

School District No. 63 (Saanich)

**Policy Name:** Child Abuse Prevention and Reporting

**No:** 6000

**Preamble**

The Board of Education respects that the protection of children from abuse is a fundamental and legal responsibility of everyone in society and in the public education system. This policy is intended to specifically address the responsibility of employees, volunteers and others interacting with students in Saanich School District.

**Policy Statement**

The Board of Education requires that all employees of the School District exercise reasonable care and take all appropriate action to protect students from harm or risk of harm as defined in this policy.

The Board strongly encourages all employees of the School District to be proactive in collaborating with other District personnel, the Ministry of Children and Family Development, the delegated Aboriginal Child and Family Services agencies, and the police in the prevention and reporting of child abuse.

This policy provides guidelines to assist District employees to act effectively where there is reason to believe that a student needs protection, while ensuring that the rights of all individuals involved are protected.

**Statutory References**

The Child, Family and Community Service Act  
Handbook: The BC Handbook for Action on Child Abuse and Neglect for Service Providers in Responding to Child Welfare Concerns  
Handbook: Your Role in Knowing When and What to Report  
Freedom of Information & Privacy Protection Act

**Contractual References**

Saanich Teachers' Association Collective Agreement  
CUPE Local 441 Collective Agreement  
Contracts of Employment

**Policy References**

Policy 3000 – Education for Students with Special Needs  
Policy 6110 – Prevention of Violence, Intimidation and Harassment  
Policy 5530 – Harassment  
Policy 4140 – Guidelines for Police Contacts with Students at School  
Policy 1360 – Complaints regarding Personnel, Programs or Procedures  
Policy 5520 – Complaints Related to a Member of the Management Team

**Date of Initial Board Approval:** June 1989

**Amendments:** March 2010

School District No. 63 (Saanich)

**Policy Name:** Child Abuse Prevention and Reporting

**No:** 6000

**Guiding Principles**

1. School District employees (hereinafter referred to as “employees”) have a duty to ensure that reasonable care is exercised and appropriate action taken to protect students from harm or risk of harm, including child abuse as defined in Guiding Principle 6 below.
2. Section 76 of the School Act requires that the discipline of a student must be similar to that of a kind, firm and judicious parent, but must not include corporal punishment. The District will not condone any form or degree of physical force on a student by any employee for the purpose of correction or discipline, unless the use of an appropriate level of force is required to prevent the student from being harmed or harming others.
3. Under Section 14 of the Child, Family and Community Services Act (hereinafter referred to as “the Act”), any person (including a district employee) who has reason to believe that a child needs protection, as set out in Guiding Principle 5 below, must promptly report the matter to the Ministry of Children and Family Development (hereinafter referred to as the Ministry) or to a Delegated Aboriginal Child and Family Services Agency.
4. “Reason to believe” simply means that based on what the employee has seen, or information the employee has received, the employee has a reasonable belief that a child has been or is likely to be at risk of harm. It is the responsibility of the Ministry to determine whether abuse or neglect has occurred or is likely to occur.
5. A child is considered to be “in need of protection” under Section 13 of the Act in the following circumstances:
  - if the child has been, or is likely to be, physically harmed by the child’s parent;
  - if the child has been, or is likely to be, sexually abused or exploited by the child’s parent;
  - if the child has been, or is likely to be, physically harmed, sexually abused or sexually exploited by another person *and if the child’s parent is unwilling or unable to protect the child;*
  - if the child has been, or is likely to be, physically harmed because of neglect by the child’s parent;
  - if the child is emotionally harmed by the parent’s conduct;
  - if the child is deprived of necessary health care;
  - if the child’s development is likely to be seriously impaired by a treatable condition and the child’s parent refuses to provide or consent to treatment;
  - if the child’s parent is unable or unwilling to care for the child and has not made adequate provisions for the child’s care;

Policy Name: Child Abuse Prevention and Reporting

No: 6000

**Guiding Principles** (cont'd)

- if the child is or has been absent from home in circumstances that endanger the child's safety or well-being;
  - if the child's parent is dead and adequate provision has not been made for the child's care;
  - if the child has been abandoned and adequate provision has not been made for the child's care;
  - if the child is in the care of a director or another person by agreement and the child's parent is unwilling or unable to resume care when the agreement is no longer in force.
6. For the purpose of this Policy and accompanying Administrative Procedures, "child abuse" means physical abuse, emotional abuse, emotional harm, sexual abuse, sexual exploitation and neglect, as defined in the BC Handbook for Action on Child Abuse and Neglect (Appendix A).
  7. Any employee who makes a report based on Guiding Principles 3 must do so in accordance with Administrative Procedure 4.
  8. When a school administrator or the Superintendent or designate receives a report of alleged abuse by an employee, the provisions of this policy will apply as will provisions of the employee's collective agreement or contract of employment, specifically those provisions that relate to investigations for misconduct.
  9. To the extent that is appropriate and in keeping with the provisions of the Act and this policy, the administrator or Superintendent or designate will inform parents of allegations in relation to their children and the relevant school district processes in place to respond to such allegations.
  10. Employees are in daily contact with children and are frequently the first adults to become aware of situations which may be indicative of abuse. All employees, being persons in a position of trust, share a special responsibility for increasing their own awareness and knowledge of:
    - a) the identification of child abuse and neglect;
    - b) their responsibility to report; and,
    - c) the appropriate procedures to follow when reporting suspected cases.
  11. Section 14(1) of the Act imposes a legal duty on each person (including an employee) who has reason to believe that a child is in need of protection as defined in Section 13 of the Act to report.

