



POLICY COMMITTEE OF THE WHOLE - AGENDA

TUESDAY, APRIL 19, 2022

1:00 P.M.

via Zoom

Join Zoom Meeting

<https://sd69-bc-ca.zoom.us/j/62944288204?pwd=ekxkSFI4dUYzUGFVdWFUMmtkTUgzUT09>

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. Items potentially going to First Reading (Intent and philosophy and edits)
 - 802 Student Health - Common Medical Concerns (currently numbered 8005)
 - 803 Scent Considerate School/Workplaces (currently numbered 8007)
 - 804 Physical Restraint and Seclusion of Students (currently numbered 8009)
3. Items potentially going to Second Reading (Line by Line content and edits)
 - 507 Programs of Choice (NEW - Instruction Policy Section)
 - 703 Fees and Subsidies (Renamed from *Student Fees and Band Instruments*)
 - 708 Emergency Preparedness and Closures
 - 801 Health and Safety of Employees in the Workplace
4. Items potentially going to Third Reading (Final review)
 - 705 Corporate Community Sponsorship
 - 706 Reporting of Suspected Child Abuse and Neglect
5. Future Topics – May Meeting
 - 900 FOI POP Information Management and Access (currently numbered 9000)
 - 708 Student Records (currently numbered 7144)
 - 500 Communicating Student Learning and Student Placement (Currently Held at first reading)
 - By Law 1 – Board of Education (?)
6. Next meeting:
 - Monday, May 16, 2022 via Zoom



STUDENT HEALTH –COMMON MEDICAL CONDITIONS

Page 1 of 2

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

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



SCHOOL DISTRICT No. 69 (QUALICUM)

BOARD POLICY ~~8005~~ 802

STUDENT HEALTH –COMMON MEDICAL CONDITIONS

Page 2 of 2

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:



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)



- 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:



- 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



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

Page 8 of 10

- 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*

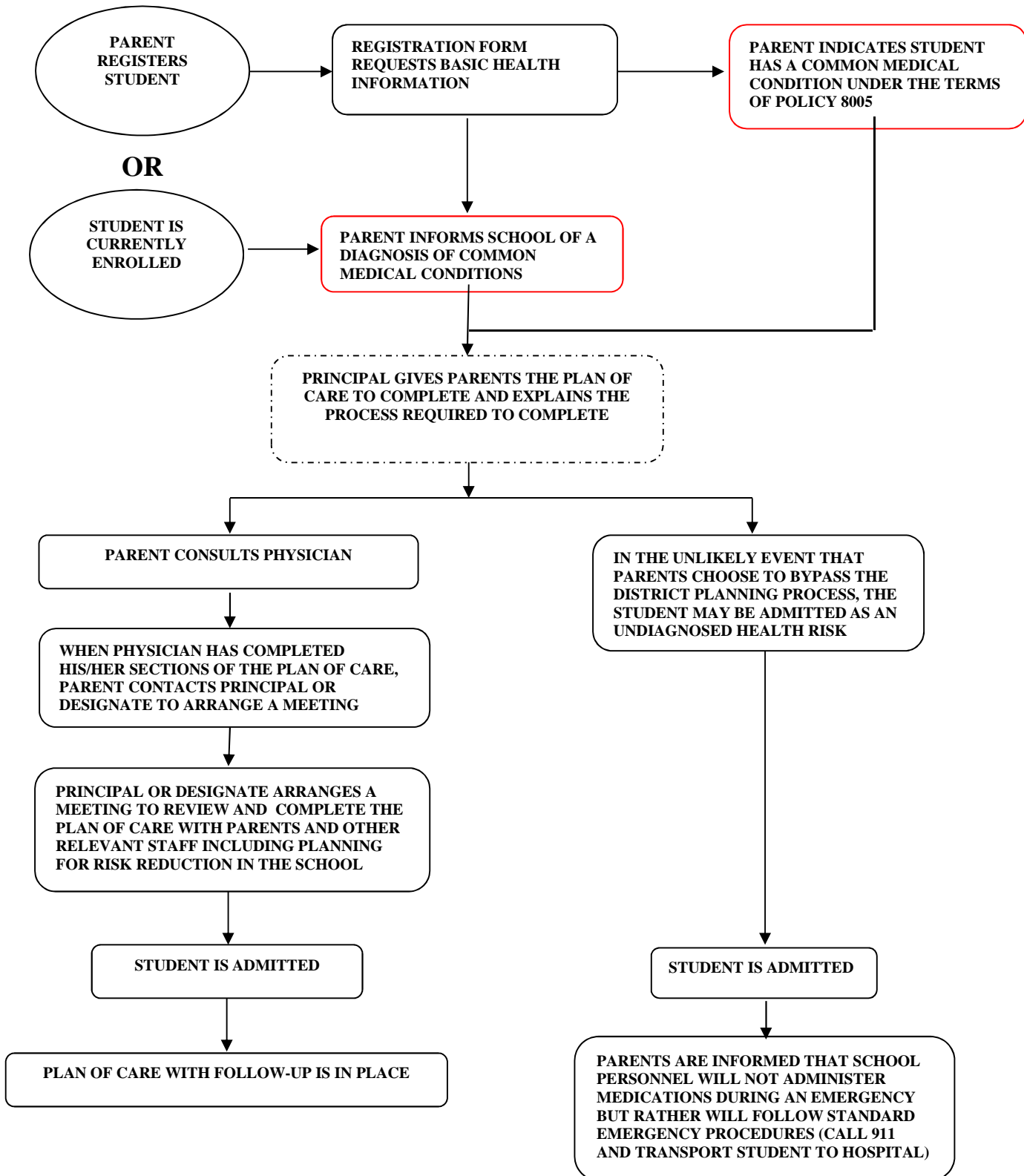
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SCHOOL DISTRICT NO. 69 (QUALICUM)

APPENDIX 1 - STUDENT HEALTH AND COMMON MEDICAL CONDITIONS

PLAN OF CARE AT THE SCHOOL LEVEL – FLOW CHART





SCHOOL DISTRICT No. 69 (QUALICUM)

APPENDIX II - STUDENT HEALTH AND COMMON MEDICAL CONDITIONS ANNUAL UPDATE – EMERGENCY RELEASE AND HEALTH INFORMATION

Dear Parents/Guardians: Please review the following information that your child's school has for your child regarding "Student Emergency Release" and "Student Health Questionnaire". This information must be updated annually.

Please review, update, and return the completed form to your school office within one week of receiving it.

School:	Grade:	HR Teacher:
STUDENT INFORMATION:		
Student Usual Surname:		Student Usual First Name:
Student Health Care #		Who has custody:
Parent/Legal Guardian Name1:		Primary Telephone #1:
Parent/Legal Guardian Name2:		Primary Telephone #2:

Student Emergency Release Form: In the event of an earthquake or other disaster where I am unable to collect my child from school I, being the parent/legal guardian of the above-noted child, authorize the release of my child, into the custody of the following people (please provide at least two names, one of which should be out of the area, or out of the Province, and others should be within the school catchment area – neighbours, siblings, etc.).

PLEASE ENSURE THAT YOU HAVE DISCUSSED THIS WITH THE PEOPLE YOU HAVE LISTED.

CATCHMENT/IN AREA CONTACT:		
Name	Address	Telephone Number
1.		
2.		
3.		
OUT OF AREA/OUT OF PROVINCE CONTACT:		
Name	Address	Telephone Number
1.		

Medical Alert: If your child requires daily medication or has a medical condition that would require special attention, please provide details below. It will be necessary for the school to have a 72-hour supply of any essential medication:

Medications: _____

I fully realize that during a natural disaster, such as an earthquake, my child will not be released from school to another adult unless authorized by myself, and that on the release of my child a record shall be kept at the school of the name of their temporary guardian, time of release, and expected destination.

Date: _____

Parent Name (please print): _____ Parent Signature: _____

FOR OFFICE/STAFF USE ONLY:	
Student released to:	Signature:
Date and time:	Destination:
Released by:	Signature:

Student Health Questionnaire – Annual Updates

SECTION 1. Has your child had a Tetanus shot within the last ten years? Yes No

SECTION 2:

1. Does your child have a physician diagnosed **potentially life-threatening** condition such as (please circle Yes or No):
- | | | | |
|----|--|-----|----|
| a. | Diabetes | Yes | No |
| b. | Epilepsy with a history of seizures in the past 2 years | Yes | No |
| c. | Severe allergic reactions needing adrenaline or hospitalization | Yes | No |
| d. | Severe asthma reactions needing immediate medical treatment or medication to prevent an emergency | Yes | No |
| e. | Blood clotting disorders (ie: hemophilia that requires immediate medical care) | Yes | No |
| f. | <i>Any other conditions that may require emergency care at school. If yes, please describe:</i> | Yes | No |
-
2. Does your child need to take medication on a continuing basis while at school Yes No
3. Does your child need assistance or supervision in taking his/her medication Yes No
4. Will your child need emergency medication for an allergic reaction or other medical condition Yes No

If you answered “Yes” to any of the Questions in Section 2 above, the school secretary will send you a second questionnaire that deals specifically with your child’s condition. Please complete these forms and return to the school as soon as possible.

Date: _____

Parent Name (please print): _____ Parent Signature: _____

FOR OFFICE/STAFF USE ONLY:

Name of Follow up documentation distributed, if applicable: _____

Date Follow up documentation sent: _____

Date completed Follow up documentation received by school: _____



SCHOOL DISTRICT No. 69 (QUALICUM)

APPENDIX III - STUDENT HEALTH AND COMMON MEDICAL CONDITIONS

**SAMPLE LETTER INVITING TO PARENT/GUARDIAN TO MEETING
TO DEVELOP PLAN OF CARE**

(SCHOOL DISTRICT LETTERHEAD)

(Insert Date)

(Insert Parent/Guardian Name

Address

City, BC PC)

Dear Parent/Guardian:

You recently advised the school that *(insert child/student name)* requires support relating to *(insert name of common medical condition...asthma, anaphylaxis, epilepsy or diabetes)*.

The Qualicum School District supports children/students with a prevalent medical condition and values the opportunity to work collaboratively with parents and students in the development of a Plan of Care to meet your child's needs. A meeting for this purpose has been scheduled for *(insert date and time)* at the school.

You are asked to bring any pertinent medical reports as well as the completed consent forms for the administration of medication at school and school-related events and the sharing of information. I will chair the meeting and *(insert names of school staff to attend)* will also be in attendance. You and *(insert child's name)* are also welcome to bring additional individuals who can contribute to the development of the Plan of Care.

