



POLICY COMMITTEE OF THE WHOLE - AGENDA

MONDAY, JUNE 20, 2022

1:00 P.M.

via Zoom

Join Zoom Meeting

<https://sd69-bc-ca.zoom.us/j/62944288204?pwd=ekxkSF14dUYzUGFVdWFUMmktTUgzUT09>

Meeting ID: 629 4428 8204

Passcode: 742652

Mandate: To Discuss and make Recommendations to the Board on all matters related to Policy and By-laws.

Acknowledgment: We live, play and work on the unceded lands of the Coast Salish Peoples. We thank the Snaw-Naw-As and Qualicum Nations for sharing their territory with us.

1. **Introductions of those Present at the Meeting:**
2. **Loose Ends and Policy Renumbering**
 - Hanging AP Boarding Subsidy to be added to 703: Student Fees and Subsidies
 - Hanging AP Emergency Closure of Schools to be added to 708: Emergency Preparedness and Closures.
 - Renumbering discussion summary
 - 605 from 617 Selection and Assignment of Exempt Leadership Staff
 - 702 from 7011 Provision of Menstrual Products
 - 707 from 7012 Students' Right to Engage in Peaceful Protest
3. **Items Potentially Going to First Reading (Intent and philosophy and edits)**
 - 709: Board of Education Scholarships/Bursaries
4. **Items Potentially Going to Second Reading (Line by Line content and edits)**
 - 900: Information Management and Access (7144: Student Records subsumed with 900)
 - Bylaw 1 – Board of Education
5. **Items Potentially Going to Third Reading (Final review including input on AP's)**
 - 500 – Communicating Student Learning and Student Placement
 - 801 Health and Safety of Employees in the Workplace
NOTE: additions of AP's Section 177 Exclusion Order and Biohazard Exposure Plan have been added and a statement regarding Impairment included in Policy 801.
 - 802-- Student Health—Common Medical Conditions
 - 803 – Scent Considerate School/Workplaces
 - 804 – Physical Restraint and Seclusion of Students
 - Rescind Impairment in the Workplace
6. **Future Topics and Next Meeting Date – August Meeting?**
 - Second and 3rd readings?



SELECTION AND ASSIGNMENT OF EXEMPT LEADERSHIP STAFF

Context

The Board of Education understands that in order to achieve the best possible educational outcomes for students, it is essential to recruit, select and retain highly qualified, dedicated and caring employees, including in exempt (non-union) leadership roles.

Policy Statement

The Board of Education will expect and support exemplary recruitment, selection and assignment processes for exempt (non-union) leadership positions at both the district and school levels, with those processes entrusted to the Superintendent of Schools, except in the case of Superintendent recruitment which will be the purview of the Board.

Guiding Principles

1. Other than in the case of the Superintendent of Schools, where the Board of Education is to be responsible for the recruitment and selection process, the Superintendent is to be responsible for the recruitment and selection process of exempt management staff, for both the District and school levels. The Superintendent may delegate that authority.
2. The Board believes that selection and assignment of Principals and Vice-Principals as school and system leaders is a key determinant of school and district culture and success. Beyond the initial selection and assignment, it is understood that periodic changes of assignments of principals and vice-principals may be beneficial to the individuals and to the school district as a whole.
3. The Board believes in the importance of balancing district-wide need for consideration of reassignment of Principals and Vice-Principals with the need for stability in a school.
4. For district exempt staff, the Board expects that individuals will be hired who have the qualifications and demonstrated successful experience necessary to ensure high quality performance and a commitment to the District.
5. While the Board is not directly responsible for recruitment, selection and assignment of exempt leadership staff, the Board expects that the Superintendent will ensure that trustees are involved in processes as appropriate, and informed of vacancies, processes and outcomes of exempt staff selection processes.
6. The Board believes in the appropriate involvement of representatives from staff, students, parents and community in the recruitment and selection of exempt staff including Principals and Vice-Principals.
7. The Board expects that, where possible, recruitment and selection of exempt staff will be through thorough processes that include provincial and local advertising of vacancies.

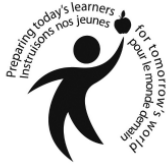
References

- The School Regulation BC Reg 265/89
- The School Act

Dates of Adoption/Amendments:

Adopted: 2020.05.26

Amended:



PROVISION OF MENSTRUAL PRODUCTS TO STUDENTS

(Page 1 of 1)

Context:

Boards of Education must provide menstrual products to all students who may require them and must have policies and procedures regarding the provision of menstrual products in their schools.

Policy Statement:

The Board of Education of School District 69 is committed to providing menstrual products to students who may require them.

The Board will:

- a. Ensure menstrual products are made available to students of all gender identities or expressions in a manner that protects student privacy;
- b. Provide for barrier free, easily accessible menstrual products at no cost to students;
- c. Provide menstrual products in school washrooms; and,
- d. Consider student feedback with respect to the provision of menstrual products.

References:

- The School Act – Sections 85(2)(a), 88(1), and 168(2)(t)
- Support Services for Schools Order (M14/89)

Dates of Adoption/Amendments:

Adopted: 2020.01.28.

Amended:

STUDENTS' RIGHT TO ENGAGE IN PEACEFUL PROTESTS



Context

The Board recognizes international law through the United Nations Declaration of Human Rights (1948 Article 19) which guarantees the right to freedom of expression, The Canadian Bill of Rights (1960 Section 1 d) which guarantees freedom of speech, and the Canadian Charter of Rights and Freedoms (1981 Fundamental Freedoms section c) which guarantees freedom of peaceful assembly.

Policy Statement

1. The Board of Education supports the efforts of students to engage in organized, purposeful peaceful protests, including during school time, on issues of recognized local, regional or global significance as part of their learning experience.
2. Students will not be penalized for participating in peaceful protests as long as these protests are held in accordance with this policy and its administrative procedure.
3. Students will be responsible for ensuring that missed school work is made up with support from teachers.

Guiding Principles

1. The Board of Education believes in the right to freedom of expression, speech and peaceful assembly.
2. The Board believes in the right of people to disagree with governing bodies and to exercise that disagreement through peaceful protest.
3. The Board expects that student protests will be held in ways that are safe and appropriate as learning experiences within a participatory democracy, which includes the students understanding the balance of rights and responsibilities as citizens in exercising their Charter rights.

References

- Declaration of Human Rights (United Nations 1948)
- The Canadian Bill of Rights (1960)
- Canadian Charter of Rights and Freedoms (1981)

Dates of Adoption/Amendments:

Adopted: 2020.02.25

Amended:



BOARD OF EDUCATION SCHOLARSHIPS/BURSARIES

Context

Students making the transition from Secondary School to a Post-Secondary placement face increasing costs. While some students may rely on family resources to assist them, many students can not attend due to significant financial barriers.

Policy Statement

The Board believes that every student should be offered an opportunity to attend a post-secondary institution should they desire to do so. The Board will set aside an amount for scholarships/bursaries annually during the budget process.

Guidelines

1. Students must be in their graduation year from a school within the School District.
2. Students must be entering an accredited post-secondary institution within 18 months of the award date.
3. Students will NOT be advised of their selection until the Graduation ceremony.

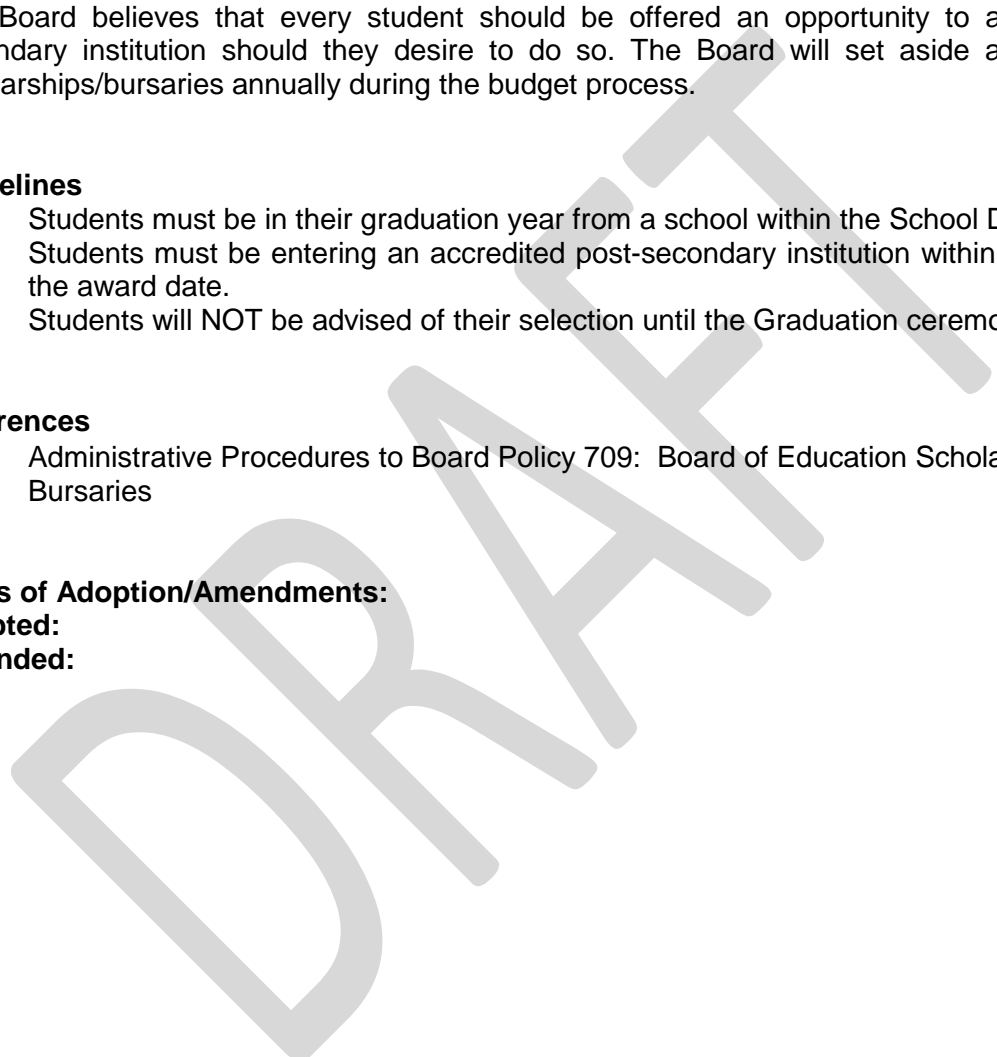
References

- Administrative Procedures to Board Policy 709: Board of Education Scholarships/Bursaries

Dates of Adoption/Amendments:

Adopted:

Amended:





ADMINISTRATIVE PROCEDURES TO BOARD POLICY 709

BOARD OF EDUCATION SCHOLARSHIPS/BURSARIES

Graduating students will be informed of the Board of Education Scholarship/Bursary opportunity as a part of their school's scholarship process. Policy guidelines will be used as criteria for application and selection.

During budget deliberations, the Board will establish the amount of the ~~award~~ **scholarship/bursary**.

School Counsellors and/or scholarship committees will assess the applications and provide up to three candidates for the interview process. School Counsellors and/or Scholarship Committees may choose to provide a letter of introduction for the candidates selected.

The Board will establish an interview team composed of:

1. Two School Trustees (one of whom will facilitate the interview process)
2. The Director of Instruction (responsible for organizing the interviews)
3. A member of the management team
4. A representative of the Principals/Vice-Principals' Association.

The following criteria will apply to selection of candidates **Candidates will be considered by a combination of the following:**

1. Evidence of economic need that would seriously impede entering post-secondary.
2. Successful work and or volunteer experience.
3. Evidence of contribution to their school.
4. Evidence of contribution to the community or family.
5. Acceptable academic standing that indicates post-secondary success.

At the Interview

1. Students will summarize their educational plans.
2. Each member of the interview team will ask a (previously selected) question.
3. Students will be given an opportunity to ask any questions or summarize their reasons for applying for this award at the end of the interview.

After the Interview

1. Members of the interview team will discuss the applications and interviews
2. The two School Trustees will make decisions regarding students to be awarded the scholarship/bursary.
3. The Trustee facilitator will share this information with the Executive Assistant so that the information goes forward to an In Camera meeting of the Board.
4. All documents will be returned to the Director of Instruction to be disposed of.
5. The Director of Instruction will advise School Counsellors/Scholarship Committees of the Board's choices.

At the Graduation Ceremonies

1. The Board will determine the Trustee who will present the award to the student
2. Clear instructions for accessing the award will be given to the student.
 - a. The student will send their proof of enrollment including their post-secondary student number to district staff.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 709

BOARD OF EDUCATION SCHOLARSHIPS/BURSARIES

- b. Staff will transfer the funds to the student's account at the post-secondary where they are registered.

References:

- Board Policy 709: Board of Education Scholarships/Bursaries

Dates of Adoption/Amendments:

Adopted:

Amended:

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**FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY
INFORMATION MANAGEMENT AND ACCESS**

Context:

The Board of Education is committed to meeting its obligations to protect personal information from unauthorized access, use and disclosure in accordance with the *Freedom of Information and Protection of Privacy Act (FOIPPA)*, *The School Act* **Sections 9 and 79 and Ministerial Order M14-91.**

Policy Statement:

The Board will hold and provide access to student and all other files in full compliance with the FOI/POP, School Act and Ministerial Orders.

Guiding Principles:

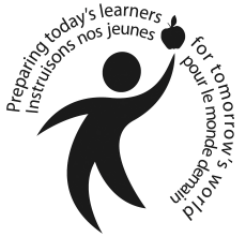
It is the intent of this policy and related administrative procedure (collectively recognized as this policy) to:

The Board will provide clear written direction on the nature of and access to all files which will

- a. control the manner in which the School District collects, retains, uses, accesses, discloses and disposes of employee and student personal information;
- b. allow any person a right of access to the records in the custody or under the control of the School District subject to limited and specific exceptions as set out in *FOIPPA*;
- c. allow individuals, subject to limited and specific exceptions as set out in *FOIPPA*, a right of access to personal information about themselves that is held by the School District;
- d. allow individuals a right to request corrections to personal information about themselves that is held by the School District; and
- e. provide for independent reviews of decisions made by the School District under *FOIPPA* and the resolution of complaints under the *FOIPPA*.

References:

- Administrative Procedure I to Board Policy 900: *Information Management and Access*
- Administrative Procedure II to Board Policy 900: *Information Management and Access*
- Board Policy ~~5056~~**501**: *Acceptable Use of Technology* and its attendant Administrative Procedure
- ~~Board Policy 7144: *Student Records* and its attendant Administrative Procedure~~
- School District 69 Personal Information Directory
- SD69 File Management Handbook
- *Freedom of Information and Protection of Privacy Act*
https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96165_00
- The *School Act* (Section 9)
https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_02#section9
- And (section 79)
https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_06#section79
- Ministerial Order M14/91
https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m14_91.pdf



SCHOOL DISTRICT No. 69 (QUALICUM)

BOARD POLICY ~~9000~~ 900

**FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY
INFORMATION MANAGEMENT AND ACCESS**

Page 2 of 2

Adopted/Amended:

Adopted: 1980.01.23

**Amended: 19.85.07.03: 1987.11.25: 1989.01.25: 1991.02.12: 1996.06.18: 2001.02.27:
Interim Revision September 2010: 2020.01.28**



1. The purpose of this administrative procedure is to set out how the District will handle employee and student personal information. This administrative procedure should be read in conjunction with the policy. See appendix 1 for definitions.