Policy Name: Child Abuse Prevention and Reporting

No: 6000

**Guiding Principles** (cont'd)

12. Section 14(5) of the Act states that: No action for damages may be brought against a person for reporting information under this section unless the person knowingly reported false information. Section 101 of the Act states that: No person is personally liable for anything done or omitted in good faith in the exercise or performance or intended exercise or performance of a power, duty or function conferred by or under this Act. It is an offence under Section 14(3) of the Act if a person fails to promptly make a report as required.
13. The Board supports education programs for students of all ages as a means of ensuring that students are aware of and able to prevent acts of abuse against them and report any acts perpetrated against them or others.
14. The Board supports education and awareness programs for employees in relation to child abuse prevention and reporting.
15. Confidentiality will be respected whenever possible and appropriate, and information about child abuse allegations will only be shared on a need to know basis.
16. The Board is committed to ensuring that the safety and ongoing support of students are paramount.
17. The role of parents in support of their children where child abuse allegations have been made is recognized and valued. Where it does not compromise the district's investigation process, parents may be present during an interview being conducted by the district.
18. Parents and others who are either involved in processes described in this policy or reported to under the provisions of this policy will be provided with follow up communication as appropriate and in a timely manner, including in relation to investigations and any resolution processes.

**Date of Initial Board Approval:** June 1989

**Amendments:** March 2010

School District No. 63 (Saanich)

Policy Name: Child Abuse Prevention and Reporting

No: 6000

**Administrative Procedures**

1. 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 involve community resource people as and when possible, including representatives of the local aboriginal child and family services, the Ministry of Children and Family Development and the school district to review provisions of this and related policies as well as programs and services.
2. Age-appropriate abuse prevention education programs will be provided for students in all schools. These programs will be specifically targeted for abuse awareness and prevention or will be part of courses such as Health and Career Education (HACE) or Planning 10.
3. Disclosure by a child:

Please see #4 and #5 below which outlines important information and different processes in relation to a disclosure relating either to a parent or family member (#4) or in relation to a district employee (#5).

When a student discloses abuse to a teacher, administrator or other district employee, it is suggested that the informed employee:

Stay calm and listen. Let the student tell his/her story. Do not interview the child or ask leading questions.

Get only the basic facts in order to assist in your determination of whether or not to report. You do not need a lot of detail. The student may need to tell his/her story to an administrator, a social worker and/or the police as well, and it is important that your discussion with the child not interfere with a possible investigation.

Go slowly. Let the student tell what happened in his/her own way and at his/her own pace.

Be supportive. Let the child know:

- He/she is not in trouble and has not done anything wrong.
- He/she did the right thing by telling you.
- You will do everything you can to help.
- You know other people who can help too.

Policy Name: Child Abuse Prevention and Reporting

No: 6000

**Administrative Procedures** (cont'd)

Tell the child what will happen next. Let the child know that there will be other adults who may need to talk with him/her (School District employees, child protection or police). It is okay to say "I do not know" or "we can ask the principal or child protection worker." Do not promise to keep it a secret.

4. Reporting procedure when a parent or legal guardian or other adult (not an employee) is the alleged abuser (whether by disclosure by a student or because a person has reason to believe that a child has been abused, is at risk of abuse, or is being neglected).

The employee must report to the Ministry of Children and Family Development immediately and must submit a completed form (Appendix C) to the school administrator or Superintendent or designate. Reporting to an administrator will provide the employee with support and allow for Ministry follow-up with the school as necessary. Parents will normally be contacted by the Ministry of Children and Family Development or police (if involved by the Ministry), and depending on the circumstances as described above, may be contacted by the school administrator or Superintendent.

How to Report:

A report in relation to a parent or legal guardian is to be made using the district form "Ministry of Children and Family Development Contact Guidelines" (Appendix C). Contact numbers are provided on that form which also serves as the reporter's record of the conversation. Contact numbers for MCFD can also be found in the blue pages and on the Ministry website. The form will be provided to the school administrator or Superintendent in a timely manner, preferably in person.

What to Report:

The employee does not need full details or proof prior to calling. But the employee will be asked for as much information about the concern as can be provided: This will include:

- Reporter's name and phone number
- Relationship to child
- Any immediate concerns about the child's safety
- The location of the child
- The child's age

Policy Name: Child Abuse Prevention and Reporting

No: 6000

**Administrative Procedures** (cont'd)

- Information on the situation including all physical and behavioural indicators observed
- Information about the family, parents and alleged offenders;
- The nature of the child's disabilities, if any
- The name of a key support person
- Other child(ren) who may be affected
- Information about other persons or agencies closely involved with the child and/or family
- Any other relevant information concerning the child and/or family such as language and culture
- Role of aboriginal community preserving aboriginal identity specific role of aboriginal community in ensuring safety and well-being

If a child is in immediate danger, the employee is expected to contact police and a child protection social worker to determine if the child is in need of protection. The employee may request that a school administrator make those calls.

After the Report

It is expected that the Ministry will:

- Determine if the child needs protection
- Contact the police if a criminal investigation is required
- Coordinate a response with other agencies, if necessary

Under 16 (3) of the Act, the social worker must make all reasonable efforts to report the results of the investigation under sub-section 2(c) to

- a) the parent apparently entitled to custody of the child
- b) the person who reported the information that led to the investigation, and
- c) any other person or community agency if determined that this is necessary to ensure the child's safety and well-being.

The employee may submit the form to the school administrator immediately after reporting to the Ministry of Children and Family Development. The employee should also write down as soon as possible and, in as much detail as possible, the information disclosed by the child; this will help if and when this information might be needed at a later time (interviewing the reporter).

The school administrator may inform the Superintendent or designate.

Policy Name: Child Abuse Prevention and Reporting

No: 6000

**Administrative Procedures** (cont'd)

Where there is reason to believe that a child is in immediate danger or that a criminal offence has been or is likely to be committed, the school administrator or Superintendent or designate will notify the police. Relevant Criminal Code offence provisions are set out in Appendix B.

The Ministry/Police team will determine whether or not to interview the child. If an interview is carried out at the school, the Ministry of Children and Family Development/Police Team will be expected to identify themselves to the school administrator by presenting appropriate identification.