A copy of the Board's policies/procedures pertaining to the management of common medical conditions is included for you to read prior to the meeting. Should you have further questions about this meeting, or the materials provided, you are welcome to contact me at *(insert contact information)*. We look forward to working together to ensure a safe and successful year for your child.

Sincerely,

(Principal)



School District 69 (Qualicum)

Appendix IV – Student Health and Common Medical Conditions

PLAN OF CARE — ANAPHYLAXIS

STUDENT INFORMATION

Student Name _____ Date Of Birth _____

P.E.N. # _____ Age _____

Grade _____ Teacher(s) _____

Student Photo (optional)

EMERGENCY CONTACTS (LIST IN PRIORITY)

NAME	RELATIONSHIP	DAYTIME PHONE	ALTERNATE PHONE
1.			
2.			
3.			

KNOWN LIFE-THREATENING TRIGGERS

CHECK (✓) THE APPROPRIATE BOXES

☐ Food(s): _____ ☐ Insect Stings: _____

☐ Other: _____

Epinephrine Auto-Injector(s) Expiry Date (s): _____

Dosage: ☐ EpiPen® Jr. 0.15 mg ☐ EpiPen® 0.30 mg Location Of Auto-Injector(s): _____

☐ Previous anaphylactic reaction: **Student is at greater risk.**

☐ Has asthma. **Student is at greater risk.** If student is having a reaction and has difficulty breathing, give epinephrine before asthma medication.

☐ Any other medical condition or allergy? _____

Does the student carry his/her own EpiPen? ☐ Yes ☐ No

DAILY/ROUTINE ANAPHYLAXIS MANAGEMENT

SYMPTOMS

A STUDENT HAVING AN ANAPHYLACTIC REACTION MIGHT HAVE ANY OF THESE SIGNS AND SYMPTOMS:

- **Skin system:** hives, swelling (face, lips, tongue), itching, warmth, redness.
- **Respiratory system** (breathing): coughing, wheezing, shortness of breath, chest pain or tightness, throat tightness, hoarse voice, nasal congestion or hay fever-like symptoms (runny, itchy nose and watery eyes, sneezing), trouble swallowing.
- **Gastrointestinal system** (stomach): nausea, vomiting, diarrhea, pain or cramps.
- **Cardiovascular system** (heart): paler than normal skin colour/blue colour, weak pulse, passing out, dizziness or light-headedness, shock.
- **Other:** anxiety, sense of doom (the feeling that something bad is about to happen), headache, uterine cramps, metallic taste.

EARLY RECOGNITION OF SYMPTOMS AND IMMEDIATE TREATMENT COULD SAVE A PERSON'S LIFE.

Avoidance of an allergen is the main way to prevent an allergic reaction.

Food Allergen(s): eating even a small amount of a certain food can cause a severe allergic reaction.

Food(s) to be avoided: _____

Safety measures: _____

Insect Stings: (Risk of insect stings is higher in warmer months. Avoid areas where stinging insects nest or congregate. Destroy or remove nests, cover or move trash cans, keep food indoors.)

Designated eating area inside school building _____

Safety measures: _____

Other information: _____

EMERGENCY PROCEDURES

(DEALING WITH AN ANAPHYLACTIC REACTION)

ACT QUICKLY. THE FIRST SIGNS OF A REACTION CAN BE MILD, BUT SYMPTOMS CAN GET WORSE QUICKLY.

STEPS

1. Give epinephrine auto-injector (e.g. EpiPen®) at the first sign of a known or suspected anaphylactic reaction.
2. Call 9-1-1. Tell them someone is having a life-threatening allergic reaction.
3. Give a second dose of epinephrine as early as five (5) minutes after the first dose if there is no improvement in symptoms.
4. Follow direction of emergency personnel, including transport to hospital (ideally by ambulance), even if symptoms are mild or have stopped. The reaction could worsen or come back, even after treatment. Stay in the hospital for an appropriate period of observation as decided by the emergency department physician (generally about 4 - 6 hours).
5. Call emergency contact person; e.g. Parent(s)/Guardian(s).

HEALTHCARE PROVIDER INFORMATION (OPTIONAL)

Healthcare provider may include: Physician, Nurse Practitioner, Registered Nurse, Pharmacist, Respiratory Therapist, Certified Respiratory Educator, or Certified Asthma Educator.

Healthcare Provider's Name: _____

Profession/Role: _____

Signature: _____ Date: _____

Special Instructions/Notes/Prescription Labels:

If medication is prescribed, please include dosage, frequency and method of administration, dates for which the authorization to administer applies, and possible side effects.

★ This information may remain on file if there are no changes to the student's medical condition.

AUTHORIZATION/PLAN REVIEW

INDIVIDUALS WITH WHOM THIS PLAN OF CARE IS TO BE SHARED

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

Other individuals to be contacted regarding Plan Of Care:

Before-School Program ☐ Yes ☐ No _____

After-School Program ☐ Yes ☐ No _____

School Bus Driver/Route # (If Applicable) _____

Other: _____

This plan remains in effect for the 20__ - 20__ school year without change and will be reviewed on or before: _____. (It is the parent(s)/guardian(s) responsibility to notify the principal if there is a need to change the plan of care during the school year.)

Parent(s)/Guardian(s): _____ Date: _____
Signature

Student: _____ Date: _____
Signature

Principal: _____ Date: _____
Signature



STUDENT'S NAME: _____ SCHOOL: _____

Parent Information/Authorization (Please initial here as appropriate and sign on Page 2 of this form)

- _____ I agree to supply the school with an up-to-date EpiPen(s).
- _____ I agree to provide the student with a medic alert bracelet and fanny pack for the EpiPen.
- _____ I agree to ensure that the student understands his/her responsibilities for his/her safety.
- _____ I agree to ensure that the student will have an EpiPen on his/her person at all times while at school.
- _____ I understand that my failure to do any of the above may result in an inability to implement timely emergency procedures for this potentially life threatening condition.
- _____ I authorize the staff of School District 69 (Qualicum) and its agents including volunteers to execute the ANAPHYLAXIS EMERGENCY PLAN herein outlined.
- _____ I give consent for the identification of my son/daughter as a person with a life-threatening allergy and I understand that this may include the display of pertinent information in strategic locations within the school in order to ensure that staff are able to respond to emergencies. School District 69 (Qualicum) affirms its commitment to maintain confidentiality and to enhance student self-esteem to the greatest extent possible in these circumstances and to respond to concerns regarding confidentiality which may arise.
- _____ If changes occur in the condition of my son/daughter, in his/her medications or recommended treatments I agree to provide to the school in a timely manner any information which is appropriate in order to ensure safety.

Student Information/Authorization (Please initial here as appropriate and sign on Page 2 of this form)

_____ I agree to inform my school principal any time that I experience an anaphylactic reaction during the school day.

Physician Information/Authorization (Please initial here as appropriate and sign on Page 2 of this form)

For the student named above, please identify the allergen(s) or "triggering" condition(s) which could be expected to cause an anaphylactic reaction: Peanuts ____ Nuts ____ Dairy ____ Insects ____ Latex ____
Others foods _____
Other _____

Please describe the symptoms which might be expected (initial as appropriate)

- _____ Skin - hives, swelling, itching, warmth, redness, rash.
- _____ Respiratory (breathing) - wheezing, shortness of breath, throat tightness, cough, hoarse voice, chest pain, nasal congestion, hay-fever like symptoms (runny, itchy nose and watery eyes, sneezing, trouble swallowing.
- _____ Gastro-intestinal (stomach) - nausea, pain/cramps, vomiting, diarrhea.
- _____ Cardio-vascular (heart) - pale/blue colour, weak pulse, passing out, dizzy/light-headed, shock.
- _____ Other: anxiety, feeling of "impending doom", headache, uterine cramps (in females)

Additional symptoms/comments _____



SCHOOL DISTRICT No. 69 (QUALICUM)

APPENDIX IX - STUDENT HEALTH AND COMMON MEDICAL CONDITIONS RECORDING FORM - REQUEST FOR ADMINISTRATION OF MEDICATIONS

***Note:** School District regulations restrict Epi-Pen® use to pre-loaded single dosage auto-injection Epi-Pens®.

SECTION A: TO BE COMPLETED BY PARENT OR GUARDIAN

Student's Name	Birthday (d/m/y)	
Parent or Guardian	Home Phone	Work Phone
Emergency Contact	Emergency Phone	Other Phone
Physician	Clinic	Phone

SECTION B: TO BE COMPLETED BY PRESCRIBING PHYSICIAN

In my opinion, the following procedures are medically appropriate for the above-named student and should be administered during school hours if needed.

Condition(s) which may make medication necessary: _____

Name of Medication	Dosage/Frequency	Directions for Use
_____	_____	_____
_____	_____	_____
_____	_____	_____

Additional Comments (possible reactions, consequences of missing medication, etc): _____

Physician's Signature: _____ Date: _____

SECTION C: TO BE COMPLETED BY PARENT OR GUARDIAN

I will notify the school promptly of any changes in medication ordered.

Signature of Parent/Guardian: _____ Date: _____

REQUEST FOR ADMINISTRATION OF MEDICATION**SECTION D: TO BE COMPLETED BY SCHOOLSTAFF**

Each staff member who is responsible for the administration or supervision of the medication must review the information on this paper, then date and sign below.

Date	Signature	Comments (if any)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

PARENT/GUARDIAN INFORMED AUTHORIZATION AND RELEASE

I/We hereby request that the administration of medication/Epi-Pen® be provided. I/We understand that the service will be provided by a person without medical or nursing training. All training will be the parent's responsibility at no cost to the Board. It is further agreed that the student will carry the medication. It is further understood that in the absence of the regular bus driver, a replacement driver may be assigned to this route. The replacement driver may or may not be trained to administer the medication/Epi-Pen®. I/We agree to provide the Board with an updated medical statement whenever there is a change in the physician's instructions with respect to medication/Epi-Pen®.

I/We confirm that the physician named above has fully explained to me/us and my/our child (student named above) the results and affects and possible side-effects of such treatment and hereby acknowledge that I/we have read and fully understand the terms set out herein. I/We have received a copy of the Board's policy and procedures in this regard, and I/we have read and understand their contents and agree to abide by the terms set out.

IN CONSIDERATION of the School Board authorizing certain of its employees to administer the above medication/Epi-Pen® as required in this authorization form, I/WE HEREBY RELEASE AND FOREVER DISCHARGE the Board of Education of School District No. 20 (Kootenay-Columbia), its members, officers, administrators and employees from any and all claims whatsoever and actions or causes of action which I/we may have against the Board, its members, officers, administrators and employees arising out of the administration of the medication/Epi-Pen® referred to in this authorization/release form.

