
- II.* No disciplinary action will be taken against a person related to violation of this policy without their knowledge.
- III.* If an investigation finds a complaint of sexual misconduct lacks evidence to support the claim it will be dismissed with no record placed on either parties file.
- IV.* If a complaint is made in bad faith with evidence it was meant to harm the accused, sanctions against the complainant may occur.

CONFIDENTIALITY

- I.* When sexual misconduct is disclosed and/or reported, the confidentiality of all parties, including the alleged perpetrator, must be protected by Briercrest employees;
- II.* If the victim seeks accommodation, staff will protect the confidentiality of all those involved;
- III.* If an investigation is carried out, the names of those involved will not be released except as required to conduct the investigation and as required by law. At the completion of the investigation, the name of an adult determined to be in violation of the sexual misconduct policy may be released by the school as part of any disciplinary outcome;
- IV.* Confidentiality cannot be assured in the following circumstances:
 - A.* An individual is at imminent risk of suicide;
 - B.* An individual is at imminent risk of violence toward others; and/or
 - C.* There is a duty to report under Saskatchewan child protection legislation; and/or
 - D.* There are reasonable grounds to believe that others in the school or wider community may be at risk of harm.

In such circumstances, information would only be shared with necessary services to prevent harm, and the name of the victim would not be released to the public

EDUCATION AND PREVENTION

- I.* Members and associates of our school community are encouraged to contribute to the prevention of, intervention in, and effective response to, sexual misconduct. Everyone may play a role in building a safe and just educational environment by:
- II.* Ensuring the policy is clearly posted and accessible to students, both electronically on the website and in hard copy on a school policy bulletin board and in a policy manual in Student Development. The Human Resources office will ensure that the policy is part of the employee handbook.
- III.* Providing educational sessions to:
 - A.* new students during orientation, making them aware of and directing them where to find this policy;
 - B.* student leaders, making them aware of the policy and equipping them to help other students to locate it;
 - C.* employees as part of the onboarding process.
- IV.* Modelling healthy and respectful behaviour in personal and professional relationships;
- V.* Addressing root causes of sexual misconduct regularly and promoting healthy development of relationships via classroom, chapel and dorm program;
- VI.* Speaking out against behaviour that encourages sexual misconduct and assault,
- VII.* Speaking out against behaviour which discourages reporting, such as racism and sexism, the perpetuation of rape myths and blaming of the victim, and joking about sexual misconduct and gender inequality;
- VIII.* Developing the skills necessary to be an effective and supportive ally to those who have experienced sexual misconduct;
- IX.* Intervening in situations that could lead to sexual misconduct; and
- X.* Interrupting sexual misconduct and assault when it is safe to do so or calling police.

STATISTICS

Briercrest will ensure that statistics on internal and external investigations of sexual misconduct, related to Briercrest, are available through the Human Resources office which is responsible for maintaining these statistics.

DEFINITIONS²

Briercrest or School – Briercrest College and Seminary comprised of Briercrest College, Briercrest Seminary, and Briercrest Christian Academy.

Disclosure/disclosing – when a victim of sexual misconduct shares with an employee of Briercrest and is supported in addressing their needs, safety concerns, and in accessing resources. The victim may decide not to formally report the incident.

Reporting – when a victim of sexual misconduct activates legal procedures or Briercrest’s formal policies and processes for internal investigation.

Sexual Misconduct: Includes, but is not limited to, sexual harassment, sexual assault, criminal harassment (including stalking and cyber bullying) and relationship violence as well as the threat of sexual assault. Sexual misconduct varies in severity and consists of a range of behaviours outlined in definitions below.