ROLES AND RESPONSIBILITIES

2. The Secretary Treasurer is recognized as the Privacy Officer for the District and is responsible for:
 - a) conducting a privacy audit and self-assessment;
 - b) developing a privacy policy;
 - c) implementing and maintaining a privacy policy
 - d) managing privacy training;
 - e) responding to requests for access to and correction of personal information;
 - f) working with the Information and Privacy Commissioner in the event of an investigation.
3. The Executive Assistant to the Secretary-Treasurer will provide appropriate supports to the Privacy Officer.
4. Employees must:
 - a) complete mandatory privacy and information management training;
 - b) not alter, copy, interfere with or destroy personal information, except as required;
 - c) not disseminate personal information to anyone not covered by a confidentiality agreement;
 - d) practice safeguarding measures to ensure personal information held by the School District is protected from unauthorized access, use and disclosure;
 - e) ensure that disclosures of information are made only to those entitled to that information;

COLLECTING PERSONAL INFORMATION

5. The School District has the legal authority to collect personal information that relates directly to and is necessary for its operating programs or activities or as otherwise authorized by statute. Personal information will be collected directly from the individual to whom it pertains, unless another method of collection is authorized by the individual or the statute.
6. When the School District collects personal information about students or families, parents / guardians should be informed of the purpose for which the information is being collected. The parents / guardians of a student must authorize the disclosure of personal information for purposes ancilliary to educational programs, such as:
 - newsletter publications;



- website postings;
 - video conferencing;
 - social media applications;
 - honour roll lists;
 - team rosters;
 - yearbooks.
7. Upon their child's initial enrollment, parents / guardians will complete and submit the form entitled Student FOIPPA / Personal Information Consent.
8. Where a parent or guardian provides consent, the School District will allow the school to publish student personal information for purposes such as:
- recognition of achievement;
 - promotion of events;
 - commemoration of school events.

This authorization is deemed in effect until the student changes or transitions to another school.

9. Parents / guardians will have the ability to opt out of providing information that is not directly related to a student's educational program or necessary for the School District's operational activities.

USE OF PERSONAL INFORMATION

10. Personal information will be used for the purpose for which it was collected or for a use consistent with that purpose. Employees should seek clarification from the District Privacy Officer if there is uncertainty as to the confidentiality of the information or they need to access information for a purpose other than why it was collected.

RETENTION AND DISPOSAL OF PERSONAL INFORMATION

11. Personal information must be retained for specific periods of time. See Appendix 2 for the records retention and disposal schedule.
12. Information management must be dealt with in a responsible, efficient, ethical and legal manner. The following safeguards, though not an exhaustive list, will assist in protecting the privacy of employee and student personal information:
- a) security measures, such as encryption or passwords, must be in place for personal information that is electronically stored, printed, or transferred;
 - b) all mobile devices, including personal devices, that access or store District data must be secured by a password login and have the highest available encryption options;



- c) passwords must not be shared nor should anyone login to a system using an username and password that has not been specifically assigned to them;
 - d) locate screen in such a way that it can't be read by visitors or people passing by;
 - e) lock the computer screen when away from your desk;
 - f) paper files should be held in locked storage;
 - g) personal information should be removed from work areas when not in use; and,
 - h) paper files, including notes, reports, letters and emails, containing personal information should be protectively marked as private and confidential.
13. Any personal information that is held electronically and is no longer required for administrative, financial or legal purposes must be deleted in their entirety and data storage devices must be fully erased prior to disposal.
14. Paper files containing employee and student personal information that are due for disposal must be securely shredded.

DISCLOSING PERSONAL INFORMATION

16. Personal information may be disclosed to an external or third party if the individual who is the subject of the information has provided written consent. In the case of a student under the age of thirteen, such consent may be provided by the student's parent or guardian.
17. Disclosure of personal information is permitted if the information is immediately necessary for the protection of the health and safety of an employee.
18. Consent is not required from a student or parent when information is being disclosed for worker safety. If a plan is developed to protect the health and safety of a worker, which also affects the health and safety of a student, the parent will be informed, as per the requirements of the School Act. However, parental approval is not required to develop and implement plans to keep workers safe.
19. Managers and Principals are required to investigate incidents that caused or could have caused injury to an employee, in conjunction with the members of the school or work site's Joint Health and Safety Committee.
20. Incident report forms contain employee personal information and therefore cannot be disclosed to employees outside of the committee, except for the purpose of reporting incident to WorkSafe BC.
21. If student information is used to complete an incident investigation or report, personal identifiers must be removed so that the student is not able to be identified.



ACCESS TO PERSONAL INFORMATION

22. Access to any personal information is based on employment duties requiring such access. Unauthorised access to information about colleagues, friends, or family is not permitted.
23. The School District governs the right of access by an individual to their own personal information and by the public to any information or records in its custody or control.
24. Other school districts, government ministries or law enforcement agencies may have access to personal information where obtaining this information is necessary for the provision of their services.
25. Requests for access to information, including access to personal information, must be made in writing and must provide sufficient detail to enable the School District, with reasonable effort, to identify the records sought. A record of all such transactions must be kept on file.

STUDENT PERSONAL INFORMATION

26. Access to student records will be in accordance with Board Policy 7144: Student Records and its attendant Administrative Procedure.
27. Routine requests will be handled at the point-of-contact. Formal written requests will be handled by the District Privacy Officer through the office of the Secretary Treasurer.

EMPLOYEE PERSONAL INFORMATION

28. Access to personal information may be gained during normal business hours, upon appointment and is available to:
 - a) the employee, in the presence of a supervisory officer, or the appropriate personnel officer;
 - b) other parties (e.g. legal counsel of the employee) with the specific written consent of the employee;
 - c) appropriate Board employees and/or the Board's legal counsel, subject to the approval of the Superintendent or designate, or the appropriate personnel officer.
 - d) the individual, in the presence of the appropriate manager or a designate; and/or,
 - e) other parties (e.g. legal counsel for the individual) with the specific written consent of the individual.

FEES

29. When fees are to be levied under the *Freedom of Information and Protection of Privacy Act (FOIPPA)* the rates adopted by the Government of British Columbia, as specified in Schedule 1 (*attached*) of the Regulation 155/2012 under the *FOIPPA*, shall be confirmed as the rates



used by the School District. Fees shall not be charged to individuals who are accessing their own personal information. See appendix 2 for the fee schedule.

ERRORS OR OMISSIONS

30. An applicant who believes there is an error or omission in their personal information may request correction of the information in writing to the department responsible for the information. The Manager responsible for collecting and retaining the particular type of record will be responsible for the correction or annotation of the information, in consultation with the District Privacy Officer.
31. Notification of the correction or annotation must be given to any other public body or third party to whom that information has been disclosed during the one year period before the correction was requested.
32. Any correction, annotation or notification must be documented.

INVESTIGATION OF COMPLAINTS

33. Anyone suspecting or aware of the unauthorized collection, use, access, or disclosure of student or employee information or other protocol set out in this administrative procedure must notify the District Privacy Officer.
34. All employees, volunteers and third parties are expected to adhere to the confidentiality requirements of the School District. Those found to be in violation of this procedure may be subject to disciplinary action.



SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES TO BOARD POLICY 9000 900

INFORMATION MANAGEMENT AND ACCESS

Page 6 of 14

References:

- Board Policy 9000: *Information Management and Access and its attendant Administrative Procedure II*
- Board Policy 501: *Acceptable Use of Technology and its attendant Administrative Procedure*
- ~~Board Policy 7144: *Student Records and its attendant Administrative Procedure*~~
- School District 69 Personal Information Directory
- *Freedom of Information and Protection of Privacy Act*
- *The School Act (Sections 22, 65, 85)*



Appendix 1 – Definitions

Personal information	Any information that is about an identifiable individual. Personal information may include data such as unique identifiers (social insurance number, school records, contact numbers, gender, medical history, education, employment, psychiatric history, behavioural assessments, personnel evaluations, digital images, audio and video recordings, racial or ethnic origins, sexual orientation or religious beliefs.
Contact information	This enables an employee to be contacted at work and includes the name, position, business contact number, business address and business email.
Employee personal information	This is any recorded information about an identifiable employee (see personal information above) other than contact information.
Student personal information	This includes personal information (defined above) plus any information that identifies a student include a student's name, address, contact number, personal education number (PEN), assessments, results, and educational records.
Record	A record is defined as all recorded information in the custody or control of the School District regardless of physical format, which is collected, created, deposited or held by or in the School District. Records include books, documents, maps, drawings, photographs, letters, paper or any other thing on which information is recorded or stored by graphic, electronic, mechanical or other means.



Appendix II – Records Retention and Disposal Schedule

The principal of the school or the supervisor of the department responsible for the records is authorized to destroy the records in accordance with the following schedule. Records may be maintained beyond the scheduled time if the principal or supervisor believes that they have a further use or historical or archival value.

The following retention schedule outlines the minimum amount of time that School District 69 records must be retained:

Board Records

Board policy	Permanent
Agendas of regular, in-camera and special board meetings	Permanent
List of electors	2 years after the year of creation
Minutes	Permanent
Notice of meetings	1 year
Oaths and declaration of trustees	Selected Retention
School trustees list	While current
Debenture and bylaw register	Permanent
Debenture and coupons redeemed	6 years after year redeemed
Annual Report as required by the School Act	Permanent
District publications and newsletters	Selected Retention

Information and Privacy

Freedom of Information requests	2 years after the calendar year of creation
Requests to review Freedom of Information decisions	5 years after investigation, review, inquiry or adjudication is complete and order has been issued
Freedom of Information requests to correct personal information	2 years after the personal information has been updated, annotated, or request has been transferred to another public body

Financial Records



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 9000 900

INFORMATION MANAGEMENT AND ACCESS

Annual budget and summary supporting documents	Permanent
Auditor's reports	Permanent
Cancelled cheques	6 years after year of creation
Cheque duplicates, invoices, requisitions	6 years after year of creation
Purchase orders	2 years after year of creation
Employee travel claims	6 years after year of creation
Ministry of Education financial information reports	Permanent
General ledger	Permanent
Invoices billed	6 years after year of creation
Subsidiary ledgers and journals	6 years after year of creation
Receipts issued	6 years after year issued
Bank statements, debit and credit notes	6 years after year of creation
Deposit books	6 years after year of creation
Loans, authorization	6 years or term of loan, if longer
Loans, cancelled notes	6 years after year of creation
Stop payment orders	1 year after year of creation

Facilities Records

Rental of facilities	1 year after year of rental
Appraisal and inventory records	6 years after year of asset disposal
Authorization for expenditure of capital funds	6 years after year capital plan completed
Building plans and specifications (with related change, guarantees, bonds liens and valuable correspondence)	6 years after year of asset disposal
Land titles, deeds and plans	Permanent
Leases	6 years after expiration of term



General Records

General correspondence 2 years after year of creation

Human Resource Records

Applications 1 year after position is filled

Job Competitions Selected Retention

Collective Agreements with unions Permanent

Contracts with individual employees 20 years after the year employment ceases

Teacher-on-Call files 5 years after the year employee leaves district

Individual grievance files Permanent

Letters of discipline 20 years after the year employment ceases

Personnel file 20 years after the year employment ceases

Seniority lists Permanent

Unsolicited resumes 6 months

Violence incident reports 6 years after year of creation

Employee medical file 20 years after the year employment ceases

Information Systems

User ID's When user is removed from the system

Insurance Records

Incident Reports 2 years or until finalized

Claims 6 years after claim settled for adults; 2 years after age of majority is reached for individuals under 19 years

Insurance policies While current



Payroll Records

Employee payroll files	20 years after the year employee leaves district
Employee payroll register	20 years after the year employee leaves district
Employee attendance records	6 years after the year employment ceases

Purchasing Records

Quotations and relative correspondence	6 years after year of creation
Purchasing contracts	6 years after year of creation
Requisitions and purchase orders	6 years after year of creation

Student Records

Student Information Data	Permanent
Permanent Record Cards	55 years after graduation or withdrawal
Attendance reports and registers	Permanent
Out-of-boundary attendance requests	2 years after decision is made
Provincial scholarships and district awards	Permanent
Transcript of Marks	Permanent
Teachers' student files	While current
Other student records	Useful life of record

Transportation Data

Student bus registration forms	1 year after year of creation
Transportation assistance forms	1 year after year of creation
School bus behaviour report	1 year after year of creation
School bus video tapes	1 year after year of creation as needed
Vehicle maintenance forms	life of bus
Pre-trip forms	3 months
Driver time logs	6 months



Health and Safety Records

References refer to the applicable part from the WCB Occupational Health and Safety Regulation and/or the Workers Compensation Act.

Topic	Type of Records	Reference	Length of time	Springhill	Board Office	Worksite /School
Asbestos	<ul style="list-style-type: none"> • inventory of asbestos containing materials • risk assessments • inspections • air monitoring 	6.32(1)	10 years			x
	<ul style="list-style-type: none"> • corrective actions to control the release of asbestos fibres • written work procedures • written notification to WorkSafeBC of abatement works • training and instruction of workers 	6.32	3 years 6 years	x	x	
Topic	Type of Records	Reference	Length of time	Springhill	Board Office	Worksite /School
Automotive Lifts and Hoists	<ul style="list-style-type: none"> • inspection reports • maintenance and testing 	12.78	while equipment in use			x



Biohazardous Material	<ul style="list-style-type: none"> worker exposures investigation reports 	5.59(3)	length of employment plus 10 years		x	
	<ul style="list-style-type: none"> worker education and training 	6.41	6 years		x	
Competency of equipment operators		16.4	length of employment		x	
Cranes and Hoists	<ul style="list-style-type: none"> inspection reports maintenance 	14.14	while equipment in use			x
Elevated Work Platforms	<ul style="list-style-type: none"> inspection Reports maintenance repairs modifications 	13.163	while equipment in use	x		
Fire Fighting Equipment	<ul style="list-style-type: none"> tests inspections 	31.9	while in use			x
First Aid	<ul style="list-style-type: none"> injury or illness report 	3.19	3 years			x
Hazardous Substances	<ul style="list-style-type: none"> inventory 	5.98(1)	while in use			x
	<ul style="list-style-type: none"> exposure reports investigation reports 	5.59(3)	length of employment plus 10 years		x	



Topic	Type of Records	Reference	Length of time	Springhill	Board Office	Worksite /School
Incident Investigation Reports		WC Act	6 years			x
Joint Health and Safety Committee Meetings	<ul style="list-style-type: none"> meeting minutes 	WC Act	2 years			x
Lead	<ul style="list-style-type: none"> risk assessments 	6.68	while current			X
	<ul style="list-style-type: none"> worker exposure report health monitoring worker training 	6.68	length of employment plus 10 years		x	
Noise	<ul style="list-style-type: none"> hearing test for each worker working in a noise environment 	7.8	length of employment plus 10 years		x	
	<ul style="list-style-type: none"> noise exposure measurement results 	7.8 (2)	while equipment in use			x
Radiation	<ul style="list-style-type: none"> surveys 	7.43	10 years			x
Workplace Inspections		WC Act	1 year			x



PURPOSE

A bylaw to provide for procedures for the conduct of general school elections, other trustee elections, outline board role, trustee role and code of ethics including process for breaches.

I. ELECTION OF TRUSTEES:

Under the *School Act*, the Board of Education may, by bylaw, determine various procedures and requirements to be applied in the conduct of trustee elections.

In School District No. 69 (Qualicum), under the *School Act*, trustee elections in the following trustee electoral areas are the responsibility of the Board of Education of School District No. 69 (Qualicum):

<u>No. of Trustees to be elected.</u>	<u>Electoral Areas to be represented</u>
1	E of the Regional District of Nanaimo, District of Lantzville
1	F of the Regional District of Nanaimo
2	G of the Regional District of Nanaimo, the City of Parksville, the Town of Qualicum Beach and E of the Regional District of Powell River (Lasqueti Island)
1	H of the Regional District of Nanaimo

The Board of Education wishes to establish various procedures and requirements under the authority of the *School Act* for trustee elections.

The Board of Education, in an open meeting of the board, enacts as follows:

1. Definitions

The terms used shall have the meanings assigned by the *School Act* and the *Local Government Act*, except as the context indicates otherwise.