Date: _____

Signature of Parent(s)/Guardian(s): _____



School District 69 (Qualicum)

Appendix V – Student Health and Common Medical Conditions

Page 1 of 1

ANAPHYLAXIS INCIDENT REPORT FORM

Date of Report _____ Time of Report _____

School _____

Report Completed by _____

Was an incident review meeting held? Yes ___ No ___

If yes, who was in attendance?

(attendees may include principal, relevant school staff, parent/guardians, public health nurse, physician)

Date of Incident _____ Time of Incident _____

Exact Location of Incident _____

Persons Involved in the Incident _____

Details of the Incident (attach separate sheets or documents as necessary)

Actions Taken _____

Follow-up planning/timelines (if applicable) _____

Signature of principal _____

Signature of the parent/guardian (s) _____

Signature of nurse or physician (if in attendance at a review meeting) _____

Distribution:

School File ☐

Student Permanent File ☐

SD69 Health & Safety Committee ☐



School District 69 (Qualicum)

Appendix VI – Student Health and Common Medical Conditions

PLAN OF CARE — ASTHMA

STUDENT INFORMATION

Student Name _____ Date Of Birth _____

P.E.N. # _____ Age _____

Grade _____ Teacher(s) _____

Student Photo (optional)

EMERGENCY CONTACTS (LIST IN PRIORITY)

NAME	RELATIONSHIP	DAYTIME PHONE	ALTERNATE PHONE
1.			
2.			
3.			

KNOWN ASTHMA TRIGGERS

CHECK (✓) ALL THOSE THAT APPLY

☐ Colds/Flu/Illness

☐ Change In Weather

☐ Pet Dander

☐ Strong Smells

☐ Smoke (e.g., tobacco, fire, cannabis, second-hand smoke)

☐ Mould

☐ Dust

☐ Cold Weather

☐ Pollen

☐ Physical Activity/Exercise

☐ Other (Specify) _____

☐ At Risk For Anaphylaxis (Specify Allergen) _____

☐ Asthma Trigger Avoidance Instructions: _____

☐ Frequency of Asthmatic episodes: ☐ Daily ☐ Weekly ☐ Seasonally ☐ Other: _____

☐ Any Other Medical Condition Or Allergy? _____

DAILY/ ROUTINE ASTHMA MANAGEMENT

RELIEVER INHALER USE AT SCHOOL AND DURING SCHOOL-RELATED ACTIVITIES

A reliever inhaler is a fast-acting medication (usually blue in colour) that is used when someone is having asthma symptoms. The reliever inhaler should be used:

☐ When student is experiencing asthma symptoms (e.g., trouble breathing, coughing, wheezing).

☐ Other (explain): _____

Use reliever inhaler _____ in the dose of _____
(Name of Medication) (Number of Puffs)

Spacer (valved holding chamber) provided? ☐ Yes ☐ No

Place a (✓) check mark beside the type of reliever inhaler that the student uses:

☐ Airomir ☐ Ventolin ☐ Bricanyl ☐ Other (Specify) _____

☐ Student requires assistance to **access** reliever inhaler. Inhaler must be **readily accessible**.

Reliever inhaler is kept:

☐ With _____ – location: _____ Other Location: _____

☐ In locker # _____ Locker Combination: _____

☐ Student **will carry** their reliever inhaler **at all times** including during recess, gym, outdoor and off-site activities.

Reliever inhaler is kept in the student's:

☐ Pocket

☐ Backpack/fanny Pack

☐ Case/pouch

☐ Other (specify): _____

Does student require assistance to **administer** reliever inhaler? ☐ Yes ☐ No

☐ Student's **spare** reliever inhaler is kept:

☐ In main office (specify location): _____ Other Location: _____

☐ In locker #: _____ Locker Combination: _____

CONTROLLER MEDICATION USE AT SCHOOL AND DURING SCHOOL-RELATED ACTIVITIES

Controller medications are taken regularly every day to control asthma. Usually, they are taken in the morning and at night, so generally not taken at school (unless the student will be participating in an overnight activity).

Use/administer _____ In the dose of _____ At the following times: _____
(Name of Medication)

Use/administer _____ In the dose of _____ At the following times: _____
(Name of Medication)

Use/administer _____ In the dose of _____ At the following times: _____
(Name of Medication)

EMERGENCY PROCEDURES

IF ANY OF THE FOLLOWING OCCUR:

- Continuous coughing
- Trouble breathing
- Chest tightness
- Wheezing (whistling sound in chest)

(* Student may also be restless, irritable and/or quiet.)

TAKE ACTION:

STEP 1: Immediately use fast-acting reliever inhaler (usually a blue inhaler). Use a spacer if provided.

STEP 2: Check symptoms. Only return to normal activity when all symptoms are gone. If symptoms get worse or do not improve within 10 minutes, this is an **EMERGENCY!** Follow steps below.

IF ANY OF THE FOLLOWING OCCUR:

- Breathing is difficult and fast
- Cannot speak in full sentences
- Lips or nail beds are blue or grey
- Skin or neck or chest sucked in with each breath

(*Student may also be anxious, restless, and/or quiet.)

THIS IS AN EMERGENCY:

STEP 1: IMMEDIATELY USE ANY FAST-ACTING RELIEVER (USUALLY A BLUE INHALER). USE A SPACER IF PROVIDED.

Call 9-1-1 for an ambulance. Follow 9-1-1 communication protocol with emergency responders.

STEP 2: If symptoms continue, use reliever inhaler every 5-15 minutes until medical attention arrives.

While waiting for medical help to arrive:

- ✓ Have student sit up with arms resting on a table (do not have student lie down unless it is an anaphylactic reaction).
- ✓ Do not have the student breathe into a bag.
- ✓ Stay calm, reassure the student and stay by his/her side.
- ✓ Notify parent(s)/guardian(s) or emergency contact.

HEALTHCARE PROVIDER INFORMATION (OPTIONAL)

Healthcare provider may include: Physician, Nurse Practitioner, Registered Nurse, Pharmacist, Respiratory Therapist, Certified Respiratory Educator, or Certified Asthma Educator.

Healthcare Provider's Name: _____

Profession/Role: _____

Signature: _____ Date: _____

Special Instructions/Notes/Prescription Labels:

If medication is prescribed, please include dosage, frequency and method of administration, dates for which the authorization to administer applies, and possible side effects.

★ This information may remain on file if there are no changes to the student's medical condition.

AUTHORIZATION/PLAN REVIEW

INDIVIDUALS WITH WHOM THIS PLAN OF CARE IS TO BE SHARED

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

Other Individuals To Be Contacted Regarding Plan Of Care:

Before-School Program ☐ Yes ☐ No _____

After-School Program ☐ Yes ☐ No _____

School Bus Driver/Route # (If Applicable) _____

Other: _____

This plan remains in effect for the 20__ — 20__ school year without change and will be reviewed on or before: _____. (It is the parent(s)/guardian(s) responsibility to notify the principal if there is a need to change the plan of care during the school year).

Parent(s)/Guardian(s): _____ Date: _____
Signature

Student: _____ Date: _____
Signature

Principal: _____ Date: _____
Signature



School District 69 (Qualicum)

Appendix VII – Student Health and Common Medical Conditions

PLAN OF CARE — TYPE 1 DIABETES

Plan of Care

STUDENT INFORMATION

Student Name _____ Date Of Birth _____

P.E.N. # _____ Age _____

Grade _____ Teacher(s) _____

Student Photo (optional)

EMERGENCY CONTACTS (LIST IN PRIORITY)

NAME	RELATIONSHIP	DAYTIME PHONE	ALTERNATE PHONE
1.			
2.			
3.			

TYPE 1 DIABETES SUPPORTS

Names of trained individuals who will provide support with diabetes-related tasks: (e.g. designated staff or community care allies.) _____

Method of home-school communication: _____

Any other medical condition or allergy? _____

DAILY/ROUTINE TYPE 1 DIABETES MANAGEMENT

Student is able to manage their diabetes care independently and does not require any special care from the school.

☐ Yes

☐ No

☐ If Yes, go directly to page five (5) — Emergency Procedures

ROUTINE	ACTION
<p>BLOOD GLUCOSE MONITORING</p> <p><input type="checkbox"/> Student requires trained individual to check BG/ read meter.</p> <p><input type="checkbox"/> Student needs supervision to check BG/ read meter.</p> <p><input type="checkbox"/> Student can independently check BG/ read meter.</p> <p><input type="checkbox"/> Student has continuous glucose monitor (CGM)</p> <p>★ Students should be able to check blood glucose anytime, anyplace, respecting their preference for privacy.</p>	<p>Target Blood Glucose Range _____</p> <p>Time(s) to check BG: _____</p> <p>_____</p> <p>Contact Parent(s)/Guardian(s) if BG is: _____</p> <p>Parent(s)/Guardian(s) Responsibilities: _____</p> <p>_____</p> <p>School Responsibilities: _____</p> <p>_____</p> <p>Student Responsibilities: _____</p>
<p>NUTRITION BREAKS</p> <p><input type="checkbox"/> Student requires supervision during meal times to ensure completion.</p> <p><input type="checkbox"/> Student can independently manage his/her food intake.</p> <p>★ Reasonable accommodation must be made to allow student to eat all of the provided meals and snacks on time. Students should not trade or share food/snacks with other students.</p>	<p>Recommended time(s) for meals/snacks: _____</p> <p>Parent(s)/Guardian(s) Responsibilities: _____</p> <p>_____</p> <p>School Responsibilities: _____</p> <p>_____</p> <p>Student Responsibilities: _____</p> <p>Special instructions for meal days/ special events: _____</p> <p>_____</p>

ROUTINE	ACTION (CONTINUED)
<p>INSULIN</p> <p><input type="checkbox"/> Student does not take insulin at school.</p> <p><input type="checkbox"/> Student takes insulin at school by:</p> <p style="padding-left: 20px;"><input type="checkbox"/> Injection</p> <p style="padding-left: 20px;"><input type="checkbox"/> Pump</p> <p><input type="checkbox"/> Insulin is given by:</p> <p style="padding-left: 20px;"><input type="checkbox"/> Student</p> <p style="padding-left: 20px;"><input type="checkbox"/> Student with supervision</p> <p style="padding-left: 20px;"><input type="checkbox"/> Parent(s)/Guardian(s)</p> <p style="padding-left: 20px;"><input type="checkbox"/> Trained Individual</p> <p>* All students with Type 1 diabetes use insulin. Some students will require insulin during the school day, typically before meal/nutrition breaks.</p>	<p>Location of insulin: _____</p> <p>_____</p> <p>Required times for insulin: _____</p> <p><input type="checkbox"/> Before school: <input type="checkbox"/> Morning Break:</p> <p><input type="checkbox"/> Lunch Break: <input type="checkbox"/> Afternoon Break:</p> <p><input type="checkbox"/> Other (Specify): _____</p> <p>Parent(s)/Guardian(s) responsibilities: _____</p> <p>School Responsibilities: _____</p> <p>Student Responsibilities: _____</p> <p>Additional Comments: _____</p>
<p>ACTIVITY PLAN</p> <p>Physical activity lowers blood glucose. BG is often checked before activity. Carbohydrates may need to be eaten before/after physical activity. A source of fast-acting sugar must always be within students' reach.</p>	<p>Please indicate what this student must do prior to physical activity to help prevent low blood sugar:</p> <p>1. Before activity: _____</p> <p>2. During activity: _____</p> <p>3. After activity: _____</p> <p>Parent(s)/Guardian(s) Responsibilities: _____</p> <p>School Responsibilities: _____</p> <p>Student Responsibilities: _____</p> <p>For special events, notify parent(s)/guardian(s) in advance so that appropriate adjustments or arrangements can be made. (e.g. extracurricular, Terry Fox Run)</p>