Sexual Harassment: Is defined as a course of vexatious comment or conduct of a sexual nature that is known or ought reasonably to be have been known to be unwelcome. Sexual harassment can include, but is not limited to:

- Unwelcome sexual advances;
- Unwanted attention;
- Implied or express rewards or benefits for sexual favour and implied or express threats if sexual favours are denied;
- Requests for sexual favours;
- Verbal or non-verbal or physical conduct of a sexual nature;
- Indecent exposure (prohibited under section 173 of the *Criminal Code* of Canada);
- Voyeurism (prohibited under section 162 of the *Criminal Code* of Canada);
- Unwelcome remarks and/or vexatious comments about someone’s sexuality, appearance and bodily presentation, gender or gender expression;
- Attempts to extort sexual favours;
- Inappropriate touching;
- Repeated and vulgar sexual comments;
- Display of pornographic or suggestive calendars, signs, posters and/or photographs; and
- Non-consensual posting of pictures, aggressive comments or stereotypes and slurs on social media, including, but not limited to: email, Facebook, twitter.

Stalking: Stalking is a form of criminal harassment prohibited by the Criminal Code of Canada, section 264. It involves behaviours that occur on more than one occasion and which collectively instill fear in the

² Many adapted from Lakehead University Sexual Misconduct Policy

victim or threaten the victim/target's safety or mental health. Stalking can also include threats of harm to the target's friends and/or family. These behaviours include, but are not limited to:

- Non-consensual communications (including but not limited to face-to-face, texting, phone, email, social media);
- Threatening or obscene gestures;
- Surveillance and pursuit;
- Sending unsolicited gifts (romantic, bizarre, sinister, or sexualized);
- 'Creeping' via social media/cyber-stalking; and uttering threats.

Sexual Assault: Sexual assault is prohibited by section 271 of the Criminal Code of Canada. Sexual assault is sexual touching of another person with any object or body part that is without consent or by force. Any sexual activity without consent is sexual assault.

Consent: Under section 273.1 of the Criminal Code of Canada, consent is the voluntary agreement to engage in the sexual activity in question. This means that there must be an understandable exchange of affirmative words which indicates a willingness to participate in mutually agreed upon sexual activity. Consent must be informed, freely given and active. It is the responsibility of the initiator of sexual activity to obtain clear and affirmative responses at all stages of sexual engagement.

Consent:

- Is not silence or the absence of 'no';
- Is never assumed or implied;
- Cannot be given by someone who is incapacitated by alcohol or drugs or who is unconscious;
- Can never be obtained through threats, coercion or other pressure tactics;
- Can be revoked at any time, whatever other sexual activities have taken place;
- Cannot be obtained if the perpetrator abuses a position of trust, power or authority; and
- Cannot be assumed from previous consent to similar activities.

Incapacitation: Is a state in which someone cannot make rational decisions because the individual lacks the capacity to give consent (to understand the 'who, what, when, where and why' of their sexual interaction).

Sexual activity with someone who one knows to be, or based on circumstances should reasonably have known to be, mentally or physically incapacitated (by drug or alcohol use, unconsciousness or a blackout) constitutes sexual assault. Evidence of incapacitation may include:

- Slurred speech;
- Bloodshot eyes;
- The smell of alcohol on one's breath;

- Shakiness;
- Vomiting;
- Unusual/strange behaviour; and/or
- Unconsciousness.

Force: In the context of sexual misconduct, force is the use of physical violence and/or imposing on someone physically to gain sexual access to that person. Force also includes threats of harm to self or others, intimidation and or coercion to overcome resistance.

Coercion: in the context of sexual misconduct, is unreasonable and persistent pressure for sexual activity. Coercion is the use of emotional manipulation, blackmail, threats to family or friends, or the promise of rewards or special treatment, to persuade someone to do something they do not wish to do, such as being sexual or performing particular sexual acts.

SEXUAL MISCONDUCT AND SEXUAL ASSAULT PROTOCOL

IF YOU HAVE EXPERIENCED SEXUAL MISCONDUCT

If you have experienced any form of sexual misconduct, please call Student Development at 306-756-3360 and we will help you in accessing all the supports and resources. If you want to speak to someone directly please go the Student Development office, room 137.