"Election" means a trustee election.

"Board" or "school board" means the Board of Education of School District No.69 (Qualicum).

2. Application

This bylaw applies to both general elections and by-elections and to those trustee elections carried out by other authorities, except as otherwise indicated.

3. Resolution of Tie Votes after Judicial Recount

In the event of a tie vote after a judicial recount, the tie vote will be resolved by conducting a lot in accordance with the *School Act* and the *Local Government Act*.



4. Mandatory Advance Voting Opportunities and Local Government Special Voting Opportunities

As required by the *Local Government Act* and the *School Act*, the mandatory advance voting opportunities are established as follows:

- i. on the tenth day before general voting day; and
- ii. for a trustee election that is the subject of an agreement or agreements with the local governments of the Regional District of Nanaimo, the City of Parksville, the Town of Qualicum Beach, the District of Lantzville or the Regional District of Powell River under which either the local government conducts all or part of the trustee election on behalf of the school board, or a local government election is conducted in conjunction with the trustee election: the date specified for the additional mandatory advance voting opportunity - as well as the date, location and voting hours of any special voting opportunities - in the general election bylaw of that local government, as it is amended from time to time, shall apply in the trustee electoral area or part of the trustee electoral area that is the subject of the agreement;
- iii. for a trustee election that is not the subject of an agreement referred to in (ii): the third day before general voting day.

5. Additional Advance Voting Opportunities

As authorized under the *Local Government Act* and the *School Act* the school board authorizes the chief election officer to establish additional advance voting opportunities for each election to be held in advance of general voting day and to designate the voting places, establish the date and the voting hours for these voting opportunities.

6. Additional General Voting Opportunities

As authorized by the *Local Government Act* and the *School Act*, the school board authorizes the chief election officer to establish additional voting opportunities for general voting day for each election and to designate the voting places and voting hours, within the limits set out in the *Local Government Act*, for such voting opportunities.

7. Special Voting Opportunities

As authorized under the *Local Government Act* and the *School Act*, the school board authorizes the chief election officer to establish special voting opportunities for each election and to designate the location, the date and the voting hours, within the limits set out in the *Local Government Act*, for such special voting opportunities.

8. Public Access to Election Documents

The Board authorizes posting of nomination documents of trustee candidates on the website of School District No. 69 (Qualicum) until 30 days after declaration of the election results.



9. Public Access to Election Documents Cont.

- i. The Board authorizes but does not require chief election officers to post nomination documents of trustee candidates for public access on any or all of websites of the City of Parksville, Town of Qualicum Beach, Regional District of Nanaimo and Regional District of Powell River, until such time as established by the bylaws of the relevant local government.
- ii. The Board authorizes posting of trustee candidates' campaign financing disclosure statements and declarations and supplementary statements and declarations on the website of School District No. 69 (Qualicum) until one year from general voting day.
- iii. The Board authorizes but does not require chief elections officers to post campaign financing disclosure statements for public access on any or all of websites of the City of Parksville, Town of Qualicum Beach, Regional District of Nanaimo and Regional District of Powell River, until such time as established by the bylaws of the relevant local government.

II. BOARD ROLE:

As the corporate body elected by the voters, the Board of Education is responsible for the development of goals and policies to guide the provision of educational services to students attending District schools and programs, in keeping with the requirements of government legislation and the values of the electorate.

SPECIFIC AREAS OF RESPONSIBILITY

1. Accountability to Governments

The Board shall:

- 1.1 Act in accordance with all statutory requirements of federal and provincial legislation to implement educational standards and policies.
- 1.2 Perform Board functions required by governing legislation and existing Board policy.

2. Accountability to and Engagement of Community

The Board shall:

- 2.1 Make decisions that address the needs and demands of the district.
- 2.2 Establish processes and provide opportunities for community input **including all stakeholders and rights holders**
- 2.3 Communicate the district strategic plan, and achievements of students and staff to the community, at least annually.
- 2.4 Develop procedures for and hear appeals as required by statute and/or board policy.
- 2.5 Provide for two-way communication between board and stakeholder groups.
- 2.6 Meet regularly with municipal governments and other educational/public service or business governing authorities to achieve educational ends.
- 2.7 Model a culture consistent with district values.



3. Planning

The Board shall:

- 3.1 Provide overall direction for the district by establishing a vision, values and strategic issues to be addressed.
- 3.2 Develop and approve the district's long term strategic plan.
- 3.3 Annually set district goals and key results, aligned with the district's strategic plan
- 3.4 Monitor progress toward the achievement of student outcomes and other desired results.
- 3.5 Annually evaluate the effectiveness of the district in achieving established goals and desired results.

4. Policy

The Board shall:

- 4.1 Identify the purpose to be achieved and the criteria for a new policy.
- 4.2 Make the final decision as to the approval of all policy statements.
- 4.3 Evaluate policy impact to determine if policy has created the desired change.
- 4.4 Determine policies and bylaws which outline how the board is to function.
- 4.5 Monitor policy changes and seek input on those changes.
- 4.6 Delegate authority to the superintendent and define commensurate responsibilities.

5. Board/Superintendent Relations

The Board shall:

- 5.1 Select the superintendent
- 5.2 Provide the superintendent with clear corporate direction.
- 5.3 Delegate in writing, administrative authority and identify responsibility subject to the provisions and restrictions in provincial legislation and regulations.
- 5.4 Evaluate the superintendent and review compensation in accordance with the superintendent's contract.
- 5.5 Respect the authority of the superintendent to carry out executive action and support the superintendent's actions which are exercised within the delegated discretionary powers of the position.

6. Political Advocacy

The Board shall:

- 6.1 Address external issues in a manner consistent with district values.
- 6.2 Make decisions regarding British Columbia School Trustee Association (BCSTA) and British Columbia Public Sector Employees' Association (BCPSEA) issues.
- 6.3 Advance district positions and priorities through relevant provincial organizations and associations.
- 6.4 Educate and inform the public



7. Board Development

The Board shall:

- 7.1 Annually evaluate the Board's effectiveness.
- 7.2 Annually develop a Board development plan aligned with District priorities.

8. Fiscal Accountability

The Board shall:

- 8.1 Approve process and timelines for budget deliberations.
- 8.2 In collaboration with the superintendent, identify assumptions and draft priorities for the creation of the annual budget.
- 8.3 Approve the annual budget which aligns with key goals and the strategic plan.
- 8.4 Annually approve the district's facilities planning document.
- 8.5 Annually appoint or reappoint the auditor and approve the terms of engagement.
- 8.6 Review annually the audit report and management letter.
- 8.7 Provide direction regarding the mandate for local employee negotiations.
- 8.8 Make decisions regarding ratification of memoranda of agreement with bargaining units.
- 8.9 Approve the acquisition and disposition of district land and buildings.
- 8.10 Approve tender selection for contracts over \$50,000 (fifty thousand dollars)
- 8.11 Approve construction projects in excess of \$500,000 (five hundred thousand dollars)

9. Selected Responsibilities

- 9.1 Establish parameters for early retirement incentive plans.
- 9.2 Approve local school calendars, as requested in accordance with legislation.
- 9.3 Approve Board/Authority Authorized Courses
- 9.4 Hear appeals on the reconsideration of resource materials which are challenged.
- 9.5 Approve the naming of educational facilities and land.
- 9.6 Recognize students, staff and community members.
- 9.7 Approve school catchment areas.
- 9.8 Approve transportation service level changes.
- 9.9 Approve District partnerships.

III. ROLE OF THE TRUSTEE:

As members of the corporate board, trustees are accountable to the public for the collective decisions of the board and for the delivery and quality of educational services. A trustee must serve the community as an elected representative, but the trustee's primary task is to act as a member of a corporate board. A trustee acting individually has only the authority and status of any other citizen in the district.



Specific Responsibilities:

1. Support the decision of the Board and monitor progress to ensure decisions are implemented.
2. Strive to develop a positive and respectful learning and working culture both within the board and the district.
3. Become familiar with, and adhere to, the Trustee Code of Ethics.
4. Bring to the attention of the Board any issues that may significantly affect the District, and interpret the needs of the community to the board.
5. Refer queries, issues or problems raised by a parent or community member about a teacher or classroom, to the teacher or about a principal or a school, to the principal and, where appropriate, inform the Superintendent or designate. Also refer to School District 69 Board Policy ~~6005: Resolution of Concerns~~. **710:Resolution of Student and Parent Complaints.**
6. Act as a liaison to assigned schools according to purpose and parameters as outlined in Liaison Schools- Purpose and Parameters document.
7. Keep the Board and the Superintendent informed in a timely manner of matters coming to his/her attention that might affect the district.
8. Provide the Superintendent with counsel and advice, giving the benefit of the trustee's judgment, experience and familiarity with the community.
9. Come prepared to board meetings, participate in, and contribute to, the decisions of the board in order to provide the best solutions possible for the education of children within the district.
10. If a personal disagreement arises between a member of the team and another member, a one to one meeting between the two should be arranged to deal with and resolve the disagreement.
11. If there is any doubt about contacting employees of the district, the Superintendent or the Secretary Treasurer should be contacted first.
12. Strive to develop a positive and respectful learning and working culture both within the board and the district, based on collaboration and transparency.



IV. TRUSTEE CODE OF ETHICS:

1. It is vital that the Board of Education commits itself and its members to conduct which is appropriate and ethical. All personal interactions should be respectful and should acknowledge the worth of each person.
2. In compliance with the B.C. Human Rights Code, trustees will endeavor to ensure that all schools in School District 69 (Qualicum) provide the best quality education possible for all of our students regardless of their ability, sex, sexual orientation, gender identity or expression, creed, social standing or any physical or mental disability conditions.
3. Trustees must devote time, thought and study to the duties and responsibilities of being a trustee so as to be able to render effective and competent decisions.
4. Trustees must work together to communicate to the electorate the facts about our schools.
5. Trustees as individuals have no Board authority. All relationships must be conducted based on this fact. Media interviews must be handled by the Board Chair, Vice-chair or Superintendent unless expressly delegated to the individual trustee.
6. All in camera business is to be kept strictly confidential.
7. Trustees must respect the Superintendent's responsibility for the day-to-day administration of the district.
8. Trustees are expected to refer all complaints and criticisms to the proper process.
9. The board as a whole has to take responsibility to resolve potentially dysfunctional situations and strive to build dynamics that demonstrate:
 - 9.1 A commitment to collaborative decision-making
 - 9.2 A commitment to doing the homework and sharing responsibility
 - 9.3 A commitment to contributing to public meetings in a way that earns public confidence in the work of the Board
 - 9.3 A commitment to put the good of the school system before individual political agendas
 - 9.4 A commitment to focus at least as much on assessing the value of initiatives as in controlling costs

Procedure for behaviour contrary to this bylaw:

1. **Trustees are expected to abide by all policies and will be subject to the same procedures as all other board employees and contractors .**



2. **The Board may take action against a trustee to protect its dignity, integrity and proper function.**
3. **The Board has an obligation to act fairly and to provide procedural protections based on the level of severity of the breach.**
4. **Procedural protection may range from a report to the board, to a formal censure process, judicial review and appeal to the Ombudsperson,**

References:

Board of Education School District 69 Bylaws and Policies

<https://www.sd69.bc.ca/Board/Policies-and-Bylaws/Pages/default.aspx#/=>

The School Act Part 4

https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_04#part4

The Local Government Act

https://www.bclaws.gov.bc.ca/civix/document/id/lc/statreg/r15001_00

V. TITLE

This bylaw may be cited as "School District No.69 (Qualicum) Board of Education Bylaw No.1. "

Read a first time this 1st day of November 2019.

Read a second time this 28th day of January 2020.

Read a third and final time, passed and adopted this 25th day of February, 2020.

Signed copy on file

CHAIRPERSON OF THE BOARD

SECRETARY TREASURER



COMMUNICATING STUDENT LEARNING AND STUDENT PLACEMENT

Context:

Research regarding learning indicates that on-going focused feedback and learner reflection results in stronger learner outcomes. Research confirms the importance of family support for younger learners.

Policy Statement:

The Board of Education, through their educators, will have effective communication between home and school **with a particular emphasis on effective communication of student learning in keeping with the Administrative Procedures of this policy.** Placement **of any student by grade, course or program** will be based on the assessment of what is best for the student considering their intellectual, social, physical and emotional needs.

Guiding Principles:

The Board of Education believes that:

1. Parents **should be meaningfully** involved as partners in a conversation about their child's progress and the best ways to support their child's personal growth and learning.
2. **Teachers should be supported in their ongoing professional learning in the key areas of assessment and communicating student learning.**
3. Students and parents **should be** provided with information that is meaningful to them and helps to improve student learning while sustaining personal growth.
4. **Information shared with parents** should be descriptive **and** strength based, **and should** include suggestions about ways to support further learning.
5. **Students should be encouraged** to work toward their goals, build student ownership, and **have a central** role in the communication process.
6. **Students should be able** to use this information to make necessary revisions to their work and set new learning goals

References:

- Student Reporting Policy (2016)
- Ministerial Order 192/94, the Provincial Letter Grades Order
- Ministerial Order 191/94, the Student Progress Report Order
- Ministerial Order 190/91, the Permanent Student Record Order
- Ministerial Order 295/95, the Required Areas of Study Order
- Administrative Procedure to Board Policy 500: Communicating Student Learning and Student Placement

Dates of Adoption/Amendments:

Adopted: 1984.07.04

Amended: 1987.11.25: 1988.09.28: 1994.04.26: 2017.01.24: 2017.06.27



**ADMINISTRATIVE PROCEDURES TO BOARD POLICY 500 –
COMMUNICATING STUDENT LEARNING AND STUDENT PLACEMENT**
(merging of 5004 and 5010)

Student Placement

The principal of each school shall establish appropriate placement practices consistent with provincial and district guidelines and requirements, which will include working with the school-based team.

Key Terms

Assessment is the process of collecting information on student progress and achievement using a variety of tasks designed to monitor and improve student learning.

Formative Assessments are ongoing for the purpose of showing growth over time, determining student needs, planning next steps in instruction, and providing students with descriptive feedback.

Summative Assessments take place at the end of a period of learning for the purpose of determining the extent to which learning has occurred.

Evaluation is the act of analyzing assessment information for the purpose of providing feedback about student learning based on a broad-range of activities and tasks.

Reporting student progress occurs at predetermined points in the school year. Communicating about student learning in this way is a more formal snapshot of student progress toward identified learning outcomes and both curricular and core competencies.

Our District will continue to focus on developing effective tools and strategies for communicating student learning. These efforts will be undertaken to ensure that both our formal and informal means of communicating student learning support the principles and structures of the redesigned curriculum and are congruent with the new interim reporting order. Opportunities for student, parent and staff consultation will be accorded throughout the year.

Communicating Student Learning

1. **Communicating student learning will be done in a way that ensures that parents are well informed, etc. (see list in current policy)**
2. **Information provide to parents will be descriptive, etc. (see list in current policy)**
3. **Communicating student learning will occur in a variety of ways including:**
 - a. **Parent conferences**
 - b. **Student-led and three-way conferences**
 - c. **Electronic or paper-based portfolios**
 - d. **Reporting/communication applications**
 - e. **Written interim reports**
 - f. **Web-based resources**
 - g. **Phone calls, emails or texts**
 - h. **Samples and demonstrations of student work, videos or written summaries**
 - i. **Formal “points of progress” reports**
 - j. **Formal report cards**



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 500 –
COMMUNICATING STUDENT LEARNING AND STUDENT PLACEMENT
(merging of 5004 and 5010)

Methods of Communicating Student Learning

Communicating student learning to parents will continue to be a strategic focus for the District. Teachers will be using a variety of methods to engage with parents regarding their child's learning such as:

- ~~Parent conferences~~
- ~~Student-led conversations~~
- ~~Electronic or paper-based student portfolios~~
- ~~Class websites~~
- ~~Phone calls, emails or texts~~
- ~~Newsletters~~
- ~~Student agendas~~

1. The District will continue to support use of ~~two~~ technology-based tools to assist teachers in carrying-out this work:
 - ~~**FreshGrade**~~ and ~~**Scholantis**~~ - professional learning opportunities will occur throughout the year to assist interested teachers with implementation and to support their work with these **technology-based** tools throughout the year.
2. Communicating student learning that is focused on formative assessment provides students and families with: clear learning intentions, criteria for success, descriptive feedback that moves learning forward, thoughtful questioning, self and peer assessment.
3. There will be two opportunities for conferencing, the first in October/November and the second in March/April.
4. Conferencing is a form of communicating student learning and schools will develop their own schedule and format for how they are going to provide this opportunity for students and their parents to be in conversation regarding individual student learning. Schools will communicate with parents regarding the timing and structure of these opportunities for focused conversation.
5. It is important to note that parents will not be limited to the scheduled conferencing opportunities. We encourage parents to initiate communication with the teacher or make an appointment at other times to discuss their child's progress with the teacher.