ROUTINE	ACTION (CONTINUED)
<p>DIABETES MANAGEMENT KIT</p> <p>Parents must provide, maintain, and refresh supplies. School must ensure this kit is accessible all times. (e.g. field trips, fire drills, lockdowns) and advise parents when supplies are low.</p>	<p>Kits will be available in different locations but will include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Blood Glucose meter, BG test strips, and lancets <input type="checkbox"/> Insulin and insulin pen and supplies. <input type="checkbox"/> Source of fast-acting sugar (e.g. juice, candy, glucose tabs.) <input type="checkbox"/> Carbohydrate containing snacks <input type="checkbox"/> Other (Please list) _____ <p>Location of Kit: _____</p>
<p>SPECIAL NEEDS</p> <p>A student with special considerations may require more assistance than outlined in this plan.</p>	<p>Comments:</p>

EMERGENCY PROCEDURES

HYPOGLYCEMIA – LOW BLOOD GLUCOSE (4 mmol/L or less)

DO NOT LEAVE STUDENT UNATTENDED

Usual symptoms of Hypoglycemia for my child are:

- | | | | |
|---|--|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> Shaky | <input type="checkbox"/> Irritable/Grouchy | <input type="checkbox"/> Dizzy | <input type="checkbox"/> Trembling |
| <input type="checkbox"/> Blurred Vision | <input type="checkbox"/> Headache | <input type="checkbox"/> Hungry | <input type="checkbox"/> Weak/Fatigue |
| <input type="checkbox"/> Pale | <input type="checkbox"/> Confused | <input type="checkbox"/> Other _____ | |

Steps to take for Mild Hypoglycemia (student is responsive)

1. Check blood glucose, give _____ grams of fast acting carbohydrate (e.g. ½ cup of juice, 15 skittles)
2. Re-check blood glucose in 15 minutes.
3. If still below 4 mmol/L, repeat steps 1 and 2 until BG is above 4 mmol/L. Give a starchy snack if next meal/snack is more than one (1) hour away.

Steps for Severe Hypoglycemia (student is unresponsive)

1. Place the student on their side in the recovery position.
2. Call 9-1-1. Do not give food or drink (choking hazard). Supervise student until emergency medical personnel arrives.
3. Contact parent(s)/guardian(s) or emergency contact

HYPERGLYCEMIA — HIGH BLOOD GLOCOSE (14 MMOL/L OR ABOVE)

Usual symptoms of hyperglycemia for my child are:

- | | | |
|---|---|---|
| <input type="checkbox"/> Extreme Thirst | <input type="checkbox"/> Frequent Urination | <input type="checkbox"/> Headache |
| <input type="checkbox"/> Hungry | <input type="checkbox"/> Abdominal Pain | <input type="checkbox"/> Blurred Vision |
| <input type="checkbox"/> Warm, Flushed Skin | <input type="checkbox"/> Irritability | <input type="checkbox"/> Other: _____ |

Steps to take for Mild Hyperglycemia

1. Allow student free use of bathroom
2. Encourage student to drink water only
3. Inform the parent/guardian if BG is above _____

Symptoms of Severe Hyperglycemia (Notify parent(s)/guardian(s) immediately)

- | | | |
|---|-----------------------------------|--|
| <input type="checkbox"/> Rapid, Shallow Breathing | <input type="checkbox"/> Vomiting | <input type="checkbox"/> Fruity Breath |
|---|-----------------------------------|--|

Steps to take for Severe Hyperglycemia

1. If possible, confirm hyperglycemia by testing blood glucose
2. Call parent(s)/guardian(s) or emergency contact

HEALTHCARE PROVIDER INFORMATION (OPTIONAL)

Healthcare provider may include: Physician, Nurse Practitioner, Registered Nurse, Pharmacist, Respiratory Therapist, Certified Respiratory Educator, or Certified Asthma Educator.

Healthcare Provider's Name: _____

Profession/Role: _____

Signature: _____ Date: _____

Special Instructions/Notes/Prescription Labels:

If medication is prescribed, please include dosage, frequency and method of administration, dates for which the authorization to administer applies, and possible side effects.

*This information may remain on file if there are no changes to the student's medical condition.

AUTHORIZATION/PLAN REVIEW

INDIVIDUALS WITH WHOM THIS PLAN OF CARE IS TO BE SHARED

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

Other individuals to be contacted regarding Plan Of Care:

Before-School Program ☐ Yes ☐ No _____

After-School Program ☐ Yes ☐ No _____

School Bus Driver/Route # (If Applicable) _____

Other: _____

This plan remains in effect for the 20__ — 20__ school year without change and will be reviewed on or before: _____ (It is the parent(s)/guardian(s) responsibility to notify the principal if there is a need to change the plan of care during the school year.)

Parent(s)/Guardian(s): _____ Date: _____
Signature

Student: _____ Date: _____
Signature

Principal: _____ Date: _____
Signature



Appendix VIII – Student Health and Common Medical Conditions

PLAN OF CARE — EPILEPSY

STUDENT INFORMATION

Student Name _____ Date Of Birth _____

P.E.N. # _____ Age _____

Grade _____ Teacher(s) _____

Student Photo (optional)

EMERGENCY CONTACTS (LIST IN PRIORITY)

NAME	RELATIONSHIP	DAYTIME PHONE	ALTERNATE PHONE
1.			
2.			
3.			

Has an emergency rescue medication been prescribed? ☐ Yes ☐ No

If yes, attach the rescue medication plan, healthcare providers' orders and authorization from the student's parent(s)/guardian(s) for a trained person to administer the medication.

Note: Rescue medication training for the prescribed rescue medication and route of administration (e.g. buccal or intranasal) must be done in collaboration with a regulated healthcare professional.

KNOWN SEIZURE TRIGGERS

CHECK (✓) ALL THOSE THAT APPLY

- ☐ Stress
 ☐ Menstrual Cycle
 ☐ Inactivity
☐ Changes In Diet
 ☐ Lack Of Sleep
 ☐ Electronic Stimulation
 (TV, Videos, Florescent Lights)
☐ Illness
 ☐ Improper Medication Balance
☐ Change In Weather
 ☐ Other _____
☐ Any Other Medical Condition or Allergy? _____

DAILY/ROUTINE EPILEPSY MANAGEMENT	
DESCRIPTION OF SEIZURE (NON-CONVULSIVE)	ACTION:
	(e.g. description of dietary therapy, risks to be mitigated, trigger avoidance.)
DESCRIPTION OF SEIZURE (CONVULSIVE)	ACTION:
SEIZURE MANAGEMENT	
Note: It is possible for a student to have more than one seizure type. Record information for each seizure type.	
SEIZURE TYPE	ACTIONS TO TAKE DURING SEIZURE
(e.g. tonic-clonic, absence, simple partial, complex partial, atonic, myoclonic, infantile spasms) Type: _____ Description: _____	
Frequency of seizure activity: _____ _____ Typical seizure duration: _____	

BASIC FIRST AID: CARE AND COMFORT

First aid procedure(s): _____

Does student need to leave classroom after a seizure? ☐ Yes ☐ No

If yes, describe process for returning student to classroom: _____

BASIC SEIZURE FIRST AID

- Stay calm and track time and duration of seizure
- Keep student safe
- Do not restrain or interfere with student's movements
- Do not put anything in student's mouth
- Stay with student until fully conscious

FOR TONIC-CLONIC SEIZURE:

Protect student's head
Keep airway open/watch breathing
Turn student on side

EMERGENCY PROCEDURES

Students with epilepsy will typically experience seizures as a result of their medical condition.

Call 9-1-1 when:

- Convulsive (tonic-clonic) seizure lasts longer than five (5) minutes.
- Student has repeated seizures without regaining consciousness.
- Student is injured or has diabetes.
- Student has a first-time seizure.
- Student has breathing difficulties.
- Student has a seizure in water
- ★ Notify parent(s)/guardian(s) or emergency contact.

HEALTHCARE PROVIDER INFORMATION (OPTIONAL)

Healthcare provider may include: Physician, Nurse Practitioner, Registered Nurse, Pharmacist, Respiratory Therapist, Certified Respiratory Educator, or Certified Asthma Educator.

Healthcare Provider's Name: _____

Profession/Role: _____

Signature: _____ Date: _____

Special Instructions/Notes/Prescription Labels:

If medication is prescribed, please include dosage, frequency and method of administration, dates for which the authorization to administer applies, and possible side effects.

★This information may remain on file if there are no changes to the student's medical condition.

AUTHORIZATION/PLAN REVIEW

INDIVIDUALS WITH WHOM THIS PLAN OF CARE IS TO BE SHARED

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

Other Individuals To Be Contacted Regarding Plan Of Care:

Before-School Program ☐ Yes ☐ No _____

After-School Program ☐ Yes ☐ No _____

School Bus Driver/Route # (If Applicable) _____

Other: _____

This plan remains in effect for the 20__ — 20__ school year without change and will be reviewed on or before: _____. (It is the parent(s)/guardian(s) responsibility to notify the principal if there is a need to change the plan of care during the school year).

Parent(s)/Guardian(s): _____ Date: _____

Signature

Student: _____ Date: _____

Signature

Principal: _____ Date: _____

Signature



SCHOOL DISTRICT No. 69 (Qualicum)

APPENDIX X – STUDENT HEALTH AND COMMON MEDICAL CONDITIONS

REQUEST FOR SELF-ADMINISTRATION OF MEDICATION AT SCHOOL

Dear Parents/Guardians: This information must be updated annually OR if any changes in condition and/or treatment during the school year. Please review, update and return the completed form to your school office within one week of receiving it.