It is hard to talk about sexual misconduct when you have experienced it. We encourage you to disclose it to Student Development staff who can help you to access supports and to consider your options for reporting and whether you want to report. When you disclose to Student Development a staff member will be designated to provide you support in a prompt, compassionate, and personalized fashion by:

- Ensuring your safety and helping in obtaining counselling and medical care, whether on or off campus;
- Acting as an advocate on your behalf in making requests for accommodations;
- Ensuring sensitive and timely communication with you, and potentially your family member(s), if you request communication with them, about the status of the school's investigation of the incident if you decide to report it for internal investigation.

In addition to Student Development support the following local resources are available to you:

- Moose Jaw RCMP: 306-691-4670
- Regina Sexual Assault Crisis Line: 306-352-0434
- Moose Jaw Victim Services: 306-694-7624
- Moose Jaw Wigmores Regional Hospital: 306-694-0200

If you have experienced sexual misconduct you can expect:

- That you will be treated with compassion and respect for your autonomy in decision making, to increase your sense of empowerment, which may have been lost in an experience of sexual misconduct;
- To have your decisions respected about whether you want to report the incident and what type of supports you would like to access, selecting all, some, or none of the following options:
 - o Information about on and off campus (community) services and resources and help, such as transportation to access them;
 - o Option to report the incident to the local police and/or to file a formal complaint to Briercrest with a fair and unbiased on-campus investigation with the full cooperation of Briercrest;
 - o Assistance in formulating a safety plan;

- o Necessary academic, recreational, and housing accommodations to prevent further unwanted contact with the alleged perpetrator, while also recognizing that foregoing the filing of police charges or an internal investigation may limit the scope of possible accommodations due absence of a finding of wrongdoing against the accused.
- That what you disclose will kept be confidential and will only be shared with others required to know to provide you support, to consider requested accommodations or to investigate.
- If you are under 18, that the *Child Protection Policy* will also be consulted and followed where necessary and that your parent/guardians will be included in the process.

IF YOU WOULD LIKE TO REPORT A COMPLAINT

The Dean of Students (306-756-3361) can assist you with filing a complaint. If the accused perpetrator is a member of the Briercrest school community, you may file a complaint under this policy.

Those who have experienced sexual misconduct may wish to exercise one or more of the following reporting options for reporting a complaint:

- Pressing charges under the *Criminal Code* of Canada
- Filing an internal complaint under the *Anti-Harassment Policy*
- Additionally, if the alleged perpetrator is a student at Briercrest, filing an incident report under the *Student Responsibilities and Expectations and Disciplinary Process* of Briercrest.

The Dean of Student can assist you if you want to pursue any or all these options.

WHAT TO DO IF YOU WITNESSED SEXUAL MISCONDUCT

If you have witnessed any form of sexual misconduct, please call Student Development at 306-756-3360 and we will help you in accessing supports and resources. If you want to speak to someone directly please go the Student Development office, room 137.

In addition to Student Development support the following local resources are available to you:

- Regina Sexual Assault Crisis Line: 306-352-0434
- Moose Jaw Victim Services: 306-694-7624

If an employee of Briercrest becomes aware of an allegation of sexual misconduct against another member of the Briercrest community, they are required to report the alleged incident to the Director of Human Resources (306-756-3255) if it involves one or more employees or the Dean of Students (306-756-3361) for all other situations.

WHAT TO DO IF SOMEONE DISCLOSES ALLEGATIONS OF SEXUAL MISCONDUCT

Provide a supportive response that includes:

- Listening compassionately and accepting the disclosure as true;

- Emphasizing the victim is not to blame for the incident;
- Acting to ensure the person's safety and practically helping them access any supports required, such as medical care, counselling, Student Development support or police;
- Respecting the person's autonomy in decision making and not forcing them to make decisions you prefer or to have them share more details than they want to;
- Being aware that experiences of sexual misconduct are traumatic events and can impact how a person is functioning while they disclose, such as difficulty in memory or in emotional expression;
- Making every effort to maintain confidentiality.

If the disclosure is made to Briercrest employee by a student seeking support or accommodations, the employee should contact the Dean of Students (306-756-3361) who will work with the appropriate roles to ensure the student receives necessary accommodations.