The Ministry/Police team will normally contact the parents and develop safety plans with the school as necessary.

- The Ministry of Children and Family Development case worker will normally contact the principal or designate (prior to the beginning of the next school day) in order to:
  - confirm that the Ministry of Children and Family Development/Police team has contacted the parents;
  - indicate whether child abuse took place;
  - indicate potential deviation from normal school attendance.
  - Inform about any continuing proceedings involving the Ministry/Police (i.e., restraining orders) and provide school with a copy for the file.
- If child abuse took place, it is expected that the Ministry of Children and Family Development case worker will contact the school administrator at a later date in order to:
  - communicate certain aspects of the case;
  - discuss possible strategies with the classroom teacher, in order to facilitate the child's coping in the classroom.

5. Reporting procedure when an employee or other adult interacting with students in the district is the alleged abuser:

(whether by disclosure by a student or because a person has reason to believe that a child has been abused, is at risk of abuse, or is being neglected).

Any alleged abuse by an employee or other adult working with students (not parent or legal guardian) is to be reported to the school administrator or the Superintendent or designate immediately. The Ministry of Children and Family Development will normally not be contacted in regard to such an allegation.



Policy Name: Child Abuse Prevention and Reporting

No: 6000

**Administrative Procedures** (cont'd)

If the child is disclosing abuse by an employee or other adult the person receiving the report should use the approach described in Administrative Procedures 3.

Upon receipt of the allegation, the school administrator or Superintendent or designate will ensure that the child is safe and contact the police and any other appropriate agency if there is reason to believe that a child is in immediate danger or that a criminal offence has been or is likely to be committed. Some relevant Criminal Code offence provisions are set out in Appendix B.

Members of the BC College of Teachers should be aware that a member of the college who has reason to believe that another member is guilty of professional misconduct toward a student that involves physical harm, sexual abuse or sexual exploitation or significant emotional harm must promptly provide a written and signed report to the College registrar.

Teachers should also be aware that the BCTF Code of Ethics provides that: "It shall not be considered a breach of Clause 5 of the Code of Ethics for a member to follow legal requirements or official protocols in reporting child protection issues." Clause 5 provides: "The teacher directs any criticism of the teaching performance and related work of a colleague to that colleague in private, and only then, after informing the colleague in writing of the intent to do so, may direct in confidence the criticism to appropriate individuals who are able to offer advice and assistance."

If the alleged abuser is an employee, the process used by the Superintendent or designate will be informed by the relevant provisions of the School Act, collective agreement or contract of employment. District investigative processes will normally include the Superintendent or designate:

1. reviewing allegations to determine whether or not an investigation is warranted (note that if an investigation is not warranted, the process skips to step 8) and if so;
2. informing the employee of the allegations, the employee's rights and responsibilities under the collective agreement or contract of employment, and the processes that will be followed;
3. appointing an investigator;

Policy Name: Child Abuse Prevention and Reporting

No: 6000

**Administrative Procedures** (cont'd)

4. ensuring that the investigator is supported in completing a fair, thorough and legally sound investigation;
5. receiving the report;
6. sharing the findings with police if necessary;
7. as appropriate, sharing the findings with the employee and with the Board for disposition; and,
8. regardless of whether or not an investigation has occurred and regardless of the outcome, sharing the processes that have occurred, and if appropriate the outcomes, with the reporter of the allegations.

When it is alleged that a student has been abused by an employee or other adult working with students in the District, the school administrator or Superintendent or designate will inform the parent(s) promptly.

**Date of Initial Board Approval:** June 1989

**Amendments:** March 2010

## Appendix A

### Physical Abuse

Physical abuse is a deliberate physical assault or action by a person that results in, or is likely to result in, physical harm to a child. It includes the use of unreasonable force to discipline a child or prevent a child from harming him/herself or others. The injuries sustained by the child may vary in severity and range from minor bruising, burns, welts or bite marks to major fractures of the bones or skull to, in the most extreme situations, death.

### Emotional Abuse

This is the most difficult type of abuse to define and recognize. It may range from ignoring to habitually humiliating the child to withholding life-sustaining nurturing. Generally, it involves acts or omissions by those in contact with a child that are likely to have serious, negative emotional impacts. Emotional abuse may occur separately from or along with, other forms of abuse and neglect. It includes the emotional harm caused by witnessing domestic violence.

Emotional abuse can include a pattern of:

- scapegoating
- rejection
- verbal attacks on the child
- threats
- insults and humiliation

### Emotional Harm

When emotional abuse is chronic and persistent, it can result in emotional harm to the child. Under the Child, Family and Community Service Act, a child is defined as emotionally harmed if he/she demonstrates severe:

- anxiety
- depression
- withdrawal, or
- self-destructive or aggressive behaviour

### Sexual Abuse

Sexual abuse is when a child is used (or likely to be used) for the sexual gratification of another person. It includes:

- touching or invitation to touch for sexual purposes
- intercourse (vaginal, oral or anal)
  - menacing or threatening sexual acts, obscene gestures, obscene communications or stalking
- sexual references to the child's body/behaviour by words/gestures
- requests that the child expose his/her body for sexual purposes

School District No. 63 (Saanich)

Policy Name: Child Abuse Prevention and Reporting

No: 6000

Appendix A

- 2 -

- deliberate exposure of the child to sexual activity or material, and
- sexual aspects of organized or ritual abuse

Sexual Exploitation

Sexual exploitation is a form of sexual abuse that occurs when a child engages in a sexual activity, usually through manipulation or coercion, in exchange for money, drugs, food, shelter or other considerations. Sexual activity includes:

- performing sexual acts
- sexually explicit activity for entertainment
- involvement with escort or massage parlour services, and
- appearing in pornographic images.