Reporting/Informing

1. We will take the following approaches to reporting at the elementary and secondary levels:

Elementary

1. In addition to the ongoing communication of a child's progress, parents can also expect to receive two progress reports which will summarize previous communication regarding the child's achievement in the required areas of learning and include comments about their child's progress in relation to the curriculum competencies, identifying strengths and ways to support their child's learning.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 500 –
COMMUNICATING STUDENT LEARNING AND STUDENT PLACEMENT
(merging of 5004 and 5010)

2. The first progress report will summarize the child's achievement in the required areas of learning from September to January. The second progress report will summarize communication regarding the child's progress as a learner from February through June.
3. Curriculum planning and assessment are focused on the curricular competencies provided in Provincial Curriculum documents. The progress reports will provide information about a child's progress in meeting these outcomes.
4. If a student leaves the school prior to the point where a formal report of the child's learning has been produced, one will be generated by the teacher and placed in that student's file.
5. The tool we will be using to generate these elementary progress reports will continue to be SSDAS.
6. For the sake of consistency, the information drawn from MyEdBC to support generation of **Permanent Student Records** (as required by the *School Act*) will be changed to reflect this use of **Performance Standards** Language to communicate student learning.

Secondary

1. In addition to the ongoing communication of a child's progress, parents can also expect to receive two progress reports which will include a summary of achievement and comments about their child's progress in relation to the curriculum competencies, identifying strengths and ways to support their child's learning.
2. If a student leaves the school prior to the point where a formal report of the child's learning has been produced, one will be generated by the teacher and placed in that student's file.
3. The tool we will be using to generate Secondary report cards will be MyEdBC.
4. Our District will continue its practice of using **Performance Standards** language on report cards for K-9 students. Letter grades will not be provided unless specifically requested by parents of children in grades 4-9.
5. K-9 students will be supported to self-reflect on their progress in the area of *Core Competencies*. This student reflection will comprise part of the final formal report at semester or year end.
6. Grade 8-9 teachers have the option of working either with **Performance Standards** language or letter grades for reporting student learning for the 2016-17 school year.
7. Grades 10-12 teachers will be following similar processes to past years for formal reporting while we develop options for bringing summative reporting more in line with the guiding principles of the redesigned secondary curriculum currently scheduled for implementation during the 2018-19 school year.



**ADMINISTRATIVE PROCEDURES TO BOARD POLICY 500 –
COMMUNICATING STUDENT LEARNING AND STUDENT PLACEMENT**
(merging of 5004 and 5010)

References:

- Student Reporting Policy (2016)
- Ministerial Order 192/94, the Provincial Letter Grades Order
- Ministerial Order 191/94, the Student Progress Report Order
- Ministerial Order 190/91, the Permanent Student Record Order
- Ministerial Order 295/95, the Required Areas of Study Order
- Board Policy 500: Communicating Student Learning and Student Placement

Dates of Adoption/Amendments:

Adopted: 1984.07.04

Amended: 1987.11.25: 1988.09.28: 1994.04.26: 2017.01.24: 2017.06.27

DRAFT



HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE

POLICY

~~The Board of Education will ensure that an Occupational Health and Safety Program is established, maintained, monitored and reviewed in accordance with legal and regulatory requirements and also ensure that all reasonable steps are taken by the School District to prevent injury and ill health.~~

Context

Provincial standards through The School Act, WorkSafe BC and Labour Agreements insist that a work/learning place be safe and healthy for all. Consistently working to maintain high quality of safety and health lead to more secure and productive work/learning environments. These principles are consistent within other District policies regarding personnel (600), respectful workplaces and attendance support (603); and for students safe, caring and inclusive school communities (700), and student discipline (701)

Policy Statement

The Board of Education recognizes that the health and safety of all employees and students is of primary concern and is therefore committed to providing a safe working and learning environment. We strive to provide excellence in maintaining health and safety in our work/learning spaces.

Guidelines

1. All Health and Safety programs enacted through contractual and WorkSafe regulation will be established, monitored and reviewed.
2. All reasonable steps will be taken to prevent injury and ill-health.
3. As a community, we will promote health and safety in accordance with provincial health guidelines and expectations.
4. All biohazards will be identified and handled according to the Biohazard Exposure Plan – Safe Removal of Sharps Needles.
5. Facilities maintenance and upgrading will consider enhancements that increase the health and safety for workers and learners.
6. Anyone who disrupts the safe proceeding of a school or school function will be subject to section 177 of the School Act (Maintenance of Order).
7. **The Board prohibits the use or consumption of impairing substances at work or in the workplace.**

Reference:

- Administrative Procedure to Board Policy 8004 **801**: Health and Safety in the Workplace
- The School Act Section 177 (maintenance of Order)
https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_11#section177

Dates of Adoption/Amendments:

Adopted: 1991.02.26

Amended: 1991.04.23: 1991.09.10: 1997.11.25: 2008.11.25: **2019.08.27**



HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE

PURPOSE

1. The purpose of this procedure is to set out the roles and responsibilities for health and safety within the School District.

KEY PRINCIPLES FOR MANAGING HEALTH AND SAFETY

Health and Safety Program

2. A health and safety program is designed to provide a safe and healthy working and learning environment through a practical system of procedures and practices for:
 - a. the prevention and elimination of hazards to people (employees, students and members of the public), equipment and property damage, machinery and environment;
 - b. situations which will assist and enable all employees to work at minimal risk to themselves, fellow workers, students and members of the public;
 - c. providing reliable information so employees can successfully fulfill their health and safety responsibilities;
 - d. providing a consistent approach to health and safety throughout the School District;
 - e. establishing health and safety standards as a baseline for evaluating the School District's performance against legal and regulatory requirements;
3. A formal health and safety program is required when an employer has 50 or more employees. Core components of a health and safety program include:
 - a. Occupational Health and Safety policy;
 - b. regular inspections;
 - c. written instructions;
 - d. management meetings;
 - e. investigations;
 - f. records and statistics;
 - g. instructions and supervision of workers.

Incident Prevention

4. Incident prevention is the process of reducing or eliminating behaviours and/or conditions that have the potential to cause injury, harm or property damage within a workplace and learning environment.



HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE

Due Diligence

5. Due diligence is the level of judgement, care, prudence, determination, and activity that a person would reasonably be expected to do under particular circumstances.
6. When applied to health and safety, due diligence means that employers shall take all reasonable precautions, under the particular circumstances, to prevent injuries or incidents in the working and learning environment. This duty also applies to situations that are not addressed elsewhere in the Occupational Health and Safety legislation.
7. Due diligence is demonstrated by the actions that are taken before an event occurs, not after.

ROLES AND RESPONSIBILITIES

8. The Board of Education will take all reasonable steps to:
 - a. endeavor to provide and maintain a healthy and safe working and learning environment;
 - b. establish the policy governing the health and safety program;
 - c. provide direction to the Superintendent of Schools regarding the development and implementation of the School District's health and safety program.
9. The Superintendent of Schools is responsible for:
 - a. delegating an annual review of the health and safety program;
 - b. ensuring that the District Leadership Team has awareness of the health and safety program;
 - c. ensuring that the health and safety program is being effectively implemented across all sites.
10. The General Manager of Operations, under the direction of the Secretary Treasurer, has overall responsibility for health and safety in the School District and will take all reasonable steps to:
 - a. Initiate activities and programs which will ensure compliance of the School District with all WorkSafeBC requirements;
 - b. make funding recommendations to the Board of Education in order to ensure a safe working and learning environment;
 - c. ensure that School District land, premises and property is maintained in a manner that ensures the health and safety of persons at or near the workplace;
 - d. ensure that any contractor at a worksite is supplied with any information that is necessary to identify and control hazards;
 - e. ensure that adequate standards, procedures and working practices for maintenance of buildings and equipment and for the performance of all potentially hazardous tasks are established;



HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE

- f. ensure adequate instruction, training and education takes place for all staff;
 - g. ensure that a District Health and Safety Committee and Site Joint Health and Safety Committees are established and meet on a monthly basis;
 - h. ensure that regular inspections are carried out at each site on a regular basis;
 - i. ensure that all pertinent and required records and statistics are maintained and reviewed.
11. Members of the District Senior Leadership Team will take all reasonable steps to:
- a. provide specific direction on the implementation of the health and safety program within each worksite, delegating tasks as necessary to ensure completion;
 - b. exercise due diligence in order to ensure the health and safety of all employees and non-employees, including students, volunteers and other visitors;
 - c. take all reasonable steps to remedy any workplace conditions that are hazardous to the health and safety of employees and non-employees;
 - d. ensure that employees are made aware of all known or reasonably foreseeable health and safety hazards to which they are likely to be exposed to by their work;
 - e. ensure the provision of safeguards, safety appliances and devices, including personal protective equipment necessary for the protection of employees;
 - f. upon identification and investigation of hazardous working and learning conditions, will forward concerns to and review and address recommendations of the Site and District Joint Health and Safety Committees;
 - g. ensure the implementation of practices and procedures to effectively eliminate or effectively control hazards;
 - h. cooperate with WorkSafeBC and any other person carrying out a duty under the Occupational Health and Safety Regulations (OHSR);
12. Principals, Vice-Principals and other management staff will take all reasonable steps to:
- a. ensure that all new / transferred employees receive proper orientation and are provided with training in all safe work procedures required for their job;
 - b. ensure the health and safety of all workers under their direct supervision;
 - c. be alert to unsafe working practices and conditions, and deal with them promptly and effectively;
 - d. report any hazards to the General Manager of Operations and the Site Joint Health and Safety Committee;
 - e. consult and cooperate with the Site Joint Health and Safety Committee and the District Occupational Health and Safety Committee;



HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE

- f. ensure that all incidents are investigated to determine causation, that an accident report form is completed, along with a written accident investigation report where required, and that these documents are forwarded to the Health and Wellness Coordinator and the Site Health and Safety Committee;
 - g. as required by collective agreements, documents will be forwarded to MATA or CUPE Local 3570
 - h. establish, maintain and update safe work procedures;
 - i. ensure regular maintenance is carried out on equipment and machinery;
 - j. enforce the use of safeguards, safety appliances, and devices, including the wearing of personal protective equipment;
 - k. encourage incident, accident and hazard reporting;
 - l. carry out regular inspections within their designated areas on site in accordance with the health and safety program;
 - m. cooperate with WorkSafeBC and any other person carrying out a duty under the Occupational Health and Safety Regulations (OHSR);
13. All employees will:
- a. comply with all health and safety directives and regulations;
 - b. perform all tasks using safe work procedures required to ensure minimum risk of injury or accident to themselves and to others;
 - c. report all injuries, incidents and accidents to their supervisor and assist in completing the appropriate report forms;
 - d. wear and / or use personal protective clothing and equipment, as well as safeguards, safety appliances and devices, as required;
 - e. ensure that their ability to work is not impaired;
 - f. refuse to do unsafe work that they have reasonable cause to believe would create an undue hazard to the health and safety of any person.
 - g. report all health and safety hazards to their supervisor, including the absence or defect in any protective equipment, device or clothing;
 - h. not remove, impair or render ineffective any safeguard provided for protection;
 - i. model and practice a responsible attitude toward health and safety on the job and not engage in horseplay;
 - j. cooperate with WorkSafeBC and any other person carrying out a duty under the Occupational Health and Safety Regulation; and,
 - k. cooperate with the members of the Joint Site Health and Safety Committee.



HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE

14. All students are expected to:
 - a. comply with rules, policies and codes of conduct in order to maintain a safe and healthy environment conducive to learning;
 - b. use safe actions in schools, on school property and at school events
 - c. maintain a safe and healthy environment and report unsafe conditions.

15. Contractors and sub-contractors will:
 - a. report to the school office upon first entry to a school property;
 - b. comply with applicable health and safety legislation;
 - c. make arrangements with the General Manager of Operations concerning emergency procedures;
 - d. immediately correct any unsafe condition or acts observed in their jurisdiction and report any out of their jurisdiction;
 - e. providing education, training and enforcing the use of applicable personal protective equipment;
 - f. report of all incidents and injuries; investigate and report the findings of all lost time and serious incidents to their representative;
 - g. cooperate with all safety representatives having jurisdiction on their job site;
 - h. maintain good housekeeping;

16. Visitors, suppliers and consultants will:
 - a. report to the school office upon first entry to a school property;
 - b. participate and comply with health and safety directives received from the site administrator;
 - c. comply with the School District's health and safety rules;
 - d. wear adequate personal protective equipment as necessary;
 - e. report any unsafe acts or unsafe condition to the site administrator which could have any negative health and safety consequence; and,
 - f. report any injury sustained on School District 69 property or premises.

17. Enforcing the Health and Safety Program

Members of the District Leadership Team will monitor and enforce the health and safety program along with associated activities, safety rules and administrative procedures, including responding appropriately to any person who fails to comply with WorkSafe BC health and safety regulations or the school district safety procedures.



HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE

18. Review of the Health and Safety Program

The health and safety program and the related policy and administrative procedure will be reviewed at least annually and published in part or as a whole, when required.

Reference:

- Board Policy 801: *Health and Safety of Employees in the Workplace*

Dates of Adoption and Amendments:

Adopted: 1991.02.26

Amended: 1991.04.23: 1991.09.10: 1997.11.25: 2008.11.25: **2019.08.27**

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HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE

BIOHAZARD EXPOSURE CONTROL PLAN

Purpose

SD69 Employees and volunteers have a responsibility to report to their site supervisor or designate any discarded sharps/needles encountered on the school grounds and surrounding area of the site. This is to ensure that the students, employees and public are not placed at risk by coming into contact with such objects. After reporting the sharp/needle to supervisor, a call is to be placed to the Operations Department (250-248-2067).

It will generally be the responsibility of the Operations Department to pick up and dispose of such hazardous items; however, in an emergent situation where it is determined that the sharp/needle needs to be removed immediately, the supervisor (if trained in Sharps removal protocols) may remove the sharp/needle using the school Bio-Hazardous Materials Kit following the steps outlined below.

Schools and worksites are to follow these sharp/needle handling procedures and have the proper Sharps Container, protective equipment and understanding before attempting to pick up a sharp/needle.

Follow these steps to pick up improperly discarded sharps/needles and other items that could carry HIV, the Hepatitis B and C viruses as well as residual drugs (i.e. fentanyl):

1. Secure the location so that students, staff or public do not have access to the area
2. Retrieve a Bio-Hazardous Materials Kit from the office or first aid room and get the disposable waterproof gloves and a proper sharps container ready.
3. Put the gloves on. **DO NOT** pick-up the sharp/needle with your hands even while wearing the disposable waterproof gloves.
4. Place the Sharps Container next to the sharp/needle or other bio-hazardous item; **DO NOT** hold the container in your hand or you might accidentally jab yourself.
5. Use the tongs provided in the kit to pick up the sharp/needle (or other hazardous item) and place it in to the Sharps Container with the pointed end first and away from you. **DO NOT** insert your fingers into the opening of the container and keep your free hand out of the way.
6. If more than one sharp/needle or bio-hazardous item is found at a time, you may use the same disposable container.
7. Remove and discard the gloves and wash your hands with soap and water or with the antiseptic wipes available in the kit.
8. Once your kit has been used it must be properly disposed of by the Operations & Maintenance Department
9. The Operations & Maintenance Department will provide a new kit when the used kit is picked up for disposal.



HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE

10. The employee removing the sharp/needle is to file a report (including the location where the sharp/needle or bio-hazardous item was found) with the Site Safety Committee.

A Bio-Hazardous Materials Kit includes:

- A proper Sharps Container
- Disposable waterproof gloves
- Small blue disposable tongs
- Antiseptic wipes
- The sharps/needles handing procedures.



These one-time-use kits are to be made be available in the office at each SD69 facility.

Dates of Adoptions and Amendments:

Adopted: 18.11.27

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ADMINISTRATIVE PROCEDURES III TO BOARD POLICY 801
HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE

SECTION 177 – EXCLUSION ORDER

Purpose

Section 177 of the *School Act* is intended to prevent the disruption of schools and school functions, and to ensure the protection of students and staff. This section allows the principal or other school administrator to direct a person to leave school property, and prevents the person from returning without prior approval of the principal or administrator. It also enables the principal or administrator to call for assistance from law enforcement if necessary. If a person contravenes this section of the *School Act*, he or she commits an offence. The purpose of providing this authority to principals and other administrators is to maintain order on school premises and to ensure the protection of students and staff.

The purpose of providing this authority to principals and other administrators is to maintain order on school premises and to ensure the protection of students and staff. Section 177 may be used, for example, to prevent a stranger who presents a threat to student safety from accessing school property. However, there may also be circumstances where persons associated with the school, such as parents, employees, or volunteers, are denied access to school property under section 177. It is important to note that this section is intended to be used only in exceptional circumstances, where there is a risk to student/staff safety or significant and ongoing disruption to the educational programs offered by the school.

The Board of Education is responsible for establishing and communicating procedures for application of section 177 of the *School Act* within School District 69.

Guidelines

Section 177 exclusion orders may be issued in circumstances where a person of authority with the school district determines that a person's actions:

- Pose a risk to the safety of students, staff or others in the school community
- Present significant and ongoing disruption to the educational programs offered by the school

Those persons within the school district who have authority to direct individuals to leave school property under the terms of section 177 of the *School Act* within School District 69 are:

- Superintendent
- Assistant Superintendent
- Directors or Managers
- Principals and Vice-Principals

Procedures to be followed when a person is excluded from school property under the terms of section 177 of the *School Act*:

1. Where practicable, seek approval of the Superintendent or Assistant Superintendent prior to issuing a section 177 exclusion order.
2. If necessary, call for assistance from the RCMP if the person refuses to leave the grounds or premises after being directed to do so or if there is reason to be concerned about a threat from the individual.



SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES III TO BOARD POLICY 801 HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE

Page 10 of 10

3. Report the incident to the Superintendent or Assistant Superintendent.
4. Provide written notification to the excluded person as soon as possible, including reasons for and length of exclusion, date for review, and information about avenues of appeal (A template letter for use by authorized staff is available on the District Sharepoint site).
5. Prepare a report on the incident/s, including the following information at a minimum:
 - Name of school
 - Date, time, and location of incident or incidents
 - Description of incident or incidents (i.e. what happened, who was involved, etc.)
 - Name (and contact information, when possible) of person excluded under section 177
 - Name of principal or other authorized staff member who directed the person to leave school property
 - Length of exclusion
 - Date for review of decision to exclude
 - Means of delivering the exclusion order letter
 - RCMP file number for incident (if a file was opened by the RCMP) and name of the attending officer
 - Name of person completing document
6. Submit a copy of this report to the Administrative Assistant to the Superintendent.
7. File a ***Schools Protection Program*** incident report.

Process for appealing an exclusion order issued under the terms of section 177 of the *School Act*:

1. An individual who receives an exclusion order may appeal that decision through the process outlined in ***Board Policy 6005 - Resolution of Concerns***. Such an appeal would begin at Step 3 – School District Review.
2. The School District is subject to the ***Freedom of Information and Protection of Privacy Act***. Accordingly, Complaint documentation may be subject to access and disclosure under this legislation. For more information see the School District's Privacy Policy at www.sd69.bc.ca.

References:

- School Act: Section 177
- Board Policy 6005: Resolution of Complaints
- Board Bylaw 5: Board Appeals

Dates of Adoptions and Amendments:

Adopted: 2016.08.31

Amended:



STUDENT HEALTH –COMMON MEDICAL CONDITIONS

Context:

The public education system in B.C. is open to all students no matter what their health or medical condition. The School Act clearly states this is Section 2 (1) and (2) and in 88(1) https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_02#section2 Examples of common conditions include anaphylaxis, asthma, diabetes and epilepsy.

Policy

For the purpose of this document, ~~Common Medical Conditions~~ include: anaphylaxis, asthma, diabetes, and epilepsy.

Policy Statement:

The board will seek to support students with common medical conditions to fully access school in a safe, accepting, and healthy learning environment that supports their well-being.

~~The Board of Education of School District 69 (Qualicum) recognizes that the health of students is an essential precondition for learning. As such, the Board is committed to:~~

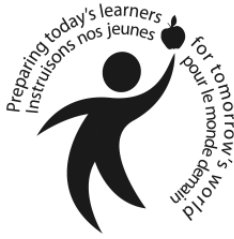
Guidelines:

The Board is committed to the following:

1. Empowering students, ~~as confident and capable learners,~~ to reach their full potential for self-management of their medical condition(s), according to their Plan of Care
2. Supporting parents/guardians to feel confident that their child is safe at school ~~and during school related activities,~~ and has the same opportunities as other students ~~to fully access the education system~~
3. Creating a collaborative approach with the student, parent(s)/guardian(s), principal, school staff and health care professionals, to ensure a full understanding of the common medical conditions, supports, clarity of roles and communication associated with the student's Plan of Care
4. Establishing clear procedures and protocols in place to support students with common medical conditions and to guide a timely and effective response should medical intervention be required
5. Ensuring that appropriate staff are familiar with the common medical conditions as outlined in the Plan of Care and are trained and confident in prevention strategies to minimize risks, recognize the symptoms of a medical emergency and know the steps to follow in dealing with a medical emergency.
6. **Plans of care are created in collaboration with health care professionals and parents or legal guardians.**

References:

Administrative Procedure to Board Policy 802: Student Health – Common Medical Conditions



British Columbia Anaphylactic and Child Safety Framework

https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/healthyschools/anaphylaxis/bc_anaphylactic_child_safety.pdf

Anaphylaxis Protection Order

https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m232_07.pdf

The School Act https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_00

Dates of Adoption/Amendments:

Adopted: 2018.12.18

Amended:



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 8005 802

STUDENT HEALTH – COMMON MEDICAL CONDITIONS

For the purpose of this Administrative Procedure, **Common Medical Conditions** include anaphylaxis, asthma, diabetes, and epilepsy.

DEFINITIONS

Anaphylaxis – is a sudden and severe allergic reaction, which can be fatal, requiring medical emergency measures be taken

Asthma – is a chronic, inflammatory disease of the airways in the lungs.

Diabetes – is a chronic disease, in which the body either cannot produce insulin or cannot properly use the insulin it produces.

Epilepsy – is a neurological condition which affects the nervous system. Epilepsy is also known as a seizure disorder or by many people as convulsions.

Health Care Professional – a member of a College under the Regulated Health Professions Act (e.g., medical doctor, nurse practitioner, registered nurse, pharmacist).

Health Care Provider – may be a Physician, Nurse Practitioner, Registered Nurse, Pharmacist, Respiratory Therapist, Certified Respiratory Educator, or Certified Asthma Educator.

Medical Emergency – is an acute injury or illness that poses an immediate risk to a person's life or long-term health and requires assistance from another qualified person and contact with Emergency Medical Services.

Medical Incident – is a circumstance that requires an immediate response and monitoring, as the incident may progress to an emergency requiring contact with Emergency Medical Services.

School – all school and school-board activities, including field trips, overnight excursions, board-sponsored sporting events, and board-operated before- and after- school programs for children aged 4 to 12 years.

School staff – all school staff, including occasional staff.

Self-Management – a continuum where a student's cognitive, emotional, social and physical capacity and stage of development are determinants of the student's ability to confidently and independently manage their medical condition(s). The student's journey to reach the student's full potential along the self-management continuum is not linear and can require varying levels of support over time. A student's capacity for self- management may be compromised during certain medical incidents, and additional support will be required.



ROLES AND RESPONSIBILITIES

Parents/Guardians of Children with Common Medical Conditions

As primary caregivers of their child, parents/guardians are expected to be active participants in supporting the management of their child's medical condition(s) while the child is in school.

Parents/Guardians are expected to:

- Educate their child about his/her medical condition(s) with support from their child's health care professional, as needed
- Guide and encourage his/her child to reach full potential for self-management and self-advocacy
- Inform the school of their child's medical condition(s) and co-create the Plan of Care for their child with the Principal or designate
- Communicate changes to the Plan of Care, such as changes to the status of their child's medical condition(s) or changes to their child's ability to manage their medical condition(s), to the Principal or designate
- Confirm annually to the Principal or designate that their child's medical status is unchanged or update as necessary
- Initiate and participate in annual meetings to review their child's Plan of Care;
- Supply their child and/or school with sufficient quantities of medication and supplies in their original, clearly labelled containers, as directed by a health care professional and as outlined in the Plan of Care, and track the expiration dates if they are supplied
- Seek medical advice from a medical doctor, nurse practitioner, or pharmacist, where appropriate

Students with Common Medical Conditions

Depending on the student's cognitive, emotional, social and physical stage of development, and the student's capacity for self-management, students are expected to actively support the development and implementation of the student's Plan of Care.

Students are required to:

- Take responsibility for advocating for their own personal safety and well-being that is consistent with the student's cognitive, emotional, social and physical stage of development and the student's capacity for self-management
- Participate in the development of their Plan of Care as appropriate
- Participate in meetings to review the student's Plan of Care as appropriate
- Carry-out daily or routine self-management of the student's medical condition to the student's full potential, as described in their Plan of Care (e.g. carry their own medication and medical supplies; follow school board policies on disposal of medication and medical supplies)



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 8005 802

STUDENT HEALTH – COMMON MEDICAL CONDITIONS

- Set goals on an on-going basis, for self-management of their medical condition, in conjunction with the student's parent(s)/guardian(s) and health care professional(s)
- Communicate with their parent(s)/guardian(s) and school staff if they are facing challenges related to the student's medical condition(s) at school
- Wear medical alert identification that the student and/or parent(s)/guardian(s) deem appropriate
- If possible, inform school staff and/or the student's peers if a medical incident or a medical emergency occurs

School Staff

School staff are required to:

- Review the contents of the Plan of Care for any student with whom they have direct contact
- Participate in training, during the instructional day, on common medical conditions, at a minimum annually, as required by the Board
- Share information on a student's signs and symptoms with other students, if the parent(s)/guardian(s) give consent to do so and as outlined in the Plan of Care and authorized by the Principal in writing
- Follow District Procedures designed to reduce the risk of student exposure to triggers or causative agents in classrooms, common school areas, and extra-curricular activities in accordance with the student's Plan of Care
- Support a student's daily or routine management, and respond to medical incidents and medical emergencies that occur during school, as outlined in Board policies and procedures
- Support inclusion by allowing students with common medical conditions to perform daily or routine management activities in a school location (e.g., classroom), as outlined in the student's Plan of Care, while being aware of confidentiality and the dignity of the student
- Enable students with common medical conditions to participate in school to the student's full potential, as outlined in their Plan of Care
- Collaborate with parents/guardians in developing transition plans for students with Common Medical Conditions, as appropriate
- Maintain log of administration of medication and medical incidents
- Notify the Principal or designate when they are aware that the expiry date on provided medication(s) have been reached

Principal or Designate

Principal or designate is expected to:

- Clearly communicate to parents/guardians and appropriate staff the process for parents/guardians to notify the school of their child's medical condition(s), as well as the expectation for parents/guardians to co-create, review, and update a Plan of Care with the Principal or designate.



This process should be communicated to parents/guardians at a minimum:

- i. during the time of registration
 - ii. each year during the first week of school
 - iii. when a child is diagnosed and/or returns to school following a diagnosis;
- Co-create, review or update the Plan of Care for a student with a common medical condition with the parent(s)/guardian(s), in consultation with the school staff (as appropriate) and with the student (as appropriate)
 - Maintain a file with the Plan of Care and supporting documentation for each student with a common medical condition
 - Provide relevant information from the student's Plan of Care to school staff and others who are identified in the Plan of Care (e.g., food service providers, transportation providers, volunteers, occasional staff who will be in direct contact with the student), including any revisions that are made to the plan
 - Communicate with parents/guardians in medical emergencies, as outlined in the Plan of Care
 - Encourage the identification of staff who can support the daily or routine management needs of students in the school with common medical conditions, while honouring the provisions within the respective collective agreements
 - Maintain appropriate storage of medications or medical devices for students with common medical conditions
 - Communicate regularly with school staff and parents/guardians regarding any life-threatening conditions
 - Inform parents/guardians about relevant Board policies and procedures and encourage regular review
 - Ensure, with consent, an updated photo with key emergency information is available to staff
 - Ensure replacement teachers have access to the student's Plan of Care and are familiar with the emergency procedures
 - Ensure all staff have received training annually, including training about any prevention strategies, recognition of life-threatening situations, emergency protocols and the use of any emergency medical interventions
 - Maintain a list of school personnel who have received training
 - Promote supportive learning environments recognizing the need for an accepting social climate for students with common medical conditions

Superintendent of Schools or Designate

The Superintendent of Schools or designate is expected to communicate, on an annual basis, the Board policies on supporting students with common medical conditions to parents/guardians, staff, and others in the school community who are in direct contact with students.

The Superintendent or designate is expected to:



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 8005 802

STUDENT HEALTH – COMMON MEDICAL CONDITIONS

- Make available training and resources on common medical conditions on an annual basis
- Develop strategies that reduce the risk of student exposure to triggers or causative agents in classrooms and common school areas
- Develop expectations for schools to support the safe storage and disposal of medication and medical supplies, and communicate these expectations to schools and support schools in the implementation of the expectations
- Communicate expectations that students are allowed to carry their own medication and supplies to support the management of the student's medical condition, as outlined in their Plan of Care
- Ensure there is a process at the time of registration for identifying students with common medication conditions
- Where appropriate, seek the support and advice of community partners and health care providers for the purpose of ensuring the safety and well-being of students with a common medical condition

PLAN OF CARE

A Plan of Care is a form that contains individualized information on a student with a common medical condition.

The Plan of Care for a student with a common medical condition should be co-created, reviewed and/or updated by the parent(s)/guardian(s) in consultation with the principal or the principal's designate, designated staff (as appropriate), and the student (as appropriate), during the school year (e.g. when a student has been diagnosed with a common medical condition). Health care provider information and signature(s) are optional.

Parents/Guardians have the authority to designate who is provided access to the Plan of Care.

With authorization from parents/guardians, the Principal or designate should share the Plan of Care with school staff who are in direct contact with students with common medical conditions and, as appropriate, others who are in direct contact with students with common medical conditions (e.g. food service providers, transportation providers, volunteers).

COMMUNICATION STRATEGIES/PRIVACY AND CONFIDENTIALITY

Parents/Guardians and school staff should be informed of the measures to protect the confidentiality of students' medical records and information.