As referenced above, Briercrest employees are required to report all allegations of sexual misconduct to the Director of Human Resources (306-756-3255) if it involves one or more employees or the Dean of Students (306-756-3361) for all other situations.

ROLES AND RESPONSIBILITIES OF BRIERCREST

- XI. Student Development Department will provide a designated support person to help the victim to safety plan, access supports, request accommodations and navigate decisions about reporting;
- XII. Briercrest Counselling Centre will provide mental health support and counselling, assistance with safety planning and appropriate referrals, including medical care;
- XIII. Resident Directors will ensure safe living arrangements, emotional and spiritual support;
- XIV. Dean of Students will assist victim in reporting the incident either for internal investigation or to police;
- XV. Director of Human Resources will assist in any incidents involving employees.

HOW WILL BRIERCREST RESPOND TO A REPORT OF SEXUAL MISCONDUCT

- XVI. When the alleged Perpetrator is a Student
 - A. Sexual Misconduct is a serious violation of the *Student Responsibilities and Expectations* and will be dealt with through the *Disciplinary Process*.
- XVII. When the Alleged Perpetrator is an Employee
 - A. Sexual Misconduct is a violation of the Briercrest *Institutional Covenant* and *Anti-Harassment Policy* and allegations against employees will be addresses according to procedures in this policy.

XVIII. When the Alleged Perpetrator is not a Student or Employee

- A. Visitors, volunteers, contractors or suppliers are subject to complaints and where complaints are substantiated Briercrest will take steps such as sanctions, cancellation of contracts or banning from volunteering and campus.

XIX. Criminal Proceedings

- A. Where there is an ongoing criminal investigation Briercrest will cooperate with law enforcement. Even with an ongoing criminal investigation Briercrest can conduct an internal investigation and make determinations based on its policies and procedures.

Briercrest will act to protect and respect both the rights of the complainant and the alleged perpetrator through an effective investigation process. Primarily, it is the victim's right to initiate an internal investigation or report to the police, however, in situations where it is believed that the school community is at risk, Briercrest may initiate an investigation or police report.

RELATED POLICIES AND ADDITIONAL INFORMATION

<p>This policy satisfies or contributes to compliance with:</p>	<ul style="list-style-type: none"> - Criminal Code of Canada
<p>Related Policies, Procedures, Practice Guides</p>	<ul style="list-style-type: none"> - Anti-Harassment Policy - Student Responsibilities and Expectations - Disciplinary Process Policy - Employee Handbook - Briercrest Institutional Covenant
<p>Other Related Internal Documents</p>	<ul style="list-style-type: none"> - Child Protection Policy
<p>Related Evidence and Best Practice</p>	<ul style="list-style-type: none"> - Campus Sexual Assault: Suggested Policies and Procedures
<p>Additional Resources</p>	<ul style="list-style-type: none"> - Lakehead University, Sexual Misconduct Policy and Protocol - Colleges Ontario, Sexual Assault and Sexual Violence Policy and Protocol - Ending Violence BC, CAMPUS SEXUAL VIOLENCE: Guidelines for a Comprehensive Response

CONCUSSION POLICY

CONCUSSION POLICY

APPROVED BY ELT: February 2017

REVIEW BY: August 2020

Policy statement

To ensure the integrity of the mission of Briercrest College Seminary, which operates Caronport High School, Briercrest College, and Briercrest Seminary, there is a commitment to upholding a culture of safety and protection of students. Appropriate concussion awareness and treatment is important to ensure the well-being of our students, especially those involved in athletics and have increased exposure to hits that impact the head. Briercrest desires to respond effectively and within the guidelines of expert advice in responding to concussions.

Purpose

The purpose of this policy is to:

- xx. Provide awareness of concussion among employees and students;
- xxi. Outline procedures for employees to respond to potential concussions;
- xxii. Outline procedures for students with concussions in:
 - A. dorm context
 - B. academic learning
 - C. athletic involvement

Application

This policy applies to all employees providing care to students at Briercrest College and Seminary including, Caronport High School, in the areas of student development, academic services, and athletics. Caronport High School must also adhere to [Saskatchewan High School Athletics Association Concussion Policy](#); when expectations differ the higher standard will be followed.