Neglect

Neglect is a failure to provide for a child's basic needs. It involves an act of omission by the parent or guardian, resulting in (or likely to result in) harm to the child. Neglect may include failure to provide food, shelter, basic health care, supervision or protection from risks, to the extent that the child's physical health, development or safety is, or is likely to be, harmed.

School District No. 63 (Saanich)

Policy Name: Child Abuse Prevention and Reporting

No: 6000

Appendix B

Some relevant Criminal Code offence provisions:

Section 265 (1) - Assault

A person commits an assault when:

- a) without the consent of another person, he applies force intentionally to that other person, directly or indirectly;
- b) he attempts or threatens, by an act or a gesture, to apply force to another person, if he has, or causes that other person to believe on reasonable grounds that he has, present ability to effect his purpose; or
- c) while openly wearing or carrying a weapon or an imitation thereof, he accosts or impedes another person or begs.

Section 264 .1 (1) - Uttering Threats

Everyone commits an offence who, in any manner, knowingly utters, conveys or causes any person to receive a threat

- a) to cause death or bodily harm to any person;
- b) to burn, destroy or damage real or personal property
- c) to kill, poison or inure an animal or bird that is the property of any person.

Section 151 - Sexual Interference

Every person who, for a sexual purpose, touches, directly or indirectly, with a part of the body or with an object, any part of the body of a person under the age of 16 years

- a) is guilty of an indictable offence and liable to imprisonment for a term not exceeding ten years and to a minimum punishment of imprisonment for a term of forty-five days; or
- b) is guilty of an offence punishable on summary conviction and liable to imprisonment for a term not exceeding eighteen months and to a minimum punishment of imprisonment for a term of fourteen days.

Section 152 - Invitation to Sexual Touching

Every person who, for a sexual purpose, invites, counsels or incites a person under the age of 16 years to touch, directly or indirectly, with a part of the body or with an object, the body of any person, including the body of the person who so invites, counsels or incites and the body of the person under the age of 16 years

- a) is guilty of an indictable offence or
- b) is guilty of an offence punishable on summary conviction

Appendix B

- 2 -

Section 153 (1) & (2) - Sexual Exploitation

Every person commits an offence who is in a position of trust or authority towards a young person (a person 16 years of age or more but under the age of eighteen years) who is a person with whom the young person is in a relationship of dependency or who is in a relationship with a young person that is exploitative of the young person, and who

- a) for a sexual purpose, touches, directly or indirectly, with a part of the body or with an object, any part of the body of the young person; or
- b) for a sexual purpose, invites, counsels or incites a young person to touch, directly or indirectly, with a part of the body or with an object, the body of any person, including the body of the person who so invites, counsels or incites and the body of the young person.

Section 215 (1) & (2) - Duty of Persons to Provide Necessaries

Everyone is under a legal duty

- a) as a parent, foster parent, guardian or head of a family, to provide necessaries of life for a child under the age of sixteen years
- b) to provide necessaries of life to their spouse or common-law partner; and
- c) to provide necessaries of life to a person under his charge if that person
  - i) is unable, by reason of detention, age, illness, mental disorder or other cause, to withdraw himself from that charge, and
  - ii) is unable to provide himself with necessaries of life

Everyone commits an offence who, being under a legal duty within the meaning of subsection (1), fails without lawful excuse, the proof of which lies on him, to perform that duty, if

- a) with respect to a duty imposed by paragraph (1)(a) or (b)
  - i) the person to whom the duty is owed is in destitute or necessitous circumstances, or
  - ii) the failure to perform the duty endangers the life of the person to whom the duty is owed, or causes or is likely to cause the health of that person to be endangered permanently; or
- b) with respect to a duty imposed by paragraph (1)(c), the failure to perform the duty endangers the life of the person to whom the duty is owed or causes or is likely to cause the health of that person to be injured permanently.



MINISTRY OF CHILDREN AND FAMILY DEVELOPMENT CONTACT GUIDELINES

DATE: \_\_\_\_\_

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Div: \_\_\_\_\_ Birthdate: \_\_\_\_\_ (d/m/y)

NOTE: When discussing a concern with a social worker, it is the social worker's responsibility to decide upon response. (You can ask social worker for general advice.)

Contact MCFD: Ask for screener/duty person and record name: \_\_\_\_\_

Aboriginal Student (all ages): (250) 544-3300 Non-Aboriginal Student: (250) 544-3300 Youth Team: (250) 953-3711 Fax: (250) 544-3315 (all ages) Fax: (250) 544-3315 (non-aboriginal - ages 13-19)

- Social Worker will proceed with investigation
Social Worker will proceed with support (Family Development Response)
Not enough information to proceed

School Hours given to the Intake Worker: Start Time \_\_\_\_\_ Dismissal Time \_\_\_\_\_

Inform the Principal or Vice-Principal (record time of conversation) \_\_\_\_\_

Mother's name: \_\_\_\_\_ Home Phone: \_\_\_\_\_ Wk: \_\_\_\_\_ Cell: \_\_\_\_\_

Address: \_\_\_\_\_

Father's name: \_\_\_\_\_ Home Phone: \_\_\_\_\_ Wk: \_\_\_\_\_ Cell: \_\_\_\_\_

Address (if different from mother): \_\_\_\_\_

Circumstances of concern: \_\_\_\_\_

Past history of concern: \_\_\_\_\_

Any other agencies/services involved; include names and numbers for the Intake Worker.