School:	Grade:	Homeroom Teacher:	
STUDENT INFORMATION:			
Student Usual Surname:		Student Usual First Name:	
Student Health Care #:		Who has custody:	
Parent/Legal Guardian Name 1:		Primary Telephone #1:	
Parent/Legal Guardian Name 2:		Primary Telephone #2:	

THIS SECTION TO BE COMPLETED BY PHYSICIAN

PHYSICIAN'S NAME (please print): _____

PHYSICIAN'S TELEPHONE NUMBER: _____

Name of Medication(s): _____

Details of Self-Administration of Medication(s): _____

Physician's Authorization (Signature): _____ Date: _____

THIS SECTION TO BE COMPLETED BY PARENT/LEGAL GUARDIAN

I understand that it is the responsibility of my child, _____

to carry _____ on their person.

(Specify type of medication)

PLEASE PRINT

Student's Name: _____ Class/Teacher: _____

Name of Parent/Guardian: _____

Signature of Parent/Guardian: _____ Date: _____

Signature of Student*: _____ Date: _____

(*If 18 years of age or older)

Name of Physician: _____ Physician Phone #: _____



SCHOOL DISTRICT No. 69 (QUALICUM)

APPENDIX XI - STUDENT HEALTH AND COMMON MEDICAL CONDITIONS

RECORDING FORM

ADMINISTRATION OF MEDICATIONS

School _____

Student's Name _____

Class _____

DIRECTIONS

Please record below each time medication is administered to the student.

DATE	TIME	MEDICATION	PERSON GIVING MEDICATION

[illegible]



SCHOOL DISTRICT 69 (QUALICUM)

APPENDIX XIII - STUDENT HEALTH AND COMMON MEDICAL CONDITIONS

COMMUNICATION PROTOCOL (911)

COMMON MEDICAL CONDITION EMERGENCY (TO BE READ BY PERSON CALLING 911)

This is _____ School

We are located at:

Address: _____

Nearest Major Intersection/Road: _____

Telephone Number: _____

We have a student with a medical condition (please specify anaphylaxis, asthma, diabetes or epilepsy) who is experiencing difficulty. The student is displaying the following symptoms:

Description of symptoms:

If the student has a life-threatening allergy, inform the dispatcher whether or not epinephrine (an EpiPen®) was administered.

We need an ambulance immediately. The closest school entrance for the ambulance to approach is:

A staff member will be outside of the school entrance to provide more information.

Do you need any more information? _____

How long will it take you to get here? _____

THEN: CALL PARENT(S)/GUARDIAN(S) EMERGENCY CONTACT NUMBER.

[illegible]



**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 | • Nausea |
| • Dizziness, lightheadedness | • Fatigue |
| • Weakness | • Malaise |
| • Confusion | • Anxiety |
| • Numbness | • Difficulty with concentration |
| • Upper respiratory symptoms | • Sinus congestion |
| • Skin irritation | • 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~~

Dates of Adoption/Amendments:

Adopted: 2003.05.27



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

Amended: 2007.05.22: 2016.12.13

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>



TOWARDS A SCENT CONSIDERATE SCHOOL/WORKPLACE ENVIRONMENT

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.



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

TOWARDS A SCENT CONSIDERATE SCHOOL/WORKPLACE ENVIRONMENT

Page 4 of 4

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*



PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

Page 1 of 4

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.



PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

Page 2 of 4

- ~~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.~~

References:

- ~~• Administrative Procedure to Board Policy 8009 804: Physical Restraint and Seclusion of Students~~
- ~~• BC Ministry of Education Provincial Guidelines for Physical Restraint and Seclusion in School Settings~~

Dates of Adoption/Amendments:

Adopted: 2018.1127

Amended:

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



PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

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.~~
2. Behaviour interventions for all students emphasize prevention and positive behavior supports that promote the rights of all students to be treated with dignity.
3. Behaviour interventions will attempt to address the underlying cause and purpose of potentially harmful behaviour.
4. 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.
5. 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.
6. 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>

References:

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



SCHOOL DISTRICT No. 69 (QUALICUM)

BOARD POLICY ~~8009~~ 804

PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

Page 4 of 4

Special Needs Students Order (M235/07)

https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m150_89.pdf



PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

Page 1 of 4

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 8004: Physical Restraint and Seclusion of Students
- Board Policy 7000: 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)



PROGRAMS OF CHOICE AND SPECIALTY ACADEMIES

Page 1 of 2

Context

The B.C. Ministry of Education Curriculum highlights “A curriculum that enables and supports increasingly personalized learning, through quality teaching and learning, flexibility and choice, and high standards.” Student choice and direction are necessary to support the curricular direction.

Policy Statement

The board supports personalized learning through the provision of Programs of Choice for students at all levels.

Guiding Principles

1. Students will be introduced to different subjects and disciplines on a course by course basis by attending discoveries, exploratories or taking locally developed and Board Approved courses throughout their educational journey.
2. To maintain high standards of teaching and learning, all programs of choice will be subject to the following criteria:
 - a. Be cost neutral to the School District over time;
 - b. Be compliant with all Ministry and School District requirements, including those regarding funding claims, course credit reporting, scheduling, safety considerations, collective agreements, and accepted accounting practices;
 - c. Focus on building meaningful credentials for the BC Graduation Program;
 - d. Specify the enhancements that are being provided beyond regular programming;
 - e. Be fully equitable in regard to program enrollment and opportunity, without ability restrictions acting as a barrier to participation; and,
 - f. Be subject to periodic reviews to determine if the Program is meeting student needs and adhering to the requirements listed above.
3. Specialty Academies can be used to offer a Program of Choice that relies on user fees to provide its enhanced experiences, but they are subject to additional requirements listed in Ministry regulation 219/08 and in the Administrative Procedures for this policy.

Definitions:

Programs of Choice -- Courses of study beyond the regular classroom that provide opportunities for students to engage more deeply in areas of interest by extending the Ministry Curriculum. These programs are created by staff selected by students and/or their families as a means for a specialized learning experience.

Specialty Academy – A Program of Choice that meets the criteria established in Ministry regulation 219/08, and provides an enhanced experience for students requiring a student fee payment to be cost neutral to the School District.



References:

- Administrative Procedures to Board Policy 507: Programs of Choice and Specialty Academies
- Building Student Success B.C's Curriculum
<https://curriculum.gov.bc.ca/curriculum/overview>
- Ministry Regulation 219/08
https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/d/bcreg_21908.pdf

Dates of Adoption/Amendments:

Adopted:

Amended:



PURPOSE

1. The purpose of this administrative procedure is to set the requirements for programs and choice and specialty academies in School District No.69
2. This administrative procedure must be read in conjunction with the Policy 507: *Programs of Choice and Specialty Academies*.

APPLICATION PROCESS

Staff interested in providing a specialty academy at their school may, with their principal's approval, apply in writing to the Superintendent of Schools through the District Director of Instruction, before seeking approval from the Board of Education.

Applications must substantively address the following:

- Provide a rationale on the program's educational merits and/or avenue to support the District Strategic Plan that clarify the need for additional costs;
- Specify the enhanced experiences that will require user fees;
- Include a clear budget and proposed user fees;
- Have opportunities for bursaries or fee waivers in place so that cost is not a barrier to participation, as per [District Policy 703](#); and,
- Show clear alignment to Ministry Regulation 219/08.

Minimum Enrolment

While specialty academies may be approved without a roster, operating the program in a given year will typically rely on adequate subscription. Exceptions can be made on a one-year basis with approval from the Superintendent of Schools or designate.

Reference:

- Administrative Procedures to Board Policy 507: Programs of Choice and Specialty Academies
- Board Policy 703 and Administrative Procedures: Student Fees and Band Rentals
- Building Student Success B.C's Curriculum
<https://curriculum.gov.bc.ca/curriculum/overview>
- Ministry Regulation 219/08
https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/d/bcreg_21908.pdf

Dates of Adoption and Amendments:

Adopted:



STUDENT FEES AND BAND INSTRUMENTS FEES AND SUBSIDIES

Page 1 of 1

Purpose

~~It is the intention of the Board of Education to permit schools to charge fees to students only in circumstances permitted by the School Act and in conformity with the attached Regulations attendant Administrative Procedure. No student shall be denied access to a program, course or class because of financial hardship. Fees may not be charged for programs, courses or classes which are required to complete educational programs essential for graduation.~~

Context

The School Act S82 and S168 (2) (j) governs school related fees and rentals. Board of Education Fees (ministry order M236/07) and Provincial Fees (ministry order M140/89) further explains fees and rentals related to graduation from schools in B.C.

Policy Statement

The Board will charge fees as needed ~~and~~ in full compliance with the School Act and Ministry Orders. No student will be denied access to a program, course or class that is required for graduation because they cannot afford the fee.

Guiding Principles

The Board believes that:

1. Every student has a right to complete a graduation program.
2. Any fees charged will be on a cost recovery basis.
3. A monthly boarding subsidy may be provided to families of eligible students to assist ~~families~~ with the costs associated with living away from home while pursuing graduation in a School District 69 school.

References:

- The School Act:
https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_06#section82
https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_11#section168
- Ministry Orders:
https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m236_07.pdf
https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m140_89.pdf
- Administrative Procedures to Board Policy 703: Fees and Subsidies

Dates of Adoption/Amendments:

Adopted: 1979.07.01

Amended: 1984.07.04: 1988.02.14: 1988.12.21: 1990.08.29: 1991.09.24: 1991.12.17:
1995.09.26: 1999.03.23: Reviewed 2005.09.19: 2010.02.23: **2018.02.27**



STUDENT FEES AND BAND INSTRUMENTS FEES AND SUBSIDIES

Schools in which any student fees are to be levied must present their fee schedule to the Superintendent for approval by May 15 of each school year. Prior to June 30 each year, the Superintendent will present a schedule of fees for each school for Board approval.

Prior to the submission of the fee schedule to the Superintendent each school must present the proposed full fee schedule to the Parent Advisory Council of the school for consultation regarding the appropriateness and amount of the fees to be charged.

Each school must annually establish and communicate to parents/guardians the procedures to facilitate participation by any student who would otherwise be excluded from, or experience hindered access to, a program, class or course.