DEFINITION

Concussion: A concussion is a disruption or disturbance in the brain that can be caused by a direct blow to the head, face, neck or elsewhere in the body. It results in a wide variety of signs and symptoms and does not often involve a loss of consciousness.³

key considerations

xxiii. Concussions are serious physical, chemical and neurological injuries

- A. A student who sustains a concussion needs appropriate medical attention and supportive recovery processes.
- B. Briercrest needs consistent inter-departmental procedures to ensure students are able to follow medical advice and recovery processes.

xxiv. Concussion recovery must be individualized

- A. Expert opinion provides guidelines for typical management of concussions, which inform the procedures outlined in this policy.
- B. Each student will recover at a unique pace and it is important that they progress in an individualized manner based on when they are symptom free.

xxv. Concussions affect a student's dorm life, academic and athletic functioning

- A. Student Development is to be informed of a student concussion to ensure supportive recovery in dorm, based on medical advice and the *Return to Learn* process.
- B. Academic Services/CHS administration is to be informed of a student concussion to ensure adequate accommodations, based on medical advice and the *Return to Learn* process.
- C. Athletic Department is to be informed of a student concussion to ensure consistent recovery of student athletes, based on medical advice and the *Return to Learn* and *Return to Play* process.
 - 1. Student athletes are not allowed to engage in athletic involvement on the day of the concussive injury;
 - 2. For an athlete to resume full athletic involvement the *Return to Play* process must be followed, with a minimum one week before return, in situations where the athlete remains symptom free at each progression.

³ Anderson, M. K., Parr, G. P., & Hall, S. J. (2009). *Foundations of athletic training: Prevention, assessment, and management*. Philadelphia, PA: Wolters Kluwer Health/Lippincott Williams & Wilkins

xxvi. Signs and symptoms of a concussion

Physical	Emotional	Mental	Sleep
Headache	Sadness	Feeling in a “fog”	Drowsiness
Vomiting	More emotional	Feeling slowed down	Sleeping more than usual
Nausea	Irritable	Difficulty remembering	Sleeping less than usual
Balance problems	Nervousness	Difficulty concentrating	Difficulty falling asleep
Fatigued	Not themselves	Forgetting information such as phone number or mother’s name	
Dazed/ Stunned		Repeats questions	
Sensitivity to light		Answers very slowly	

PROCEDURES (SEE APPENDIX A: FLOWCHART)

I. Response to incident

Students who experience a hit, causing a potential concussive injury, should be asked to seek medical advice and to have completed the *Return to Learn Medical Verification Form* (Appendix B-1) as soon as possible to determine if they have a concussion;

- A. Athletic staff may do sideline/on field assessment using the [SCAT5](#):
 1. SCAT5 results may be taken as a resource to share with the doctor;
 2. The SCAT5 assessment is not a replacement for examination by a doctor.
- B. A student, who is not part of a Briercrest athletic team, who experiences a potential concussive injury, will be asked to seek immediate medical attention, as soon as the incident comes to a staff member’s attention.
- C. The *Return to Learn Medical Verification Form* (Appendix B-1) must be completed for all students who experience a potential concussive injury.

II. Supporting students who are diagnosed with a concussion through *Return to Learn* (Appendix B-2) process

- A. An employee will be designated as the point person to oversee that the student is following the recovery process.
 1. For a college student athlete, the Athletic Therapist will be designated point person;