\_\_\_\_\_

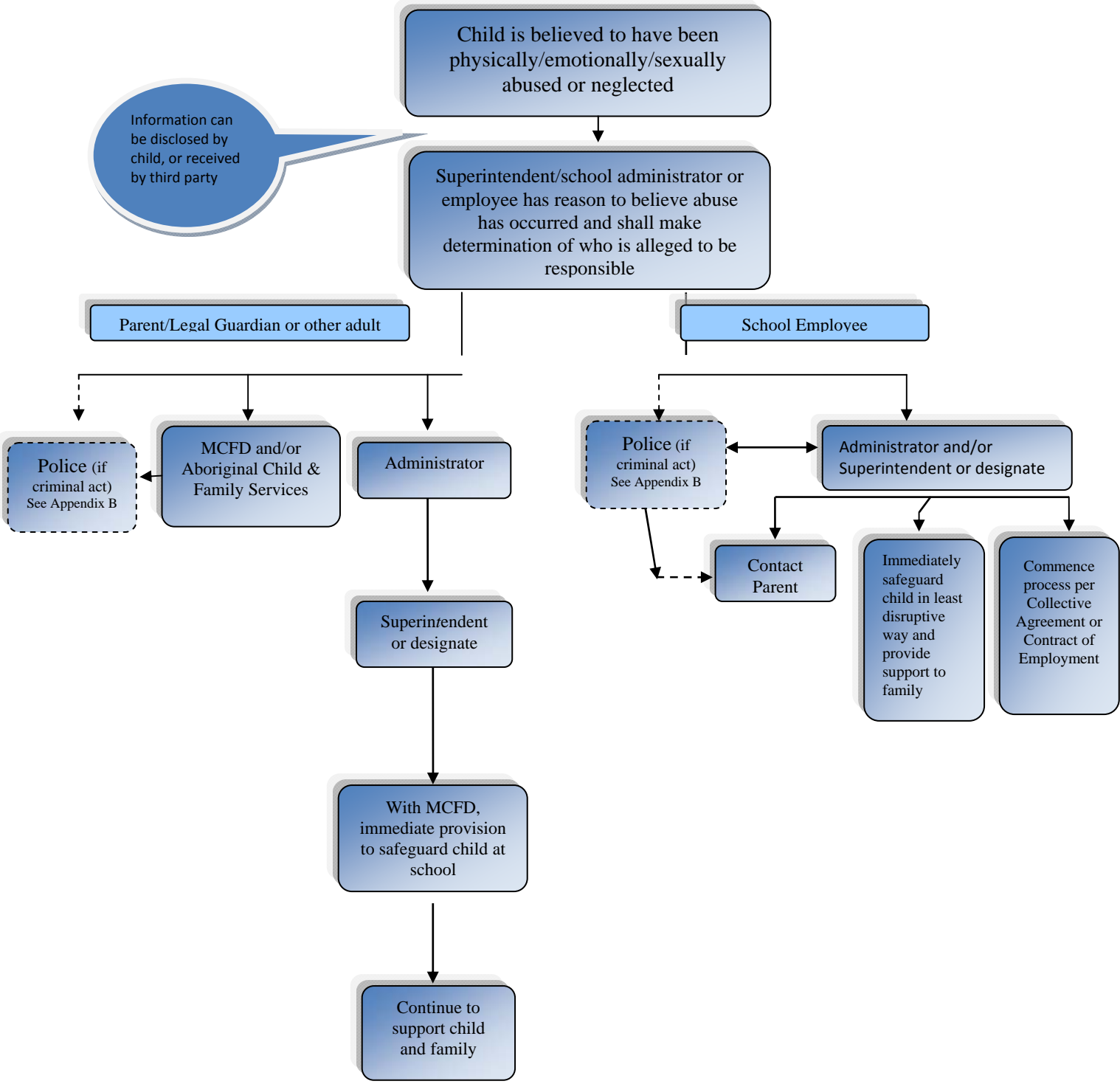
Date

Principal or Vice-Principal - Print Name

Principal or Vice-Principal - Signature

This form is NOT to be filed in the Student File Please provide this form to your school-based or district administrator to be placed in a confidential file

# POLICY 6000, Appendix D





School District No. 63 (Saanich

**Policy Name:** School Bus Accident Procedures

**No:** 6020

**Policy Statement**

The Board makes every effort to ensure that all District buses which transport students do so as safely as possible and that should an accident occur which involves a District bus appropriate procedures will be followed. The Secretary-Treasurer will ensure that the appropriate procedures are kept current through review by regulatory agencies.

**Date of Initial Board Approval:** October 1977

**Amendments:** June 1979  
September 2007

School District No. 63 (Saanich

**Policy Name:** School Bus Accident Procedures

**No:** 6020

**Guiding Principles**

1. All School District buses transporting students must only be driven by authorized staff.
2. All District bus drivers are supervised by the Coordinator of Services.
3. All School District bus drivers are to be appropriately briefed prior to commencing any driving assignments. The briefing will include the safety procedures described in the School Bus Drivers' Reference Manual.
4. In the event of an accident involving a District bus the procedures described in the School Bus Drivers' Reference Manual will be followed.

**Date of Initial Board Approval:** October 1977

**Amendments:** September 2007

School District No. 63 (Saanich)

**Policy Name:** Administering Medication to Students

**No:** 6030

**Preamble**

The Board believes that the administration of medication to a school-aged child is primarily the responsibility of the child's parent or guardian. The Board further encourages the parent or guardian to work with the physician in timing the administration of medication outside the school day.

The Board also understands that from time to time a student may have or may acquire a medical condition that requires medication for one month or longer or emergency administration of a prescribed medication during the school day. The purpose of this policy and administrative procedures is to provide staff, parents, and the health community with the necessary direction and information for administering prescribed medication to students at school.

**Policy Statement**

The Board acknowledges its responsibility to provide a safe school environment for all students and staff and recognizes that some students require prescribed medication in order to function satisfactorily in the school setting. The Board also recognizes that the administering of medication, under medical advisement, is the assigned duty of a particular support person and exercised under carefully controlled circumstances.

**Date of Initial Board Approval:** August 2002

**Amendments:** June 2004

School District No. 63 (Saanich)

**Policy Name:** Administering Medication to Students

**No:** 6030

**Guiding Principles**

The School District shall maintain current policies, administrative procedures and practices governing the administering of prescribed medication for one month or longer to students.