In general, the Board permits schools to charge the following types of fees to students provided that the above conditions are met by schools:

- Schools may charge for, or request that parents/guardians provide for students, personal supplies and equipment which school do not typically provide, such as: writing tools, notebooks, binders, gym wear, basic art supplies, basic calculator, student planners and other supplies for a student's personal use.
- The rental or purchase of musical instruments for a student's personal use. No student will be denied participation in the instrument music program because of inability to pay for the rental of an instrument. Such cases will be determined by the teacher in consultation with the Principal of the school.
- Schools may charge students a returnable deposit for the use by students of school or district equipment or learning resources which are expected to be returned by students after use.
- Fees may be charged for optional school special events, clubs, sporting and social activities which are not regulated by the *School Act* and which are not essential to the educational curriculum of the school. The Board expects schools to be sensitive to the issue of student/family financial hardship in making decisions to sponsor or organize extra-curricular activities.
- Fees may be charged for optional field trips which are not essential to the educational curriculum. If such field trips occur during the normal operating hours of the classroom, the Board requires that students who do not participate in the optional field trip will be provided with quality alternative educational experiences.
- Fees may be charged where students opt to use materials of superior quality - for example, in a shop class - provided that all students have the option of selecting materials of satisfactory quality without charge.
- Fees may be charged for specialty academies in accordance with Specialty Academy provisions of the *School Act*.
- Students in "trades programs" (as defined in the *School Act*) may be required to provide their own tools, equipment and materials, or the Board may charge fees for the purchase or rental of these items as per the *School Act*.



STUDENT FEES AND BAND INSTRUMENTS- FEES AND SUBSIDIES

References:

- *The School Act*
- *Board Policy 703: Fees and Subsidies*

Dates of Adoption/Amendments:

- Adopted: 2018.02.27
- Amended:



EMERGENCY PREPAREDNESS AND CLOSURES

Context:

Along with all levels of government, the Board recognizes that being prepared for various types of emergencies and responding appropriately is essential to maintaining a safe learning and working environment.

Policy:

The Board will develop and maintain a robust emergency preparedness plan and protocol that will include clear direction to all staff and students about preparing, training, rehearsing and reacting to emergencies. These plans and protocols will work together with the plans of local, regional, and provincial governments.

Guiding Principles:

The Board expects that:

1. The District Emergency Preparedness Plan will be maintained and regularly updated. This plan will work in collaboration with municipal/regional plans.
2. All schools and work sites will maintain and update a Site Emergency Preparedness Plan.
3. Training and rehearsal for emergencies will be on-going in each school and worksite.
4. Any potential emergency situation identified by the Health and Safety Committee will be included in the plans.
5. All employees will safeguard children under their care in the event of an emergency or school closure.
6. Parents/guardians will be fully informed of the plans in the case of an emergency, including school closures.

References:

- Emergency Management B.C.
<https://www2.gov.bc.ca/gov/content/safety/emergency-management>
- Emergency Management Oceanside <https://www.emergencyoceanside.ca/>

Dates of Adoption/Amendments:

Adopted: 1994.04.26

Amended: 1996.11.26: 2011.05.24: **2018.02.27**

~~The Board of Education recognizes the importance of being prepared for various types of emergencies, both natural and human caused, that could occur while school is in session, necessitating the need to implement appropriate plans and procedures to deal with such emergencies.~~

~~An emergency is a sudden, unexpected occurrence requiring immediate action to stabilize the situation. Emergencies affecting schools District facilities, and/or District transportation services that may prohibit the intended uses for an~~



EMERGENCY PREPAREDNESS AND CLOSURES

Page 2 of 2

unspecified period of time may include earthquake, fire, flood, road closure, hazardous material accident/spill, threat to schools (i.e. bomb threat), violent physical incident or threat, school bus accident, and/or inclement weather.

All schools and work sites will develop, implement, and maintain a Site Emergency Preparedness Plan taking potential larger scale emergency situations into consideration. The District Emergency Procedures and Site Emergency Preparedness Plan will identify and outline the role of the affected staff in an emergent situation.

To this end, it is important that students, employees and parents be knowledgeable about the various emergency plans and procedures in place at a specific work site and for the District, and to be prepared should an emergency occur. All School District 69 sites will follow the District Emergency Procedures and Site Emergency Preparedness Plan.

The Board of Education will endeavor to ensure that staff and students are trained in fundamental emergency procedures, and that District facilities are as safe as possible from hazards.

References:

- Administrative Procedure: Emergency Preparedness
- District Emergency Procedures



ADMINISTRATIVE PROCEDURES TO BOARD POLICY ~~7009~~ 708

EMERGENCY PREPAREDNESS AND CLOSURES

Page 1 of 3

Site Administrators, in cooperation with the appropriate authorities, shall have Emergency Preparedness Plan procedures in place to ensure the safety of staff and students. That plan should provide for the evacuation, care and reuniting of students with parents.

All employees shall be informed about the Site Emergency Preparedness Plan procedures to be followed at their worksite to ensure their safety and the safety of others.

At the beginning of each school year, parents shall be informed of the District Emergency Procedures and Site Emergency Preparedness Plan. This information will outline emergency procedures to be followed by staff and students in case of an emergency.

Emergency drills, including fire, earthquake, and lockdown, shall be undertaken in conformity with the District Emergency Procedures and Site Emergency Preparedness Plan.

The Board of Education will endeavor to ensure that each district school has sufficient staff trained in the following:

- a. emergency planning
- b. the reduction of hazardous conditions
- c. Basic First Aid, C.P.R. Systematic Search and Basic Rapid Building Damage Assessment.

If materials and supplies beyond those normally provided by the School District are to be kept on hand to augment the Site Emergency Preparedness Plan, then it shall be the responsibility of each worksite to obtain and maintain supplies in good order.

The Site Emergency Preparedness Plan must be easily identifiable and located in the main office of the worksite and any other locations that can be easily accessed by all site employees

The General Manager of Operations shall also develop an Emergency Preparedness Plan to address the safety of students and staff on school buses. Copies of this plan will be located at the Transportation Department Office, on each school bus and at each school.

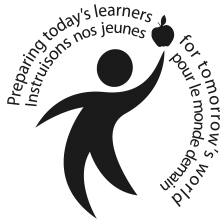
In the event that a Site Administrator (or designate) must implement emergency procedures, the Superintendent of Schools (or designate) must be kept informed of the situation.

In the event of an advance warning of an impending natural disaster or any other occurrence which is a threat to the safety of children in school, the following action will be taken:

- a. The Superintendent of Schools (or designate) and/or Principal shall order a school or school(s) to be locked down or closed.
- b. Parents will be notified in accordance with established school procedures.
- c. Students will be dismissed and a student release/transportation plan enacted.
- d. The General Manager of Operations shall be responsible for providing the immediate transportation of students.
- e. The Superintendent of Schools (or designate) shall immediately notify the public of the threat to student safety and the nature of the emergency.

References:

- Board Policy ~~7009~~ 708: Emergency Preparedness
- *District Emergency Procedures*



SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES TO BOARD POLICY ~~7009~~ 708

EMERGENCY PREPAREDNESS AND CLOSURES

Page 2 of 3

Dates of Adoption/Amendments:

Adopted: 1994.04.26

Amended: 1996.11.26: 2011.05.24: 2018.02.27

Staff Emergency Procedures

Lockdown

Used in response to an armed or dangerous assailant **WITHIN** the school.

Lockdown

- Gather people in your vicinity into a secure room – do this quickly
 - Close and secure doors
 - Turn off lights, be quiet, get down low/behind heavy furniture, get out of sight
 - Silence all cell phones and ask they be placed face down on floor
 - Alert other occupants by any means available and/or call 911 - only if safe to do so
- Or Leave Safe If no secure area is available and a safe exit is, then quickly leave the area/school. Report to the designated assembly area and await instructions.

*Normal activities in the school cease. Await police response.

Hold & Secure

Used if there is a security concern in the neighbourhood

Bring everyone into the school and remain inside

Secure exterior doors

Close exterior window blinds/drapes (if available)

No one may enter or exit the school during Hold and Secure

*Typically normal activities continue **WITHIN** the school.

Room Clear

Used to move people away from a hazard contained in one room/area

Direct students to leave the room/area and report to designated area (Ex. Library)

Summon assistance as needed and appropriate (Ex: call First Aid Attendant, Principal/Vice Principal, Maintenance Staff, 911)

*Staff should remain to manage the situation arising or exit if the room is unsafe

Shelter in Place

Used if an environmental hazard may impact the school

Bring everyone into the school and remain indoors

Secure exterior doors and windows

Close exterior window blinds/drapes (if available)

Turn off all ventilation systems (if locally available/situation dependent)

Staff designates will monitor access to the school via the main entrance.

Access may be denied if a risk exists that jeopardizes the safety of occupants

*Typically normal activities continue **WITHIN** the school

Evacuate

Used to move people out of the school when a hazard exists inside

Direct students and other staff to exit the school via the shortest safe route

Report to and assemble outside at the designated assembly site

*Principal or designate will determine next steps

Drop, Cover, and Hold On

Used in the event of an earthquake, explosion, or any event that shakes the school

Quickly move away from obvious hazards

Drop - low to the ground

Cover - take Cover under a sturdy table, desks, furniture, or other large sturdy items

Hold On - to the furniture you are under and stay there until the shaking stops

After the shaking stops, wait 60 seconds and then Evacuate via the shortest safe route

Report to and assemble outside at the designated assembly site

*Principal or designate will determine next steps

EMERGENCY TERMINOLOGY QUICK REFERENCE

SCHOOL DRILLS

- **Fire**
 - 6 drills/year as follows:
 - 3 drills before end of January
 - 3 drills after the beginning of February
 - Note: actual alarms and false alarms count as drills
- **Earthquake**
 - 3 drills/year
- **Lockdown**
 - 3 drills/year
 - 1 staff only (optional)
 - 2 with staff and students
- **Hold & Secure + Shelter in Place**
 - 1 review of procedure/year
 - Process of securing school exterior is to be rehearsed by Principal/VP and staff only

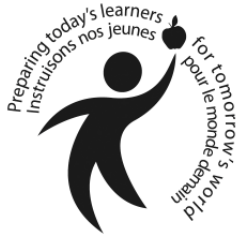
FOR MORE INFORMATION CONTACT

Gillian Wilson
Safe Schools Coordinator
email: gwilson@sd69.bc.ca
office: 250-954-3078

EMERGENCY ASSEMBLY AREA

This Site's Assembly Areas:





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 a school or school function will be subject to section 177 of the School Act (Maintenance of Order).

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**



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 801
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.



SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES TO BOARD POLICY 801

HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE

Page 2 of 2

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 handling 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



**CORPORATE/COMMUNITY SPONSORSHIPS, PARTNERSHIPS AND
ADVERTISING IN SCHOOLS**

Purpose

The Board of Education acknowledges that corporations, businesses and service organizations may from time to time choose to support financially and/or materially public school activities through sponsorships or partnerships. The Board supports the development of sustainable education-business relationships between the Board, its schools, and the community, and encourages community groups, businesses, corporations, labour groups, civic organizations, industries, government agencies, colleges, universities, and others to work with District staff to explore opportunities of this nature.