2. For a college non-athlete student, the Residence Director will be designated point person;
 3. For a CHS dorms student the Residence Director will be designated point person;
 4. For a CHS non-dorm student the home room teacher will be designated the point person.
- B.** With student consent, the following parties should be notified by the designated point person of the student's medical recommendations and a copy of the *Return to Learn Medical Verification Form* is to be provided (as needed) to:
1. Dean of Students and Resident Director, if not already aware;
 2. Academic Services;
 - i.* Medically-Based Absence Policy and Academic Accommodation policies to be activated.
 - ii.* Professors will be informed by Academic Services. It is not student responsibility to inform professors, but they may share this if desired.
 3. For a CHS student, CHS administration
 4. Athletic Director and Coach, if not already aware;
 5. Parents or Emergency contact listed on the student's record.
- C.** The designated point person will check-in with student regarding their individual progression through *Return to Learn* and ability to follow guidelines;
1. Students who are unable to follow medical advice while living in dorm may be asked to return home for a period of recovery;
 - i.* A subsequent note from a doctor, indicating the student can return to campus living, will be required to return.
 2. Once a student has progressed to step 6 of the *Return to Learn* process the point person will notify Academic Services, who is responsible to notify professors of no further need for academic accommodations.

III. Supporting student through *Return to Play* (Appendix C-2) process

- A.** Once a student has reached step 4 of the *Return to Learn* process, plus is able to handle 60 minutes of mental exertion without symptoms, they may begin the *Return to Play* process;

1. The student must have doctor approval for physical activity on the *Return to Play Medical Verification Form* (Appendix C-1) to begin; ideally seeing the same doctor who completed their initial concussion assessment.
- B. Student's progression through the *Return to Play* process will be monitored by the Athletic Therapist.
- C. Any student who is part of an athletic team, or who wants to engage in intramural sports, or use of Briercrest facilities for exercise after a concussion will be required to go through the *Return to Play* process.

IV. Atypical recovery process

- A. Students who are experiencing a slower than normal recovery, with symptoms persisting more than 10 days, will be asked to return to a doctor;
 1. Information about local specialist may be shared:

Dennis P. Alfano, Ph.D., C. Psych. (ON), R.D. Psych. (SK)
Fellow, National Academy of Neuropsychology
Emeritus Professor of Psychology, University of Regina
Gateway Alliance Medical
180 University Park Drive, Regina, SK, S4V 1A3
Clinic T: 306-565-4283

V. Education and Prevention

Student Development and Athletic staff are encouraged to contribute to the awareness of concussion dangers, prevention of unnecessary risks and timely support to seek and follow medical advice by. Due to the increased risk of student athletes, the Athletic Department will:

- A. Train all coaching staff on concussive injuries, medical guidelines for recover and this policy.
 1. All college coaching staff must complete the free National Coaching Certification Program eLearning module [Making Head Way](#), which is required of all active coaches (head and assistant) according to the Coaches Association of Saskatchewan.
 2. All Caronport High School coaching staff must complete the free Concussion Management course located [here](#).
- B. Ensure all athletic teams provide student athletes with training on concussive injuries and medical guidelines for recovery.

- C. Ensure all athletic teams involving potential contact (hockey, football, soccer, basketball, softball):
 - 1. Have trained coaching staff in SCAT5 testing for use with baseline and on-field testing;
 - 2. Conduct baseline SCAT5 testing annually during fall training week;
 - 3. Ensure sports equipment meet safety standards.