The school-based Administrator(s) shall ensure that specific documented medical authorization, instructions and/or treatment procedures are obtained in accordance with this policy prior to administering medication.

Staff may only administer student medication that has been prescribed by a physician in accordance with specific documented medical authorization, instructions and/or treatment procedures.

Staff shall not administer non-prescribed medication.

**Date of Initial Board Approval:** August 2002

**Amendments:** June 2004

**Policy Name:** Administering Medication to Students

**No:** 6030

## **Administrative Procedures**

### **1. Definition of Policy Terms**

*Medication:* refers to medication prescribed by a physician

*Physician:* is defined as a medical doctor licensed to practice by the Canadian College of Physicians and Surgeons

*Staff:* are employees of the School Board

### **2. Protocol for Administering Medication to students**

Students who have an identified, continuing health problem and:

- need to take medication for one month or longer while at school, and
- need assistance or supervision in taking their medication, or
- may need emergency medication,

shall have their medication administered in accordance with a health care plan developed by the school based team (SBT), including an Administrator, in consultation with the public health nurse. The plan will be communicated to other personnel deemed appropriate by the SBT.

2.1 A school district record sheet is to be maintained in the office. This sheet must indicate the date and time of each administration, verified by the signature of the administering person.

2.2 The administrator shall ensure that emergency medications are taken on all field trips for students who may require medication in an emergency.

Any delegation of authority and responsibility to a member of the teaching or non-teaching staff for the provision of medication must be clearly recorded and filed with the medication administration card. Such recording must include the signature of the staff member indicating voluntary acceptance of the responsibility, as well as the signature of the parent/guardian indicating the knowledge and approval of the specific person who has volunteered.

**Policy Name:** Administering Medication to Students

**No:** 6030

**Administrative Procedures** (cont'd)

**3. Storage of medication**

- 3.1 Medication should be stored in a safe, marked location accessible to appropriate personnel. The security for storage of medication is left to the discretion of the Administrator.
- 3.2 It is desirable that no more than one month's supply of medication is kept at the school.

**4. Procedure Requirements for Health Care Plan (for students requiring medication)**

- 4.1 The Administrator shall receive from the student's parent or guardian, a completed Medication Administration Card at school.
  - (a) This form includes parental or guardian consent, physician's orders and other significant data.
  - (b) Prescribed medication must be provided, by the parent or guardian, in the original container and clearly labeled with:
    - The child's name
    - Medication name and instructions
    - Medication dosage
    - Medication expiry date
- 4.2 After consultation with the SBT, the Administrator shall note on the form, the name of any staff member who has been assigned to administer the medication. The information on the form must be completed and include:
  - signature of the designated staff member(s)
  - signature of the parent or guardian acknowledging and approving the plan
  - signature of the prescribing physician.
- 4.3 The public health nurse assigned to the school must be informed of the Medication Administration Card and must be consulted regarding the administration of the medication.
- 4.4 Emergency treatment using injections may only be done by staff who have been trained to do so by a public health nurse.

**Policy Name:** Administering Medication to Students

**No:** 6030

**Administrative Procedures** (cont'd)

- 4.5 Prominent notation of the medical request form shall be made on the student's "Permanent School Record Card" (Medical Alert).
- 4.6 A new Medication Administration Card shall be completed before September of each year or at any time that a dosage or change in medication has been prescribed. The Administrator will ensure that all previous forms are destroyed to avoid confusion.
- 4.7 Early in the school year, parents or guardians shall be informed through the school's newsletter that if their child(ren) require(s) prescribed medication to be administered at school, the School District Medication Administration Card form is available from the school and must be completed and returned to the Administrator.

**Date of Initial Board Approval:** August 2002

**Amendments:** June 2004

School District No. 63 (Saanich)

**Policy Name:** Anaphylaxis in Schools

**No:** 6040

**Preamble**

The Board of Education recognizes that it has a duty of care to students who are at risk from anaphylaxis while under school supervision. The Board also recognizes that this responsibility is shared among the student, parents, the school system and health care providers.

The purpose of this policy is to minimize the risk to students with severe allergies to potentially life-threatening allergens without depriving the severely allergic student of normal peer interactions or placing unreasonable restrictions on the activities of other students in the school.

This policy is designed to ensure that students at risk of anaphylaxis are identified, strategies are in place to minimize the potential of accidental exposure, and staff and key volunteers are trained to respond in an emergency situation.

Anaphylaxis is a sudden and severe allergic reaction, which can be fatal. Anaphylaxis is a medical emergency that requires immediate emergency treatment with a single dose Epinephrine auto-injector such as EpiPen.

**Policy**

All children including those at risk of life-threatening allergic reactions have the right to access public education within a safe, healthy learning environment.

The primary goal of implementing a comprehensive anaphylaxis policy in School District 63 is to reduce preventable, serious reactions and death due to anaphylaxis. The Board of Education cannot guarantee an “allergy free” environment, however, it is expected that school staff, parents and students will take reasonable steps to establish an “allergy aware” environment which minimizes the risk of potential anaphylaxis. Schools must take realistic and practical actions that will encourage the support of everyone involved.