Acceptable sponsorships/partnerships provide benefits to the educational, cultural, artistic or athletic programs of students through the donations/contributions of products, services or money to a school or the School District. The Board wishes to secure sponsorships/partnerships that are consistent with the values, principles, and objectives of the School District.

The Board believes that it is appropriate to recognize, thank or publicly acknowledge a sponsor's support. Sponsors may be recognized in a dignified and appropriate manner in programs, directories, press releases, newsletters, assemblies and posters. Use of corporate logos and slogans should be modest. There shall be no actual or implied obligation to purchase the product or services of the sponsor.

Where financial considerations are involved as a result of education-business relationships, revenue opportunities for the Board or school shall be optimized. The revenues acquired through sponsorships, partnerships or donations will be used to complement and not replace public funding for education.

While encouraging business and community relationships, the Board recognizes that it has a responsibility to provide as safe, caring and inclusive an environment as possible for all students and recognizes the privacy of parents and teachers. Schools, as learning communities, must not become vehicles for circulation of materials intended primarily for commercial gain, nor for propaganda materials that are inflammatory in nature or contrary to District values.

This Policy does not apply to contracts where a service or product is provided to the Board for a fee or to other arrangements the Board enters into in order to manage its operations.

Definitions

Sponsorship – refers to an organization or commercial enterprise providing financial support or goods or services for an activity, series of activities, program or service. Generally sponsorships shall be for a specific, short term and limited purpose usually no more than one year in duration. Long-term sponsorships may be acceptable provided there is commensurate recognition through appropriate sized contributions to the school or School District. There will be no provision for automatic renewal or extension of the agreement and will be subject to an evaluation process.

Donation – means money, goods or services given to a school or the School District with no expectation of reciprocal provision of goods or services to the donor.

Partnership – is a collaborative relationship between the Board and an organization or business wherein the resources of the Board and the partner are combined to enhance the quality and relevance of the educational program provided by the Board.

School Partner Groups – may include the Parents' Advisory Council (PAC), District Parent Advisory Council (DPAC), teachers and support staff.



**CORPORATE/COMMUNITY SPONSORSHIPS, PARTNERSHIPS AND
ADVERTISING IN SCHOOLS**

Context:

The Board has fiduciary responsibility for ensuring that students are free being influenced through corporate sponsorships, partnerships and/or advertising. We recognize the power of sponsorships, partnerships and advertising to “brand” students.

Policy Statement:

The Board acknowledges that corporate sponsorships, partnerships and advertising can be beneficial to public education. However, the board reserves the right and responsibility to carefully vet and manage these relationships to ensure students are not being unduly influenced or branded.

Guiding Principles:

1. The Board supports the development of healthy and sustainable education-business relationships between the Board, its schools, and the community.
2. The Board encourages, businesses, corporations, labour, community and civic groups, government and educational agencies to seek collaborative partnerships.
3. All sponsorships/partnerships must be consistent with the values, principles, and objectives of the School District.
4. Schools, as learning communities, must not become vehicles for circulation of materials intended primarily for commercial gain, nor for propaganda materials that are inflammatory in nature or contrary to District values.
5. Instructional materials bearing logos and/or advertising promoting ideological and/or commercial interests are discouraged.
6. Partnerships over more than one school year or \$25,000 ~~must be contracted.~~**requires a contract.** (Refer to [Policy 101 Tendering Purchase and Disposal](#))
7. Commercial enterprises will not normally be permitted access to teachers and students either directly on school property or indirectly through the use of School District or school mailing information or systems.

Definitions:

Sponsor - An organization or commercial enterprise providing financial support or goods or services for an activity, series of activities, program or service.

Donation - Money, goods or services given to a school or the School District with no expectation of reciprocal provision of goods or services to the donor.

Partnership - A collaborative relationship between the Board and an organization or business wherein the resources of the Board and the partner are combined to enhance the quality and relevance of the educational program provided by the Board.

References:

- Administrative Procedure to Board Policy 705: Corporate Community Sponsorships, Partnerships and Advertising in Schools.

Dates of Adoption/Amendments:

Adopted: **2018.02.27**

Amended:



ADMINISTRATIVE PROCEDURES to BOARD POLICY ~~7059~~ **705**

**CORPORATE/COMMUNITY SPONSORSHIPS, PARTNERSHIPS AND
ADVERTISING IN SCHOOLS**

Page 1 of 3

Purpose

The Board acknowledges that corporations, businesses and service organizations may from time to time choose to support financially and/or materially public school activities through sponsorships or partnerships. The Board supports the development of sustainable education-business relationships between the Board, its schools, and the community provided they do not compromise the District's commitment to maintaining ***safe, caring and inclusive schools***.

The Board or, in the case of a school, the Principal or designate, in consultation with school partner groups, shall have the authority to decline any form of donation, sponsorship or partnership that is inconsistent with the values, principles or policies of the School District or the particular school.

No employee of the School District shall accept a personal gift in cash or kind, or benefit from the corporate sponsor or donor. Corporate involvement programs shall not limit the discretion of the schools, teachers, and the School District in the use of sponsored materials.

The following points should be considered in determining whether to allow a request for access to teachers or students or to accept a donation, sponsorship or partnership agreement:

- Will not lead to exploitation of the students
- Does not imply endorsement of the school or the Board
- Offers significant educational, cultural, artistic or athletic benefits or social values for students
- Expected acknowledgement is dignified, modest, reasonable and consistent with this policy
- Is not primarily to solicit sales
- Ensures protections against claims that are false or misleading
- Involves minimal intrusion into instructional time
- School or School District has sufficient funds to pay the costs of installation, on-going maintenance, repairs and training
- Donated goods and services are held to the same standard used for the selection and purchase of curriculum materials.

Sponsorships or sponsorship agreements exceeding \$5000 **\$25,000** in amount or longer than one (1) year in duration shall be confirmed by contract through the School District. Proposals shall be sent to the Secretary Treasurer's office with a detailed rationale to obtain appropriate approvals and/or draw up proper legal agreements in consultation with all stakeholder groups.

Each sponsorship arrangement should have an agreed upon sponsor acknowledgement plan prior to accepting the sponsorship or donation. The sponsor acknowledgement plan shall be approved by the school principal in consultation with the education partner groups for school level sponsorships. The Secretary Treasurer's office will ensure the sponsor acknowledgement plan is acceptable and consistent with this policy for District-wide sponsorship agreements.

Sponsor or partner activity must not infringe on any collective agreement or labour relations' practices.



ADMINISTRATIVE PROCEDURES to BOARD POLICY ~~7059~~ 705

**CORPORATE/COMMUNITY SPONSORSHIPS, PARTNERSHIPS AND
ADVERTISING IN SCHOOLS**

Page 2 of 3

Advertising

In general, the sales, the promotion of sales or the support to sales by canvassing, advertising or by other means on the part of any commercial enterprise may be seen as a violation of the safe and secure environment for students or an invasion of the privacy of parents or teachers. Therefore, commercial enterprises will not normally be permitted access to teachers and students either directly on school property or indirectly through the use of School District or school mailing information or systems.

Limited or selected advertising may be permitted in school or School District publications, provided that it ~~meets standards of good taste and~~ does not conflict with educational objectives. Some requests by individuals or agencies for access to teachers and students are reasonable and contribute to the teaching-learning programs in schools. Recognized charitable organizations and agencies and other organizations having educational and community services attributes may be allowed the opportunity to approach school principals or designated Board staff at the discretion of the Superintendent.

Distribution of materials supplied by genuine, community-oriented organizations may be authorized by the Superintendent, provided that they do not demand undue disruption of school time or routine, and provided that they do not contain political, religious or inflammatory material/messages/images which might create unfavourable community reaction and/or run counter to School District values.

Partnerships

The Board supports and encourages partnerships that:

- Treat the educational and personal welfare of students as the paramount concerns and are in accordance with the highest ethical standards and considerations
- Address an identifiable educational or operational purpose or need consistent with the School District's strategic priorities, statements of purpose, and the provincial goals of education
- Increase the equitable access of students to high quality educational programs, service or learning resources.

Education-business relationships shall be designed to support the curriculum, enhance the quality and relevance of learning, and be relevant to the Board's desired educational outcomes. Care must be taken to ensure that neither schools nor students are exploited through the partnership activities. Any direct involvement by students in a workplace setting shall be for reasons that are educationally relevant and consistent with the principles governing cooperative education.

~~Where the Board is approached by organizations to participate in education-business ventures that will involve co-development of products or services related to education, it is expected that these products/services will be marketable and hence will generate revenue for the Board.~~

It is important that a school or the School District regularly give public acknowledgement to the direct and/or indirect contributions of business partners to school or School District educational programs. The school or School District shall undertake a review of the goals, objectives and



ADMINISTRATIVE PROCEDURES to BOARD POLICY ~~705~~ 705

**CORPORATE/COMMUNITY SPONSORSHIPS, PARTNERSHIPS AND
ADVERTISING IN SCHOOLS**

Page 3 of 3

outcomes of each partnership annually. This must involve input from both partners. The review should allow for revisions to and updating of the partnership agreement.

Donations

The School District is able to issue tax receipts for cash donations and donations of furniture, equipment or similar items valued \$1000 or less. In accordance with Canada Revenue Agency's Policy 413, donated items valued at more than \$1000 must be independently assessed by a third party before the School District can issue a tax receipt. A sponsorship payment from a business for which the business receives a material advantage such as promotion or advertising (for example, in a press release) as part of an acknowledgement plan may not be eligible for a tax receipt under Canada Revenue Agency's rules.

New or used equipment must be at a standard acceptable for use in classrooms and schools and meet School District specifications. Equipment must be installed according to the standards of the School District. The school principal shall consult with the appropriate Board office staff to make this determination. The school and/or School District must consider costs of installation, maintenance, repairs, and training, where necessary, to ensure funds are available to support the acquisition of the donated equipment. If accepted, donations shall become the property of the School District.

Parent Advisory Council (PAC)

A school's Parent Advisory Council (PAC) is often a successful fund-raising group whose efforts facilitate the acquisition of equipment, goods or services in support of the school. Decisions on the methods of raising funds for the school shall be made in consultation with the school's Principal in accordance with School District policies and administrative procedures.

Reference:

- *Board Policy 705 - Corporate/Community Sponsorships, Partnerships and Advertising in Schools*

Dates of Adoption/Amendments:

Adopted: 2018.02.27

Amended:



REPORTING OF SUSPECTED CHILD ABUSE AND NEGLECT

Page 1 of 2

Context:

The Child, Family and Community Service Act (Section 14) delineates every person's responsibility to report suspected child abuse or neglect to the Ministry of Children and Family Development. The Board is responsible for the safety of all students and supports the proper reporting of any harm to a student.