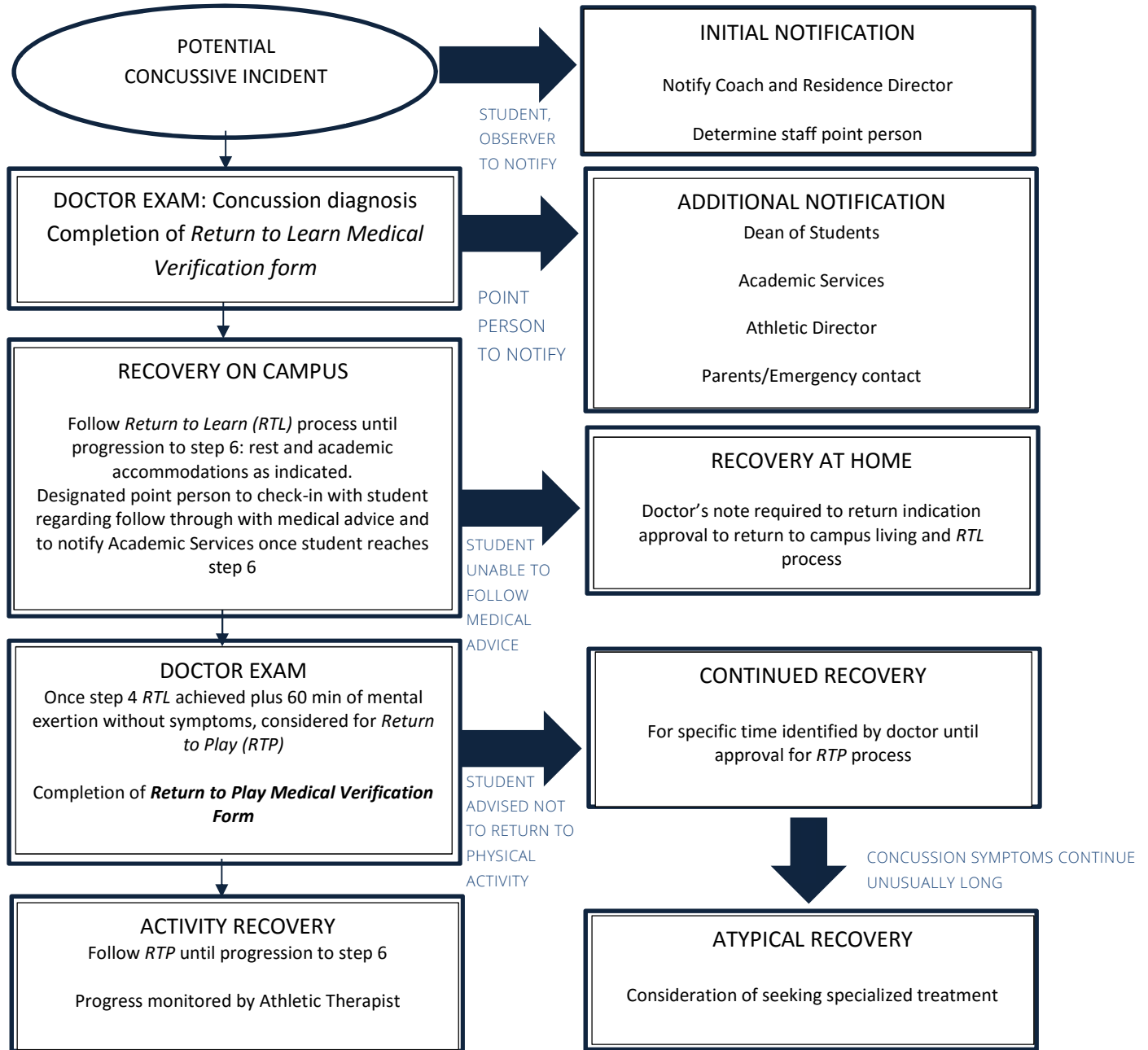
VI. Statistics

- A. Athletic department will collect statistics on annual concussions sustained by student athletes in the course of sport participation including:
 - 1. Length of recovery for each case until step 6 of *Return to Play* process is reached;
 - 2. Contributing factors that delayed or complicated recovery, such as:
 - i. Student or staff failure to follow concussion procedures and/or medical advice;
 - ii. Modifying factors like loss of consciousness or amnesia;
 - 3. Additional medical involvement beyond typical *Return to Learn* and *Return to Play* processes.

RELATED POLICIES and ADDITIONAL INFORMATION

Related Policies, Procedures, Practice Guides	– Class Attendance and Absence Policy: Medically Based Absence Policy
Related Evidence and Best Practice	– Consensus Statement on Concussion in Sport (2012)

CONCUSSION PROCEDURE FLOWCHART



BRIERCREST RETURN TO LEARN MEDICAL VERIFICATION FORM

I, _____ (medical doctor/nurse practitioner name) have examined _____ (student name) born _____ (date of birth MM/DD/YY) and determined that they:

- Do not require cognitive or physical recovery
- Do require a recovery period and I agree they can follow Briercrest's *Return to Learn* process
- Do require the following recovery practices for the specified time:

Practice: _____ Length of time: _____

Practice: _____ Length of time: _____

Practice: _____ Length of time: _____

Medical Doctor Signature: _____

Date(MM/DD/YY): _____

Contact #: _____

Additional Comments:

Authorization of the Patient

I, the undersigned, hereby release the information included in this form to be shared with the designated Briercrest College and Seminary – Caronport High School official. I allow Briercrest officials to discuss the above disclosed medical advice with my parent/emergency contact. I also agree to follow the Briercrest *Return to Learn* process or specific medical advice outlined above.