**Date of Initial Board Approval:** November 2008

**Amendments:**



School District No. 63 (Saanich)

**Policy Name:** Anaphylaxis in Schools

**No:** 6040

**Guiding Principles**

1. All facilities within the Saanich School District will appropriately display emergency information regarding anaphylaxis.
2. Every employee has a duty to render assistance to a student in emergency situations to the extent that it is reasonable for persons without medical training.
3. Every effort will be made to minimize the risk of exposure for students at risk of anaphylaxis allergens, without depriving the student at risk of normal peer relations or placing unreasonable restrictions on other students.
4. Anaphylaxis related training will occur annually for all staff who are expected to have supervisory responsibility.
5. All school district facilities which register students are required to record on their respective registration forms information from parents and guardians related to life-threatening conditions.
6. Parents and guardians are responsible for notifying the school principal when a child is at risk of anaphylaxis and to provide the school with updated medical details, should there be a significant change. Parents will be provided with an Anaphylaxis Action Plan and Medication Administration Card to be returned to the school.
7. A plan will be developed in conjunction with the student's parents/guardian for each child registered in S.D 63 who is at risk of life-threatening allergies. The Medication Administration Card must be approved by a qualified physician or allergist.
8. Parents and guardians of anaphylactic children are expected to provide two single dose Epinephrine auto-injectors such as EpiPen.
9. All students who may experience a serious allergic reaction will be encouraged to wear identifying information (e.g., MedicAlert identification necklet, bracelet).
10. All schools in the district must have an emergency protocol in place to ensure responders know what to do in an allergic reaction emergency.

School District No. 63 (Saanich)

**Policy Name:** Anaphylaxis in Schools

**No:** 6040

**Guiding Principles** (cont'd)

11. All schools are expected to create an allergy awareness environment at their sites. While it is impossible to eliminate all potential allergens from the school environment, schools should create an allergy awareness environment in response to the most common triggers for anaphylaxis: food allergens and insect stings.
12. The Board will report annually to the Ministry of Education with respect to their anaphylaxis policy and implementation (Ministerial Order M232/07).

**Date of Initial Board Approval:** November 2008

**Amendments:**

School District No. 63 (Saanich)

**Policy Name:** Anaphylaxis in Schools

**No:** 6040

**Administrative Procedures**

1. The principal of each school is responsible for developing and maintaining an allergy aware school environment. This includes ensuring parents, students, teachers and other school staff are aware of and comply with this policy.
2. The principal of each school is to ensure that all staff who supervise students are aware of the school's emergency protocols related to anaphylaxis.
3. Principals are to arrange for training, at least annually, for staff to appropriately respond to anaphylactic situations.
4. Each school is to clearly display in their medical room the emergency procedures to be followed, should a student experience anaphylaxis.
5. School student registration forms are to include a section for parents and guardians to record any life-threatening conditions.
6. Principals are to ensure that appropriate staff are aware of students within their school population who are potentially at risk of anaphylaxis. This information is also to be shared with the school public health nurse in a timely fashion.
7. The principal is responsible for keeping accurate records for each student at risk of life-threatening allergies. The record shall include the Medication Administration Card, Anaphylaxis Action Plan and Anaphylaxis Action Form. This record is to be updated annually. The student's name and documentation the he or she has Anaphylaxis is to be recorded on both the student's electronic file and Medical Alert List.
8. The principal is to ensure that an Anaphylaxis Action Plan and Anaphylaxis Action Form have been developed for each medically at risk student in collaboration with the parent/guardian and approved by an appropriate medical person. The Medication Administration Card is to be completed by the parent and by the child's physician.
9. The principal must ensure when necessary that adequate procedures are in place for storage and administering of medications. Such procedures will include the obtaining of the Medication Administration Card for employees to administer the single dose Epinephrine auto-injector such as EpiPen to an anaphylactic student and necessary agreements with parents to administer the single dose Epinephrine auto-injector such as EpiPen to an anaphylactic student in an emergency when there is no preauthorization.

School District No. 63 (Saanich)

**Policy Name:** Anaphylaxis in Schools

**No:** 6040

**Administrative Procedures** (cont'd)

10. Schools are to inform parents and students that only single-use single dose auto injections (such as EpiPen) will be administered in the event of anaphylaxis. Parents will be requested to provide two current single dose Epinephrine auto-injectors such as EpiPen. One is to be kept in the office/medical room. The other will be in the possession of the student if appropriate.
11. Principals are to recommend to parents/guardians that their child wear MedicAlert identification.
12. Principals are to notify the Superintendent of Schools when an incident related to Anaphylaxis occurs.
13. Whenever a school experiences an incident related to anaphylaxis, the principal arranges for an appropriately timed debriefing session. Consideration is to be given to including the following parties in such a follow-up:
  - student's parent/guardian
  - the student, when appropriate
  - relevant school /district personnel
  - the public health nurse
14. Avoidance is the cornerstone of preventing allergic reaction and much can be done to reduce risk when avoidance strategies are developed. Therefore, where possible, each school is to create and maintain an allergy aware environment at their site. Signage will be provided in each school to indicate that the school is an allergy aware environment.
15. Each school is to report annually (June 30) to the Superintendent of Schools, in aggregate form, the number of at risk anaphylactic students and number of anaphylactic incidents for their school for the completed school year.

**Date of Initial Board Approval:** November 2008

**Amendments:**

**Policy Name:** Anaphylaxis in Schools

**No:** 6040

## **Appendix I**

### **Anaphylaxis-Emergency Protocol**

1. “Anaphylaxis is a sudden and severe allergic reaction, which can be fatal, requiring immediate medical emergency measures.”
2. An anaphylactic reaction can involve any of the following symptoms, which may appear alone or in any combination.
  - Skin: hives, swelling, itching, warmth, redness, rash
  - Respiratory (breathing): wheezing, shortness of breath, throat tightness, cough, hoarse voice, chest pain tightness, nasal congestion or hay fever like symptoms( runny itchy nose and watery eyes, sneezing), trouble swallowing
  - Gastrointestinal (stomach): nausea, pain/cramps, vomiting, diarrhea
  - Cardiovascular (heart): pale/blue colour, weak pulse, passing out, dizzy, lightheaded, shock
  - Other: anxiety, feeling of impending doom, headache, uterine cramps in females
3. The most dangerous symptoms involve:
  - breathing difficulty
  - dizziness, lightheadedness, feeling faint, weak
4. Do not ignore early symptoms, especially if the person has had an anaphylactic reaction in the past.
5. Anaphylaxis can occur without hives.
6. When a reaction begins respond immediately.
7. What to do if you feel a child is experiencing an anaphylactic reaction?
  - a) administer single dose Epinephrine auto-injector such as EpiPen.
  - b) follow the emergency protocol on the Anaphylaxis Action Form developed for this person
  - c) call an ambulance and ask for Advanced Life Support
  - d) contact the school principal or school first aide person
  - e) contact the student’s parent/guardian

**Note:** This document should be posted in or near the spot designated in your school to treat students who require medical attention.