Policy Statement:

The Board is responsible for the safety of all students and supports the proper reporting of any harm to a student while in the care of School District 69.

Guidelines:

1. The Board requires that all staff be ~~trained~~ **supported** in identifying and responding appropriately to any signs and/or symptoms of child abuse or neglect.
2. The Board will provide ~~training~~, **annual review**, support and materials to staff in order to facilitate ~~timely~~ reporting.
3. The Board expects all staff to understand and use the information provided in the British Columbia Handbook for Action on Child Abuse and Neglect – For Service Providers, and/or Responding to Child Welfare Concerns as well as the Administrative Procedures for this policy to guide and assist in reporting.

References:

- Administrative Procedures to Board Policy 706: Reporting of Suspected Child Abuse and Neglect
- Child, Family and Community Service Act (Starting at section 14) https://www.bclaws.gov.bc.ca/civix/document/id/consol30/consol30/96046_01#section14
- B.C. Handbook for Action on Child Abuse and Neglect – For Service Providers
- https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/childabusepreventionhandbook_serviceprovider.pdf
- Responding to Child Welfare Concerns https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/child_abuse_prevention_handbook-general_public_booklet.pdf
- District 69 Tri-lateral Protocol

Dates of Adoption/Amendments:

Adopted: 1980.01.23:

Amended: 1985.07.03: 1987.11.25: 1989.01.25: 1991.02.12: 1996.06.18: 2001.02.27:
Interim Revision September 2010: 2017.01.24:



REPORTING OF SUSPECTED CHILD ABUSE AND NEGLECT

The Board of Education recognizes its responsibility to ensure the safety and well-being of all School District 69 students. The Board requires that all School District 69 staff be aware of, and alert to, signs and symptoms of possible child abuse or neglect and to respond appropriately if there are concerns about a child's safety or well-being.

In reporting incidents of suspected child abuse or neglect, staff will be guided by the Administrative Procedures associated with Board Policy 7140, as well as the provisions of the *Child, Family and Community Services Act* and the procedures described in the *British Columbia Handbook for Action on Child Abuse and Neglect - For Service Providers*.

References:

- Administrative Procedure to Board Policy 7140: Reporting of Suspected Child Abuse and Neglect
- The B.C. Handbook for Action on Child Abuse and Neglect – For Service Providers (June 2017) https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/childabusepreventionhandbook_serviceprovider.pdf
- Responding to Child Welfare Concerns – Your Role in Knowing When and What to Report (March 2017) https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/childabusepreventionhandbook_generalpublicbooklet.pdf
- Child, Family and Community Services Act
- District 69 Tri-Lateral Protocol



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 7140 706

REPORTING OF SUSPECTED CHILD ABUSE AND NEGLECT

Page 1 of 5

Purpose

The Child, Family and Community Service Act requires anyone who has reason to believe that a child has been or is likely to be at risk has a legal duty to make a report to a child welfare worker or directly to the police if a child is in immediate danger.

The Ministry of Child and Family Development (MCFD) has the lead responsibility for responding to suspected child abuse and neglect. It also delegates authority for child protection and family support to Aboriginal Child and Family Services Agencies, which provide services to their communities. Police also play a role in responding to suspected child abuse and neglect if it is believed that a child is in immediate danger, or if a criminal offence against a child is suspected.

The Board recognizes the need to protect the personal and physical well-being of students. The role of SD69 Staff is to be aware of, and alert to, signs and symptoms of possible child abuse or neglect – and to respond appropriately if there are concerns about a child's safety or well-being. It is important to ensure that we provide a collaborative response to incidents of suspected child abuse and neglect.

Training and Review

New employees will be informed of the administrative procedures regarding reporting suspected child abuse and neglect as part of their orientation to the district. In addition, principals will review this document with all staff (e.g. teachers, education assistants, custodians) at the beginning of each school year with the assistance of the school counselors if requested.

Volunteers and other itinerant staff (e.g. teachers on call) in the schools will be provided with a copy of this administrative procedure for their reference.

DUTY TO REPORT

Under *the Child, Family, and Community Services Act*, the legal duty to report is the responsibility of every individual. Any person who has reason to believe that a child needs protection, has a duty to report directly to a Child Protection Social Worker at the Ministry of Child and Family Development.

In this context, **reason to believe** means that, based on what you have seen, or information you have, you believe a child could be at risk. If you are unsure about whether a report should be made or have questions around reporting a case, contact a Child Protection Social Worker to seek further advice.

Informing any other agency or person (e.g. principal or counsellor), does not discharge your legal duty to report directly to a Child Protection Social Worker. The legal duty to report overrides any duty of confidentiality, except a solicitor-client relationship or where provisions of the *Youth Criminal Justice Act* apply.



When Protection Is Needed

Any child under the age of 19 is in need of protection when child abuse and/or neglect are suspected. Child abuse and neglect means physical or emotional harm, sexual abuse or exploitation, negligent treatment or maltreatment as a result of an act or omission by a person who is responsible for the child's care (e.g. parent, supervisor, or legal guardian).

Child abuse includes the following:

Physical Abuse – a deliberate act of physical force or action that results in or is likely to result in physical harm to a child that exceeds what could be considered reasonable discipline.

Sexual Abuse and Exploitation – when a child is used or likely to be used for the sexual gratification of another person. It may include any behaviour of a sexual nature towards a child.

Emotional Abuse – may occur separately from or along with other forms of abuse and neglect and involves acts or omissions that are likely to have serious, negative emotional impacts.

Neglect – the failure to provide for the child's basic needs (e.g. physical, emotional, medical) that results in or is likely to result in harm to the child.

Procedures for Reporting Suspected Child Abuse or Neglect

Completing a Report

Staff must make a report when there is any reason to believe that a child has been or is likely to be abused or neglected, and that the parent is unwilling or unable to protect the child. If a child is in immediate danger, call 911 for local police assistance.

If the suspected abuser is a parent, care giver, student, school district employee, or adult in the community report the incident to MCFD at 1- 800-663-9122 (any time of the day or night, 24 hours a day 7 days a week).

Inform the Principal that a report has been filed. The Principal will inform the Superintendent that a report has been made to the MCFD.

Obtain and complete a copy of the confidential **Report of Suspected Abuse** form from the Principal. Return a copy to the Principal for safekeeping. A second copy is to be placed in an envelope marked Confidential and delivered to the Board Office, to the Superintendent's attention. Do not place the child's name on the outside of the envelope.

If the suspected abuser is a District employee, inform the Principal of the suspected abuse after the report has been made. The Principal will inform the Superintendent. The Superintendent will work with the appropriate authorities under the terms of the **District 69 Tri-Lateral Protocol** signed with the RCMP and MCFD.



Reminders

No communication is to be made with a suspected abuser. This is the responsibility of the MCFD child welfare worker and/or police.

Schools shall provide a private space where an MCFD child welfare worker can interview children.

It is the responsibility of the Ministry of Child and Family Development and the police to investigate and to inform the parents and victims of their concerns. Schools are to direct any inquiries back to these agencies. Schools are not to discuss or release information to any other individuals.

In reporting incidents of suspected child abuse or neglect, staff will be guided by the provisions of the *Child, Family and Community Services Act* procedures described in the *British Columbia Handbook for Action on Child Abuse and Neglect - For Service Providers*.

References:

- Board Policy 706: Reporting of Suspected Child Abuse and Neglect
- The B.C. Handbook for Action on Child Abuse and Neglect –For Service Providers (June 2017) https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/childabusepreventionhandbook_serviceprovider.pdf
- Responding to Child Welfare Concerns – Your Role in Knowing When and What to Report (March 2017) https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/childabusepreventionhandbook_generalpublicbooklet.pdf
- Child, Family and Community Services Act
- District 69 Tri-Lateral Protocol

Dates of Adoption/Amendments:

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Revision September 2010: **2017.01.24:**

SCHOOL DISTRICT No. 69 (QUALICUM)

REPORT OF SUSPECTED CHILD ABUSE AND NEGLECT FORM

Page 4 of 5

CONFIDENTIAL

School Name: _____

PLEASE PRINT AND PROVIDE DETAILS

1. PERSON MAKING THE VERBAL REPORT TO THE MINISTRY OF CHILD AND FAMILY DEVELOPMENT (MCFD)

Name: _____

School: _____

Principal: _____

2. RECORD OF THE VERBAL REPORT TO MCFD

Date and time of verbal report: _____

Name of person to whom you reported: _____

Position: _____ Phone number: _____

Office Address: _____

3. STUDENT INFORMATION – COLLECT DATA FROM VERIFICATION SHEET

Name: _____ Date of birth (d/m/y): _____

Home address where student currently lives: _____

Classroom or homeroom teacher: _____

Name and address of person(s) who has legal custody of the child at the time of report: _____

Phone Number: _____ Work Number: _____ Cell Number: _____

Special Needs, if any, including any barriers to communication: _____

Sibling names, ages and schools, if known: _____

SCHOOL DISTRICT No. 69 (QUALICUM)

REPORT OF SUSPECTED CHILD ABUSE AND NEGLECT FORM

Page 5 of 5

- 4. INFORMATION FROM THE STUDENT'S DISCLOSURE OR YOUR REASONS TO BELIEVE THE STUDENT HAS BEEN OR IS LIKELY TO BE IN NEED OF PROTECTION (CONVERSATION, EVENTS, OBSERVATIONS OR CIRCUMSTANCES): ATTACH ANOTHER SHEET IF NECESSARY. (FOCUS ON FACTUAL INFORMATION)**

**Attach the child's writing, drawing, or artwork that supports this report.
Sign and date these.**

- 5. DOCUMENT ANY INFORMATION THE CHILD PROTECTION WORKER SHARED WITH YOU.**

- 6. WERE THE POLICE INVOLVED IN THE INVESTIGATIONS? Yes: _____ No: _____**

- 7. YOUR SIGNATURE: _____**

DATE: _____ TIME: _____

- 8. RETURN A COPY OF THIS FORM TO THE PRINCIPAL FOR SAFEKEEPING. SEAL THE ORIGINAL COPY OF ALL INFORMATION IN AN ENVELOPE. DATE, SIGN, MARK IT 'CONFIDENTIAL TO THE ATTENTION OF THE EXECUTIVE ASSISTANT OF THE SUPERINTENDENT'. TAKE TO THE EXECUTIVE ASSISTANT OF THE OFFICE OF THE SUPERINTENDENT AT THE SCHOOL BOARD OFFICE. IT WILL BE FILED CONFIDENTIALLY.**

DO NOT PLACE IN STUDENT FILE.