(Student signature)

Date (MM/DD/ YYYY)

BRIERCREST RETURN TO LEARN PROCESS

To move to the next progression, the student must be symptom free for *24 hours*.

1.	Rest in Dorm/no classes – total rest	No mental exertion – no computer, texting, video games or homework, No driving
2.	Rest in Dorm/no classes – Light mental activity	Up to 30 minutes mental exertion No prolonged concentration, No driving
Progress when able to handle 30 minutes of mental exertion with no symptoms		
3.	School – part-time Maximum accommodations Shortened days/schedule Built in breaks	Access to quiet place for scheduled mental rest Modify, rather than postpone, assignments for secondary students. Postpone assignments for postsecondary students No significant classroom or standardized tests Provide extra time help as appropriate to level of schooling
4.	School – part-time Moderate accommodations	No standardized testing and modified classroom testing for secondary students Moderate decrease of extra time and help given
Student considered for process to return to physical activity when able to handle 60 minutes mental exertion without symptoms plus the completion of <i>Return to Play Medical Verification Form</i>		
5.	School – full-time Minimal accommodations	No standardized testing, routine testing OK for secondary students Continue decrease of extra time and help given May require more support in academically challenging subjects
Progress when able to handle 60 minutes mental exertion with no symptoms		
6.	School full-time	Attend all classes Full homework Accommodations as needed case by case

BRIERCREST RETURN TO PLAY MEDICAL VERIFICATION FORM

I, _____ (medical doctor/nurse practitioner name) have examined _____ (student name) born _____ (date of birth MM/DD/YY) and determined that they:

- Do not require cognitive or physical recovery
- Do require a recovery period and I agree they can follow Briercrest's *Return to Learn* process
- Do require the following recovery practices for the specified time:

Practice: _____ Length of time: _____

Practice: _____ Length of time: _____

Practice: _____ Length of time: _____

Medical Doctor Signature: _____

Date(MM/DD/YY): _____

Contact #: _____

Additional Comments:

Authorization of the Patient

I, the undersigned, hereby release the information included in this form to be shared with the designated Briercrest College and Seminary – Caronport High School official. I allow Briercrest officials to discuss the above disclosed medical advice with my parent/emergency contact. I also agree to follow the Briercrest *Return to Learn* process or specific medical advice outlined above.

(Student signature)

Date (MM/DD/ YYYY)

BRIERCREST RETURN TO PLAY PROCESS

To begin this process a doctor must approve the student to follow this plan. Under the direction of the Athletic Therapist, the student must be symptom free for *24 hours* to progress to the next step.

1.	No activity	Rest until symptom free Goal: Recovery
2.	Light aerobic exercise	Light stationary bike (70% predicted HR max*) Light resistance 10-30 minutes Goal: increase heart rate
3.	Sport specific exercises No contact	Some skating/running drills No head impact activities Goal: add movement
4.	Non-contact sport drills	Progression to more complex sport specific drills Passing drills Progressive resistance training Goal: coordination, exercise and cognitive load
	Medical Clearance by doctor	Progress when able to participate in all non-contact drills with no symptoms
5.	Full contact	Scrimmage, shooting Goal: restore athlete, coach and therapist confidence
6.	Full activity	No restrictions Normal game play
<p>*Predicted Heart Rate (HR) Max: $220 - \text{Age} = \text{HR Max}$ <i>OR</i> $208 - (0.7 \times \text{age}) = \text{HR Max}$</p>		

BED BUG POLICY