At the beginning of each school year, the following text shall be communicated to all parents/guardians in a special letter:



Re: Treatment of Students with Identified Medical Conditions

The School District requires that we maintain uniform, safe and efficient ways of dispensing medications at school. If your child requires medication at school and you have not completed the required form, *Request for Administration of Medication at School*, it is imperative that you do so. This form is available upon request from your child's school. The school cannot administer any medication unless this form is completed. Please have the form completed by the doctor prescribing the medication for your child, sign the form yourself and return it to the school office as soon as possible.

FACILITATING AND SUPPORTING DAILY/ROUTINE MANAGEMENT

Anaphylaxis Risk Reduction

The parent(s)/guardian(s) of students with life-threatening allergies and the student him/herself have primary responsibility for avoidance of allergens. It is important to reiterate that the creation of allergen-free schools is not possible in our present circumstances. It is, however, the responsibility of the District and of the Principal or designate at each school site to take reasonable measures to reduce the risk of exposure to life-threatening allergens.

The following directions are not intended to be a complete or comprehensive list of measures which might reasonably be taken:

- Trading or sharing of foods, food utensils and food containers in the student's classroom is to be discouraged.
- Students with food allergies shall only eat lunches and snacks which have been prepared at home.
- Hand washing is encouraged before and after eating for all students.
- Surfaces such as tables and desks where students eat shall be washed clean of potentially contaminating foods
- The use of foods in crafts, cooking classes and special celebrations shall be restricted depending on the allergies of students involved.

All partners in education should be supporting inclusion by allowing students with common medical conditions to perform daily or routine management activities in a school location (e.g. within the classroom, gymnasium, library, schoolyard; on a school bus; at a field trip location), as outlined in the student's Plan of Care.

RESPONSE PROTOCOLS AND PRACTICES FOR RESPONDING TO MEDICAL EMERGENCIES



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 8005 802
STUDENT HEALTH – COMMON MEDICAL CONDITIONS

Each school shall have trained staff qualified to provide first aid to students as required. In-service training to maintain first aid certification of designated staff will be arranged as required throughout the school year.

Where home care or professional medical care is required, parents/guardians will be notified as soon as possible and informed of any intermediate action taken.

When parents/guardians have been notified they may provide input when necessary to the principal or designate.

When transportation of a sick child or an accident victim is required, the mode of transportation is left to the discretion of the Principal or person with supervisory responsibility at that time. When ambulance service is required by schools, the Board will accept billing for the cost of transportation to the nearest hospital.

Supervision and/or Administration of Medication to Children

Designated staff shall administer medications to students only if the following conditions are met:

- The medication is required while the student is attending school;
- A parent/guardian has requested the school's assistance and has signed a release concerning administration of medication;
- The Principal of the school has been notified so that a school plan of action is developed;
- An employee designated to administer medication to a student has been given appropriate child-specific training to support the carrying-out this responsibility;
- All prescribed medication is to be kept in a secure cabinet along with appropriate instructions;
- Bus drivers may be required to administer allergy medication in emergent circumstances only if the bus driver has been given appropriate child-specific training to support the carrying-out of this responsibility.

A "Request for Administration of Medication at School", form (Ministry of Health "Hlth 41"), must be completed by the parent(s)/guardian(s) giving all pertinent information concerning their child's medication, with the prescribing physician completing the appropriate section of this form.

Students requiring medication due to a medical problem as outlined on the student's "Request for Administration of Medication at School" form, shall have the student's medication administered by the designated school staff.

The school Principal or designate, will ensure a plan of action is developed for the daily care of the student, which shall include:

- A process for safekeeping and proper labeling of medication, ensuring large quantities of medication are not stored in school;
- Appropriate recording-keeping procedures and other relative information tracking



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 8005 802

STUDENT HEALTH – COMMON MEDICAL CONDITIONS

measures are in place, understood by all parties, and maintained;

- Training for all school personnel involved in the administration of medication is undertaken and remains current.

The school Principal or designate shall ensure that:

- A master list of students who use medication(s) and school staff trained and authorized to administer medications, is kept in a prominent place in the school office;
- Copies of all forms returned by parents/guardians are attached to the students permanent record card file;
- Designated school staff have the necessary training regarding the procedures to be taken with a student having a medical condition requiring medication in an emergency situation.

School staff are not to administer non-prescribed medication or to provide any medical services other than first aid, to any student.

School staff supervising field trips must be informed of any students requiring medication during this period, including the reason for the medication, name of the medication, time(s) medication required and dosage; and shall ensure administration of medication and maintain a record of the administration.

AWARENESS TRAINING/RESOURCES

All staff will be provided with information regarding common medical conditions on an annual basis.

The scope of the information provided to staff includes the following:

- Strategies/procedures for preventing risk of student exposure to triggers and causative agents
- Strategies for supporting inclusion and participation in school
- Recognition of symptoms of a medical incident and a medical emergency
- Information on sources of support available to staff
- Medical incident response and medical emergency response procedures and protocols
- Documentation procedures

Staff directly involved with students who have anaphylaxis will receive training which includes instruction in the administration of the ANAPHYLAXIS EMERGENCY ACTION PLAN and training for use of the "Epi-pen". "Epi-pen" training and demonstration for relevant staff shall occur at least once per year.

REPORTING/DOCUMENTATION



For each incident when a student experiences an anaphylactic reaction at school the Principal or designate is required to complete a copy of the ANAPHYLACTIC INCIDENT REPORT FORM. One copy is to be retained at school in a central file, one copy in the student permanent file and one copy submitted to the District Safe School Coordinator.

In cases where a student's anaphylactic reaction has been of a very serious nature (for example, where an Epi-pen has been employed and/or the student was transported to hospital) the Principal or designate must involve the parent(s)/guardian(s), the staff who were involved in a meeting to review the incident and complete the ANAPHYLAXIS INCIDENT REPORT FORM.

LIABILITY

The Good Samaritan Act, passed in 2001, protects individuals from liability with respect to voluntary emergency medical or first aid services. Subsections 2(1) and (2) of this act state the following with regard to individuals:

2. (1) Despite the rules of **common** law, a person described in subsection (2) who voluntarily and without reasonable expectation of compensation or reward provides the services described in that subsection is not liable for damages that result from the person's negligence in acting or failing to act while providing the services, unless it is established that the damages were caused by the gross negligence of the person.

(2) Subsection (1) applies to,
...(b) an individual... who provides emergency first aid to a person who is ill, injured or unconscious as a result of an accident or other emergency, if the individual provides the assistance at the immediate scene of the accident or emergency.

APPENDICES: FORMS

References:

- *Board Policy 8002: Student Health – Common Medical Conditions*



- *British Columbia Anaphylactic and Child Safety Framework – September 2007*
- *Toolkit for Management of Medical Alerts in School Settings*
- *Anaphylaxis Protection Order*

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**TOWARDS A SCENT CONSIDERATE
SCHOOL/WORKPLACE ENVIRONMENT**

The Board of Education of School District 69 (Qualicum) recognizes that health concerns may arise from exposure to scented products. In order to ensure the health and well-being of students and employees with allergies and chemical sensitivities, all students, employees and visitors are to be considerate in their use of scented products when attending school district facilities or events.

SCENTED PRODUCT CATEGORIES

1. Personal Products

Hygiene: Products include, but are not limited to, cosmetics, perfumes, colognes, after-shave and scented shaving creams, deodorant, shampoo/conditioners, hair spray, lotions and creams.

Non Hygiene: Products include, but are not limited to, scented candles, potpourri and scented ornaments.

2. Non Personal Products

Products with a distinct scent or fragrance and include scented household/ industrial cleaning products, air fresheners, deodorizers, building materials (e.g. paint) and some types of flowers.

These lists are intended to be representative, not exhaustive.

In sufficient concentrations, chemically-scented products may trigger responses to those with allergies or chemical sensitivities. Reported symptoms can include, but are not limited to:

- Headaches, migraines
- Dizziness, lightheadedness
- Weakness
- Confusion
- Numbness
- Upper respiratory symptoms
- Skin irritation
- Nausea
- Fatigue
- Malaise
- Anxiety
- Difficulty with concentration
- Sinus congestion
- Loss of appetite

Out of respect for the health and safety of those with allergies or chemical sensitivities, the Board strongly encourages all staff, students and visitors to avoid or reduce the use of scented products and to replace them with unscented alternatives.

This list is intended to be representative, not exhaustive.

References:

- *Administrative Procedure to Board Policy 8007 803: Towards a Scent Considerate School/Workplace Environment*
- *WorkSafeBC: Scent Safety in the Workplace*
- *Central Okanagan School District – Toward a Scent-Reduced School Environment*



TOWARDS A SCENT CONSIDERATE
SCHOOL/WORKPLACE ENVIRONMENT

Context

Chemical sensitivity, caused by chemically scented products, including essential oils can cause serious disabling conditions. WorkSafe BC and other similar organizations in other provinces have recognized the severity of this condition as a workplace hazard.

Policy Statement

The Board of Education of School District 69 (Qualicum) recognizes that health concerns may arise from exposure to scented products. In order to ensure the health and well-being of students and employees ~~with allergies and chemical sensitivities~~, all students, employees and visitors are to ~~be considerate in~~ **limit** their use of scented products when attending school district facilities or events.

Guidelines

The Board Expects:

1. All staff, students, and community members to be scent aware and considerate of others.
2. That scented products will be used in moderation and only as necessary for the health and safety of our school communities.
3. That respectful action to reduce the use of scented products, especially Petro-chemically based scents, will occur.

Definitions

SCENTED PRODUCT CATEGORIES

Personal Products

Hygiene: Products include, but are not limited to, cosmetics, perfumes, colognes, after-shave and scented shaving creams, deodorant, shampoo/conditioners, hair spray, lotions and creams.

Non Hygiene: Products include, but are not limited to, scented candles, potpourri and scented ornaments.

Non Personal Products

Products with a distinct scent or fragrance and include scented household/ industrial cleaning products, air fresheners, deodorizers, building materials (e.g. paint) and some types of flowers.

References

- WorkSafe BC HEA1-9 Scent Safety in the Workplace <http://www.eha-ab.ca/acfp/docs/WorkSafeBCscentSafety.pdf>

Dates of Adoption/Amendments

Adopted: 2003.05.27
Amended: 2007.05.22: 2016.12.13



PURPOSE

There has been increasing awareness in the District that exposure to perfumes and other chemically-scented products can trigger serious health reactions in individuals with asthma, allergies, migraines, or chemical sensitivities.

Fragrances are found in a wide range of products. Common scented products include perfume, cologne, aftershave, deodorant, soap, shampoo, hairspray, body spray, makeup and powders. Examples of other products with added scents include air fresheners, fabric softeners, laundry detergents, cleaners, carpet deodorizers, facial tissues, and candles.

We generally think that it is a personal choice to use fragrances; however, fragrance chemicals are by their very nature shared. The chemicals vaporize into the air and are easily inhaled by those around us. Today's scented products are made up of a complex mixture of chemicals, many of which are synthetic compounds derived from petroleum products. These fragrance chemicals, classified as volatile organic compounds, can contribute to indoor air quality problems and cause health problems.

Individuals can experience a variety of symptoms, including headache, sore throat, runny nose, sinus congestion, wheezing, shortness of breath, dizziness, anxiety, anger, nausea, fatigue, mental confusion and an inability to concentrate. Some of these fragrance chemicals are known to be skin sensitizers. Some are also respiratory tract irritants, and can trigger asthma and breathing difficulties. Individuals with respiratory challenges commonly cite fragrances as initiating or exacerbating the individual's asthma. Fragrances are also implicated in vascular changes that can trigger migraines in individuals. Individuals with chemical sensitivities can experience symptoms at very low levels in the air, far below those known to cause harmful effects in the general population.

Although the mechanisms by which fragrance chemicals act to produce symptoms are not yet understood, the impact on all those affected can be quite severe, resulting in great difficulty in work and study activities.

WHAT IS THIS ADMINISTRATIVE PROCEDURE INTENDED TO DO?

Firstly, this Administrative Procedure is intended to increase the awareness within the schools about the potential impact of fragrance chemicals on the health, wellbeing, productivity and lifestyle of those affected.

Secondly, in order to protect those individuals with fragrance sensitivities and to possibly prevent others from developing such sensitivities, the District is asking for voluntary cooperation towards a scent-reduced environment.



ADMINISTRATIVE PROCEDURE TO BOARD POLICY 8007 803

TOWARDS A SCENT CONSIDERATE SCHOOL/WORKPLACE ENVIRONMENT

All staff, students and visitors are strongly encouraged to avoid or reduce the use of fragranced products, and to replace them with unscented alternatives.

We recognize that the issue is complex and controversial to some. We recognize the personal right of individuals to use scented products. We believe, however, that this must be balanced with the adverse health effects and extreme discomfort that can be suffered by fragrance-sensitive individuals.

This is not an issue about an individual disliking the smell of a particular perfume and getting what he/she wants in the workplace. This is not a ban on scented products. This is a request to voluntarily refrain from chemical-based scented products.

WHAT IS THE DISTRICT DOING ABOUT IT?

Recognizing that chemicals, including fragrance' chemicals, can negatively impact on indoor air quality, the District

- Promote the reduction of unnecessary use of chemicals, including fragrance chemicals.
- Promote the use of environmentally-friendly and least harmful products in cleaning materials and building materials.
- Target harmful chemicals and contaminants and implement controls to effectively prevent or minimize their release into the general air as a result of building, maintenance, custodial, research and teaching activities.
- Support the best possible air quality practicably attainable, by means of proper ventilation, peak performance and proper maintenance of building mechanical ventilation systems, in keeping with the District's Indoor Air Quality Standard.

WHAT CAN YOU DO TO HELP?

- Be considerate of those who are sensitive to fragrance chemicals. Avoid using chemically-scented products; instead, use unscented alternatives.
- If you do use chemically-scented products, use them sparingly. A general guideline for chemically-scented products is that the scent should not be detectable more than an arm's length away from you. Do not apply scented products in a public area.
- Be an informed customer. Read the product label. A product labeled as "fragrance-free" is likely to be free of fragrance chemicals. A product labeled as "scent-free" or "unscented" may mean that no fragrance chemicals have been added to the product, or it may be that a masking agent has been added to disguise the smell of some of the ingredients. These terms are not regulated, so use your nose or ask the store to check the product for fragrances.
- Avoid using products (e.g. air fresheners or potpourris) that give off chemical-based scents in your work area.
- Avoid using laundry products or cleaning agents that are chemically-scented. Air out dry-cleaned clothing before wearing.



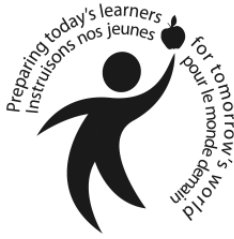
WHAT CAN YOU DO IF YOU ARE SENSITIVE TO FRAGRANCE CHEMICALS?

- If you feel you can do so comfortably, approach the scented individual and let him/her know how you react to fragrances. Be specific about the types of physical reactions you have (e.g. asthma attacks, migraines, shortness of breath). Talk to the individual in a cordial and respectful manner. Ask for the individual's understanding and cooperation. Many people are unaware of the potential health effects of fragrance chemicals.
- Inform your Principal/ Vice Principal/Manager of your sensitivities, your symptoms, and the types of exposures that improve or worsen these symptoms. Ask your Principal/Vice Principal/Manager to assist in finding a solution to your situation. You may ask your Principal/Vice Principal/Manager to discuss this matter with the individual involved if you do not feel comfortable doing so, or if the individual has done nothing after you have advised him/her of your situation.
- Consult with your physician about your symptoms.

WHAT CAN THE PRINCIPAL/VICE PRINCIPAL/MANAGER DO?

If an individual in your work area is adversely affected by chemically-scented products:

- Listen to the person with respect and civility.
- Clarify the issue. Ask the individual to describe the health effects, the factors that make the problem better or worse, and the actions they are taking to deal with it.
- Investigate the issue and use good judgment and consideration to provide a fair, uniform and timely resolution.
- Discuss the issue with your staff in an open and non-threatening manner. Inform them of the health concerns that have arisen as a result of the use of chemically-scented products in the workplace. You may choose to have this discussion with an individual or a group of employees, whichever is appropriate to the situation.
- Request your staff's cooperation and understanding to voluntarily avoid the use of chemically-scented products in the area. Discuss the benefits of a scent-free work area.
- Implement measures to reasonably accommodate those who are affected by scented products. Where employees are severely limited due to exposure to scented products, you may need to establish a fragrance-free zone. For meetings held in enclosed rooms, you may need to send out notices to attendees informing them of the scent-free nature of the meeting.
- Consult with Operations staff regarding the adequacy of ventilation in the area.
- Distribute this information and display the "No Scents make Good Sense" poster.



ADMINISTRATIVE PROCEDURE TO BOARD POLICY 8007 803
TOWARDS A SCENT CONSIDERATE SCHOOL/WORKPLACE
ENVIRONMENT

WHAT SHOULD YOU DO IF YOU ARE APPROACHED BECAUSE OF THE SCENTED PRODUCT YOU ARE WEARING?

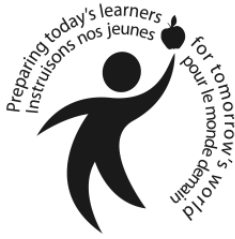
- If an individual or your Principal/Vice Principal/Manager informs you that the fragranced products that you use or wear are a problem and requests that you avoid using them, you may feel puzzled, hurt, annoyed, defensive or even insulted by the request.
- Understand that it is not about you as a person or about your choice of fragrance, but it is about the chemicals in the fragranced product. Do not discount the issue as ridiculous and unreasonable.
- Discuss the issue openly. Ask questions about the health impact on the person, the types of symptoms experienced, the factors which make the person's symptoms better or worse (e.g. fragrance type, amount used).
- Empathize with the individual. Work with cooperation and understanding towards a satisfactory resolution.

References:

- *Board Policy 8003: Towards a Scent Considerate School/Workplace Environment*
- *WorkSafeBC: Scent Safety in the Workplace*
- *Central Okanagan School District – Toward a Scent-Reduced School Environment*

Dates of Adoption/Amendments:

Adopted: 2003.05.27
Amended: 2007.05.22: 2016.12.13: 2018.04.24



PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

Purpose

The Board of Education of School District 69 (Qualicum) is committed to ensuring a safe, caring and inclusive environment for all students and staff. The Board further considers positive and least restrictive approaches in the provision of student supports to be best practice. Respect for student rights, maintaining student dignity and the safety of all involved is paramount. This approach is consistent with BC Ministry of Education's ***Provincial Guidelines for Physical Restraint and Seclusion in School Settings***.

The Board believes that schools should be safe and caring places in which educational programs are carried out in positive and supportive learning environments. Every effort should be made to structure learning environments and to provide learning supports that make physical restraint and seclusion unnecessary. The overarching goal of learning environment design is the creative use of space to facilitate and support positive student learning experiences for all students.

Schools do not support any form of physical restraint or seclusion as an ongoing means of intervention. Any intervention that involves physical restraint or seclusion may only be used in cases of extreme emergency where the physical actions of the student threaten to cause harm to self or others.

Guiding Principles

1. Behaviour interventions for students must promote the rights of all students to be treated with dignity.
2. Behaviour interventions for all students emphasize prevention and positive behavior supports. Every effort will be made to employ preventative actions that preclude the need for the use of physical restraint or seclusion.
3. Positive emotional and behavioural interventions and mental health supports are provided for all students who need them in a safe and least restrictive environment.
4. Behaviour interventions address the underlying cause and purpose of potentially harmful behaviour.
5. Physical restraint or seclusion is *only* used in extreme emergency where the behaviour of a student poses imminent danger of serious physical harm to self or others, including school personnel, and where less restrictive interventions have been ineffective in ending imminent danger of serious physical harm. Physical restraint or seclusion is discontinued once imminent danger or serious self-harm or harm to others has dissipated.
6. Neither restraint nor seclusion are used as a punishment, discipline, or to force compliance in an educational/learning setting.
7. Educational assessments, including functional behaviour assessments, are provided for all students whose pattern of behaviour impedes their learning or the learning of others. These assessments inform the development of behaviour intervention plans for students that incorporate positive behaviour interventions and include instruction in strategies to regulate and de-escalate their behaviour.
8. It is expected that schools will include among their staff members, individuals who are trained in restorative practice, conflict de-escalation and crisis de-escalation, and non-violent crisis intervention techniques to enable them to defuse conflict and crisis situations.



PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

Context

The School Act repeatedly and clearly states that all students have a right to an education. The Special Needs Students Order (M235/07) states “A board must provide a student with special needs with an educational program in a classroom where that student is integrated with other students who do not have special needs, unless the educational needs of the student with special needs or other students indicate that the educational program for the student with special needs should be provided otherwise.” The Ministry sets out the guidelines in the Physical Restraint and Seclusion in School Settings document.

Policy Statement

The Board is responsible for providing educational programs within a safe, **caring**, and inclusive environment. Physical restraint or seclusion is *only* used in ~~extreme emergency~~ when the behaviour of a student poses imminent danger of serious physical harm to self or others, including school personnel.

Guidelines

The Board expects:

1. ~~Behaviour interventions for students must promote the rights of all students to be treated with dignity.~~
1. Behaviour interventions for all students emphasize prevention and positive behavior supports that promote the rights of all students to be treated with dignity.
2. Behaviour interventions will attempt to address the underlying cause and purpose of potentially harmful behaviour.
3. Schools will include individuals who are trained in restorative practice, conflict ~~de-escalation~~ and crisis de-escalation, and non-violent crisis intervention techniques to enable them to defuse conflict and crisis situations.
4. Physical restraint or seclusion will be applied by qualified staff and will be discontinued once imminent danger or serious self-harm or harm to others has dissipated.
5. Restraint or seclusion will not be used as punishment, discipline, or coercion.

Definitions

All definitions in this policy and Administrative Procedures are as stated in the B.C. Ministry of Education Provincial Guidelines – Physical Restraint and Seclusion in School Settings

<https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/diverse-student-needs/physical-restraint-seclusion-guidelines.pdf>



PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

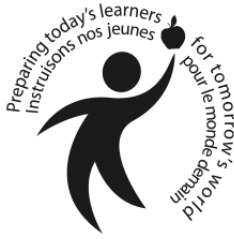
References

- Administrative Procedures to Board Policy 804: Physical Restraint and Seclusion of Students
- B.C. Ministry of Education Provincial Guidelines – Physical Restraint and Seclusion in School Settings <https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/diverse-student-needs/physical-restraint-seclusion-guidelines.pdf>
- The School Act https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_02#section2
- Special Needs Students Order (M235/07) https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m150_89.pdf

Dates of Adoption/Amendments

Adopted: 2018.1127

Amended:



PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

At the beginning of each school year, Principals will review this policy with all staff and others working with students as appropriate. Principals are advised to ensure that staff are aware of the Ministry of Education's ***Provincial Guidelines for Physical Restraint and Seclusion in School Settings*** along with the following definitions of physical restraint and seclusion:

Physical Restraint: is a method of restricting another person's freedom of movement or mobility in order to secure and maintain the safety of the person or the safety of others.

The provision of a 'physical escort', i.e. Holding or temporary touching of a student's hand, wrist, arm, shoulder or back for the purpose of accompanying and inducing a student who is acting out to walk to a safe location, does not constitute physical restraint.

The provision of physical guidance, or prompting of a student when teaching a skill, redirecting attention, or providing comfort also does not constitute physical restraint.

Seclusion: is the involuntary confinement of a person, alone in a room, enclosure, or space which the person is physically prevented from leaving.

Behaviour strategies such as "time-out", used for social reinforcement as part of a behaviour plan, are not considered 'seclusion'.

The term seclusion does not apply where a student has personally requested to be in a different/secluded location/space.

It shall be made clear to all staff and others working with students that restraint and seclusion procedures are for extreme emergency situations only, and are not to be used as a regular means of intervention.

The school district will provide appropriate training opportunities for staff in order to maintain supportive, safe environments for both staff and students.

The school-based team shall develop, in consultation with district staff, Behaviour Support Plans and Safety Plans for students whose behaviour could potentially pose imminent danger of harm to self or others.

The Behaviour Support Plan and/or Safety Plan shall be attached to the student's IEP and shall be reviewed regularly, and at least, annually.

Parents and, where appropriate, students are to be consulted as part of the development process for behaviour intervention and/or risk reduction plans.



PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

If physical restraint or seclusion have been used in an extreme emergency situation to prevent harm to self or others, the school must provide written documentation and follow-up that includes:

1. Notification:
 - To the school principal as soon as possible after an incident and always prior to the end of the school day on which the incident occurred
 - By the school principal to the student's parent(s)/guardian(s) as soon as possible and always prior to the return of the student to the student's parent at the end of the school day on which the incident has occurred
 - To the Assistant Superintendent, as soon as possible after an incident and always prior to the end of the work day on which the incident occurred.
2. Debriefing of the incident:
 - With involved school personnel
 - With the parents/guardians of the student, and where possible with the student
 - The purpose of the debriefing is examine what happened, what caused the incident and what could be changed, i.e. preventative and response actions that could be taken in the future, to make the use of physical restraint or seclusion unnecessary
3. Reporting:
 - When a violent incident occurs, employees have a duty to advise the employee's supervisor and file the appropriate report/s outlined in the ***Procedures for the Handling of a Violent Incident*** (see appendix). Generally a *WorkSafe 6A – Worker's Report of Injury or Occupational Disease to Employer* form and/or *Workplace Violence Risk Assessment (WVRA)* form will be required.

References:

- Board Policy 804: Physical Restraint and Seclusion of Students
- Board Policy 700: Safe, Caring and Inclusive School Communities
- BC Ministry of Education Provincial Guidelines for Physical Restraint and Seclusion in School Settings

Dates of Adoption/Amendments:

Adopted: 2018.11.27

Amended:

APPENDIX I
PROCEDURES FOR HANDLING A VIOLENT INCIDENT

PROCEDURES FOR THE HANDLING OF A VIOLENT INCIDENT

If a violent incident occurs, you have a duty to advise your Principal/Supervisor immediately and to file a report as directed below.

DEFINITION OF VIOLENCE:

“Violence means the attempted or actual exercise by a person, other than a worker, of any physical force so as to cause injury to a worker, and includes any threatening statement or behavior which gives a worker reasonable cause to believe that he or she is at risk of injury.”
(Source: WCB)

NOTE: Always use common sense – attend to any injury and in serious cases send a request to the office or nearest staff member for help. Do not leave a hazardous teaching area unsupervised.

The Employee MUST:

- 1) Within 3 days complete form “6A – Worker’s Report of Injury or Occupational Disease to Employer” in its entirety and then submit the form to the Principal/Supervisor. If time does not permit the completion of the form, make a verbal report to the Principal/Supervisor, followed immediately by the completion of the form and then submit the form to the Principal/Supervisor.

NOTE: Please ensure the form is filled out completely and accurately. If the incident involves a student, the full name of the student is to appear on the form. Report all incidents regardless of whether or not the student is designated.

Further forms can be found in all school offices, at the Board Office or on the District’s website at <https://start.sd69.bc.ca>, under Staff, Staff Resources, and Health & Safety Links.

The Principal/Supervisor MUST:

- 1) Advise the Employee reporting an injury or adverse symptom as a result of an incident of violence to report to a first-aid attendant on site for treatment. Also advise the Employee to consult a physician of the Employee’s choice for treatment or referral, and if the Employee does, file a form 6A (copies in office or on SD69 Portal) or call TELE-CLAIM and file a WCB claim.
- 2) Promptly initiate an investigation into the incident, with at least one Union representative of the site-based Occupational Health and Safety Committee in addition to the Principal/Vice Principal, if the representative is reasonably available. (The purpose of the investigation is to determine the cause or causes of the incident, to identify any unsafe conditions, acts, or procedures that contributed to the incident, and to recommend corrective action to prevent similar incidents.) Depending on the severity of the incident, Part 3 Division 10 Articles 172- Article 177 of the Work Safe Guidelines, Form 52E40 (preliminary investigation) may need to be filled out within 48 hours of the incident. A 52E40 would typically, but not limited to, be completed for a time loss or medical claim only. Without delay undertake any corrective action required to prevent recurrence of similar incidents.

APPENDIX I
PROCEDURES FOR HANDLING A VIOLENT INCIDENT

- 3) If a 52E40 has been initiated, schedule a meeting of the site-based Occupational Health and Safety Committee for the purpose of concluding the FULL investigation into the violent incident. The 52E40 includes any “sequence of events that preceded the incident” and/or “unsafe conditions, acts, or procedures that significantly contributed to the incident”.
- 4) Using the information gathered from either the 52E40 (if initiated) or the “investigation into the incident” Complete the Workplace Violence Risk Assessment (WVRA) Form. Ensure that the form is accurately completed in its entirety.
- 5) Attach the completed Incident Investigation Report and the completed Workplace Violence Risk Assessment (WVRA) Form to the WS form 6A – Worker’s Report of Injury or Occupational Disease to Employer Form and distribute as outlined below:

Distribution of the Forms:

The Principal/Supervisor will ensure that the completed forms are distributed as follows:

If the violent incident involves a student:

Un-redacted Copies:

- a) Keep a copy
- b) The Employee
- c) The Site-based Occupational Health and Safety Committee
- d) Student or Students’ File(s)
- e) District Principal, Learning Services (if required as per Policy 7000)

Redacted Copies:

The Principal/Supervisor will ensure that the full name of the student is redacted everywhere it appears on the form and replaced with “The Student”, and that a copy of the redacted form is placed in a sealed envelope and forwarded to:

- a) CUPE
- b) MATA
- c) General Manager of Operations

If the violent incident does not involve a student, un-redacted copies are distributed as follows:

- a) Keep a copy
- b) The Employee
- c) The Site-based Occupational Health and Safety Committee
- d) District Principal, Learning Services (if required as per Policy 7000)
- e) CUPE (in a sealed envelope)
- f) MATA (in a sealed envelope)
- g) General Manager of Operations (in a sealed envelope)



POLICY STATEMENT

The Board of Education of School District 69 (Qualicum) considers the health, safety and wellbeing of students and employees to be of paramount importance. The Board of Education recognizes how impairment can adversely affect an individual's conduct, capability, performance at work, and their general wellbeing.

It is the intent of this policy:

- to promote the health, safety and wellbeing of employees by achieving a balance between supporting individuals who admit to a problem in order to get help and protecting students and employees from undue risk;
- to create a culture that encourages employees with substance use disorders to seek help at an early stage in the knowledge that they will be supported to overcome their difficulties;
- to reduce poor health, absenteeism, poor performance or misconduct resulting from impairment in the workplace;
- to ensure a safe working and learning environment by establishing administrative procedures in compliance with regulatory requirements; and,
- to respect the dignity and privacy of individuals.

SCOPE

This policy and attendant related administrative procedure (collectively this "policy") are designed to prevent and address impairment at work. This policy applies to all employees (including supervisors and managers), whether permanent, temporary, casual, contract, or student workers. Volunteers and contractors are also subject to this policy and are included within the definition of employee under this policy.

For the purposes of this policy impairment is not limited to the effects of impairing substances such as illicit drugs, cannabis or alcohol. It extends to include impairment arising from the use of medications, physical and mental health issues, and fatigue. *See Appendix 1 for definitions pertaining to this policy.*

The Board of Education prohibits the use or consumption of impairing substances at work or in the workplace.

The Board of Education prohibits the possession, manufacture, distribution, storage, offering for sale, or sale of impairing substances by any individual at work or in the workplace, either inside or outside of working hours. Such activity may be reported immediately to the police.

Anyone who is reasonably suspected of not being fit for duty will be required to leave work and will be provided with safe transportation home or to required medical attention.



The Board of Education will support employees who require accommodation under human rights law, by assisting with access as appropriate to programs, services, benefits, work modifications, and the authorized use of prescribed medications.

The Board of Education will ensure that employees are provided with information on the risks of impairment at work, with specific consideration to using impairing substances and the negative impact that these have on job performance and health and safety.

DUTY TO REPORT

All employees and volunteers are in a position of trust. They are expected to be fit for duty and able to perform their work safely, competently, and productively, consistent with how they function under normal or usual conditions. The Board of Education holds its employees and volunteers to a duty to immediately report impairment or potential impairment in the following circumstances:

- Prior to commencing work, if an employee/volunteer believes their ability to work is impaired for any reason.
- if an employee/volunteer has witnessed behaviours or received information that leads them to believe that another employee's/volunteer's ability to work is impaired for any reason.

NON-COMPLIANCE

Non-compliance with this policy, including but not limited to a failure by an employee to disclose that their ability to work is impaired, may result in disciplinary measures up to and including termination.

REGULATORY REQUIREMENTS

Under Section 116 (2)(d) of the *Workers Compensation Act*, a worker is required to ensure that the worker's ability to work without risk to the worker's health or safety, or to the health or safety of any other person, is not impaired by alcohol, drugs or other causes.

Sections 4.19 and 4.20 of the *Occupational Health and Safety Regulation* include the obligations of workers to advise their employer if their ability to safely perform their work is affected by alcohol, a drug or other substance, and to not knowingly do work where their impairment may create an undue risk to themselves or anyone else.

The same sections of the Regulation include the obligations of employers to not assign impaired workers to activities where their impairment may create an undue risk to the worker or anyone else, and to ensure that workers whose impairment endangers the worker or anyone else, do not remain at the workplace.



References:

- *Workers Compensation Act, RSBC 1996, c.492, s.2*
- *Occupational Health and Safety Regulation, BC Reg 296/97*
- *Controlled Drugs and Substances Act, SC 1996, c.19*
- *Cannabis Control and Licensing Act, SBC 2018, c 29*
- *Cannabis Distribution Act, SBC 2018, c 28*
- *Canada Human Rights Act, RSC 1985, C. H-6*
- *Criminal Code, RSC 1985, c.-46*
- *Tobacco and Vapour Product Control Act, RSBC 1996, c.451*
- *Administrative Procedure 800: Impairment in the Workplace*



APPENDIX 1 – DEFINITIONS

Fit for Duty	A state in which an employee is not impaired and is able to perform their job duties safely, competently and productively consistent with how that individual functions under normal or usual conditions.
Work	Any task or activity performed for or on behalf of School District 69, any task or activity associated with an employee’s employment with School District 69, or any task or activity where the employee is seen as acting as a representative of School District 69. Work includes all breaks (whether paid or unpaid), any period during which an employee is on working call, and periods during which the employee is not actively performing work for School District 69, but is otherwise away from their normal residence and is involved in a School District organized trip, activity, or event.
Workplace	School property as defined in the Cannabis Control and Licensing Act, as amended (including areas consisting of a sidewalk, boulevard or similar components, that abuts school property), and any location, vehicle, or equipment whether owned, leased, licensed, operated, or otherwise controlled by the School District, or any other place at or from which an employee works in the course of their duties (including their personal vehicle). This includes any location where an employee is in the vicinity of students, is responsible for the supervision of students, or could be seen as acting as a representative of the School District, and includes the location where an employee telecommutes or works from home.
Impairing Substance(s)	Any substance that is ingested, consumed, or otherwise introduced into the body, that can cause the individual to be impaired. Impairing substances may affect an employee’s ability to perform their job safely or productively. The definition of impairing substances includes, but is not limited to, alcohol, cannabis, illicit drugs, and medications with impairing effects.
Impaired/Impairment	A deterioration or diminishment of an individual’s physiological ability, functioning, judgment, or condition, and includes but is not limited to being unable to function as that individual does under normal or usual conditions, or safely. A person will be considered impaired if their physical or mental state appears to be negatively affecting their cognitive ability or judgement, or their ability to perform their job safely and competently, such as driving or operating machinery.
Medication	A substance obtained legally, either over-the-counter or through a doctor’s prescription, that is taken in accordance with a doctor’s directions, or, if over-the-counter, taken in accordance with the directions of the manufacturer.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE TO POLICY 8000

IMPAIRMENT IN THE WORKPLACE

Page 1 of 6

PURPOSE

1. The purpose of this administrative procedure is to set out how the School District 69 will handle impairment in the workplace, as well as the roles and responsibilities in relation to this matter.
2. This administrative procedure must be read in conjunction with the Policy 8000: *Impairment in the Workplace*.

ROLES AND RESPONSIBILITIES

Employees and Volunteers

3. Employees and volunteers must:
 - a. Understand and abide by this policy and related administrative procedure;
 - b. be fit for duty at work and in the workplace; Report to work and perform their assigned duties safely and acceptably without impairment in order to ensure their health and safety and that of others.
 - c. ensure that their ability to perform their job duties is not negatively affected by the use or after-effects of impairing substances;
 - d. consult with their physician and/or pharmacist to determine if their underlying health condition or their use of any medication may affect their fitness for duty or the safety of any person at work or in the workplace;
 - e. advise their supervisor if they are taking or have taken any impairing substance or are experiencing symptoms arising from an underlying health condition that may negatively impact their fitness for duty or the safety of any person at work or in the workplace;
 - f. advise their supervisor or the Health and Wellness Coordinator or designate, in a confidential manner if they reasonably believe another employee is not fit for duty;
 - g. remain fit for duty or decline unscheduled shifts if impaired; and,
 - h. immediately inform their supervisor if their job role requires a valid driver's licence and their driving privileges are lost, revoked, or suspended due to impaired driving, including but not limited to charge, suspension, or conviction while on or off duty.

Supervisors and managers

4. Supervisors and managers must:
 - a. play a key role in the communication, implementation and monitoring of this administrative procedure and related policy;
 - b. work with human resources to proactively identify and manage ~~issues~~ concerns relating to impairment;

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE TO POLICY 8000

IMPAIRMENT IN THE WORKPLACE

Page 2 of 6

- c. collaborate with the Health and Wellness Coordinator or designate, union and employee to provide support and accommodation in accordance with human rights law;
- d. address any situation where an employee is reasonably suspected of being not fit for duty, including but not limited to prohibiting operation of a motor vehicle;
- e. record relevant information about any incident of suspected impairment and report it without delay to the Health and Wellness Coordinator or designate; and,
- f. foster a workplace culture that encourages employees to self-disclose and seek support for any conditions or concerns about impairment and to understand how this affects their job performance or compromises workplace health and safety.
- g. practice confidentiality.

CONFIDENTIALITY

5. All disclosures or discoveries of impairment in the workplace will be treated confidentially and with empathy.
6. Any details pertaining to an employee's impairment or suspected impairment in the workplace will not be shared unless the employee gives consent. The exception is when consent is not given, or not capable of being given, and there is an immediate risk of harm to the individual or others. Under such circumstances, only those who need to know in order to reduce the risk of harm, may be told.

ACCESS TO ASSISTANCE

7. Employees and their dependents may seek free and confidential assistance from the Employee and Family Assistance Program (EFAP) available at: www.workhealthlife.com or 1-844-880-9142.

All employees can self-refer to the EFAP and this service is free and confidential.

8. All Employees are also encouraged to seek assistance from their immediate supervisor, and/or the Health and Wellness Coordinator.
9. MATA members are encouraged to seek support through the BCTF Health and Wellness Program. CUPE members will be supported through the Joint Early Intervention Service.

MEDICAL ACCOMMODATIONS

10. It is the employee's responsibility to disclose their accommodation needs. However, there may be circumstances when a supervisor or manager notices changes in an employee's attendance, performance or behaviour, indicating possible issues with impairment. These circumstances may trigger a legal obligation to initiate a discussion with the employee in order to determine whether there is a need for accommodation of a disability. Union representation will be offered.
11. School District 69 will require a medical certificate from the employee's physician in order to consider medical accommodations. While adjustments or modifications may be offered to support an employee to improve their health and to remain safe at work, it should be

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE TO POLICY 8000

IMPAIRMENT IN THE WORKPLACE

Page 3 of 6

understood that any such measures will be temporary and may be withdrawn at any time if they are unsustainable and lead to undue hardship for School District 69.

INTERVENING WHEN AN EMPLOYEE IS CONSIDERED NOT FIT FOR DUTY

Employees

12. The process for intervening with an employee when a supervisor observes physical, behavioural or work performance indicators that suggest that an employee is impaired at work and not fit for duty is as described below in 12a through to 12i. The employee will be reminded by the Superintendent or designate of their right to have support, including through Union Representation if applicable.
 - a. The supervisor or designate will take immediate action to determine if the employee is fit for duty and will consult with the Health and Wellness Coordinator or designate (if the incident occurs during regular business hours).
 - b. If the employee is deemed not fit for duty the Supervisor will arrange for the employee to be removed from the work site. Contact is to be made with the police in situations where an employee is uncooperative and/or acting inappropriately.
 - c. The supervisor will ask the employee to leave work and will arrange safe transportation for the employee to their residence or to the care of another person and will determine if the employee needs to be accompanied. When there is concern for the employee's immediate health status, arrangement is to be made for transport to medical assistance.
 - d. The supervisor will document observations and actions taken as soon as possible following an incident and will report to the Health and Wellness Coordinator or designate.
 - e. If the nature of the impairment is serious and there was an immediate risk of harm to the individual or others, the supervisor will notify the Director of Human Resources and the Superintendent as soon as possible that the employee was not fit for duty and the subsequent actions that were taken.
 - f. NOTE: After regular business hours, the person designated in charge of a worksite or department will follow the above process. If required, they may contact the appropriate supervisor on call for the department to seek advice and assistance. Observations and actions taken are to be documented and provided to the supervisor at the earliest opportunity.
 - g. The employee will remain off work pending further investigation.
 - h. The Health and Wellness Coordinator or designate will contact the employee as soon as mutually agreed following the incident to arrange a meeting for the purposes of understanding the nature of the impairment and deciding what further action or support is needed.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE TO POLICY 8000

IMPAIRMENT IN THE WORKPLACE

Page 4 of 6

- i. The employee and a union representative will be required to meet with the supervisor and the Health and Wellness Coordinator or designate prior to any return to work being approved. A Medical Clearance Certificate may be requested from the employee's physician.

INVESTIGATION

13. Non-compliance with the Impairment in the Workplace policy and administrative procedure will be investigated by the Director of Human Resources in order to review the employee's conduct, the extent of their culpability, and to determine whether School District 69 has a duty to accommodate the employee under human rights law.
14. The Director of Human Resources will initiate disciplinary action in circumstances of non-compliance with Board policy, where an employee is deemed to be culpable for their conduct. It should be noted that the existence of a recognized disability, such as a substance use disorder, will not prevent School District 69 from considering discipline.

INTERVENING WHEN A NON-EMPLOYEE IS CONSIDERED NOT FIT FOR DUTY

Contractors

15. Contractors must ensure individuals providing services to the School District 69 conduct themselves in a manner consistent with this administrative procedure and related policy. In order to provide a safe work environment, School District 69 will take reasonable steps to ensure contractors enforce the provisions of this administrative procedure and the related policy with their employees, sub-contractors and agencies. Appropriate requirements will be built into all requests for proposals and contracts. Any contravention of this administrative procedure and the related policy will be considered a breach of contract which may result in penalties, suspension or expulsion of the individual involved, or termination of the contract.
16. If there is any reason to suspect a contravention of the policy or administrative procedure:
 - a. The contractor, site supervisor and General Manager of Operations will be notified.
 - b. Any individual suspected of impairment will be respectfully removed from the premises and safe transport will be arranged at the contractor's expense.
 - c. The contractor and School District 69 will investigate the situation to determine if further action is required.
 - d. The individual will not be permitted to return to their contracted position without written permission from the General Manager of Operations.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE TO POLICY 8000

IMPAIRMENT IN THE WORKPLACE

Page 5 of 6

Volunteers

17. Volunteers are expected to perform their assignments in a safe manner consistent with this policy and administrative procedure.
18. School District 69 will ensure volunteers become aware of this administrative procedure and related policy. Copies of the policy and administrative procedure will be accessible for volunteers on School District 69 website. Any contravention of the administrative procedure or policy will be considered grounds for immediate forfeiture of an individual's opportunity to volunteer.
19. If a volunteer contravenes this policy:
 - a. The Principal will be notified.
 - b. The volunteer will be immediately and respectfully removed from their assignment and may be removed from the premises by staff who will ensure safe transport from the school or activity site.
 - c. The Principal will investigate the situation and consult with the Superintendent of Schools or designate to determine any further course of action which may be required.
 - d. The volunteer will not be permitted to return to volunteer service without written permission from the Superintendent of Schools.

RETURN TO WORK

20. Emphasis will be on fitness for duty and supportive reintegration into the workplace. Employees will be expected to provide a medical clearance certificate from a physician declaring the employee is fit for duty and detailing any limitations/restrictions that may require temporary modification of their duties or longer term accommodations under human rights law. Employees are expected to comply with reasonable accommodation provided by School District 69. In some circumstances, such as when an employee's job role is safety sensitive or where an employee is in a position of authority, drug testing may be required as part of a relapse prevention program.
21. If an employee neglects to accept or adhere to the return to work arrangements or if their performance, attendance or behavior does not meet agreed upon standards, the situation may be viewed as a disciplinary matter.

Return to Work Arrangements

22. Return to work arrangements will be set out in a written Return to Work Agreement which will set out the needs of the employee, and will document the expectations and requirements agreed upon by School District 69, the employee and their union representative.

Reference:

- *Board Policy 8000: Impairment in the Workplace*

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE TO POLICY 8000

IMPAIRMENT IN THE WORKPLACE

APPENDIX I

DEFINITIONS:

Fit for Duty	A state in which an employee is not impaired and is able to perform their job duties safely, competently and productively consistent with how that individual functions under normal or usual conditions.
Work	Any task or activity performed for or on behalf of the School District, any task or activity associated with an employee's employment with School District 69, or any task or activity where the employee is seen as acting as a representative of the School District. Work includes all breaks (whether paid or unpaid), any period during which an employee is on working call, and periods during which the employee is not actively performing work for School District 69, but is otherwise away from their normal residence and is involved in a School District organized trip, activity, or event.
Workplace	School property as defined in the Cannabis Control and Licensing Act, as amended (including areas consisting of a sidewalk, boulevard or similar components, that abuts school property), and any location, vehicle, or equipment whether owned, leased, licensed, operated, or otherwise controlled by School District 69, or any other place at or from which an employee works in the course of their duties (including their personal vehicle). This includes any location where an employee is in the vicinity of students, is responsible for the supervision of students, or could be seen as acting as a representative of the School District, and includes the location where an employee telecommutes or works from home.
Impairing Substance(s)	Any substance that is ingested, consumed, or otherwise introduced into the body, that can cause the individual to be impaired. Impairing substances may affect an employee's ability to perform their job safely or productively. The definition of impairing substances includes, but is not limited to, alcohol, cannabis, illicit drugs, and medications with impairing effects.
Impaired/Impairment	A deterioration or diminishment of an individual's physiological ability, functioning, judgment, or condition, and includes but is not limited to being unable to function as that individual does under normal or usual conditions, or safely. A person will be considered impaired if their physical or mental state appears to be negatively affecting their cognitive ability or judgement, or their ability to perform their job safely and competently, such as driving or operating machinery.
Medication	A substance obtained legally, either over-the-counter or through a doctor's prescription, that is taken in accordance with a doctor's directions, or, if over-the-counter, taken in accordance with the directions of the manufacturer.