**Policy Name:** Anaphylaxis in Schools

**No:** 6040

## **Appendix II**

### **Anaphylaxis Training Guidelines-School District 63**

1. Anaphylaxis training for all staff who are expected to supervise children within School District 63 will be provided within the District at least annually.
2. The training provided to staff will reflect key recommendations from the National Anaphylaxis Consensus Guidelines, *Anaphylaxis in Schools and Other Settings*, 2005. (<http://www.allergysafecommunities.ca/>)
3. The training will be provided by individuals trained to teach anaphylaxis management.
4. Training will encompass the following:
  - a) Signs and symptoms of anaphylaxis
  - b) Common allergens
  - c) Avoidance strategies
  - d) Emergency protocols
  - e) Use of the auto injector
  - f) Identification of at risk students (as outlined in the individual student emergency response plan)
  - g) Emergency plans
  - h) Method of communication with and strategies to educate and raise awareness of parents, students, employees and volunteers about anaphylaxis

# Anaphylaxis Action Form - Elementary School Student

Date developed: \_\_\_\_\_

Date to be reviewed: \_\_\_\_\_

Student's Picture (Recommended)	Student's Name: _____  Parent/Guardians: _____  Daytime Phone #: _____  Emergency Contact: _____  Daytime Phone #: _____  Physician Name: _____	Date of Birth: _____ (Y/M/D)	Female: <input type="checkbox"/> Male: <input type="checkbox"/>  <b>Allergen: Do not include antibiotics or other drugs</b> <input type="checkbox"/> Peanuts <input type="checkbox"/> Nuts <input type="checkbox"/> Dairy <input type="checkbox"/> Insects <input type="checkbox"/> Latex  other: _____																
<p style="text-align: center;"><b>Anaphylaxis Prevention Strategies</b></p> <p><b><u>Parent/Student Responsibilities:</u></b> Inform teacher of allergy, emergency treatment and location of both a single dose Epinephrine auto-injector such as EpiPen</p> <ul style="list-style-type: none"> <li>Ensure student wears a MedicAlert bracelet or necklet</li> <li>Ensure student with food allergies eats only food/drinks from home</li> <li>Discuss appropriate location of both a single dose Epinephrine auto-injector such as EpiPen with teacher/principal</li> <li>Check expiry date on the single dose Epinephrine auto-injectors</li> </ul> <p><b><u>Teacher Responsibilities</u></b></p> <ul style="list-style-type: none"> <li>In consultation with parent/student/Public Health Nurse, provide "allergy awareness" education for classmates</li> <li>Inform teacher on-call of student with anaphylaxis, emergency treatment and location of both a single dose Epinephrine auto-injector such as EpiPen</li> </ul> <p>When student has a food allergy</p> <ul style="list-style-type: none"> <li>In consultation with Public Health Nurse, develop an "allergy aware" classroom</li> <li>Encourage students NOT to share food, drinks or utensils</li> <li>Encourage a non-isolating eating environment for the student(s)</li> <li>Encourage all students to wash hands with soapy water before and after eating</li> <li>Request all desks be washed with soapy water after students eat</li> <li>Do not use the identified allergen(s) in classroom activities</li> </ul> <p>On field trips/co-curricular/extra-curricular activities:</p> <ul style="list-style-type: none"> <li>Take both a single dose Epinephrine auto-injector such as EpiPen a copy of the Anaphylaxis Form and a cellular phone (or appropriate portable phone)</li> <li>Be aware of anaphylaxis exposure risk (food, latex and insect allergies)</li> <li>Inform supervising adults of student and emergency treatment</li> <li>Request supervising adults sit near student in bus (or vehicle)</li> <li>Inform student with food allergies not to eat on bus (or vehicle)</li> </ul>		<p><b>Symptoms: All can apply &amp; vary in intensity &amp; severity from attack to attack</b></p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> swelling (eyes, lips, face, tongue)</td> <td><input type="checkbox"/> coughing</td> </tr> <tr> <td><input type="checkbox"/> difficulty breathing or swallowing</td> <td><input type="checkbox"/> choking</td> </tr> <tr> <td><input type="checkbox"/> cold, clammy sweating skin</td> <td><input type="checkbox"/> wheezing</td> </tr> <tr> <td><input type="checkbox"/> flushed face or body</td> <td><input type="checkbox"/> voice changes</td> </tr> <tr> <td><input type="checkbox"/> fainting or loss of consciousness</td> <td><input type="checkbox"/> vomiting</td> </tr> <tr> <td><input type="checkbox"/> dizziness or confusion</td> <td><input type="checkbox"/> diarrhea</td> </tr> <tr> <td><input type="checkbox"/> stomach cramps</td> <td></td> </tr> <tr> <td><input type="checkbox"/> other _____</td> <td></td> </tr> </table> <p><b>Emergency Protocol:</b></p> <ul style="list-style-type: none"> <li>Administer a single dose Epinephrine auto-injector such as EpiPen.</li> <li>Call 911 request an Advanced Life Support Ambulance</li> <li>Notify Parent/Guardian</li> <li>Administer second a single dose Epinephrine auto-injector such as EpiPen in 10 minutes if no improvement in symptoms</li> <li>Have ambulance transport to hospital</li> </ul> <p>A single dose Epinephrine auto-injector such as EpiPen. #1 location: _____</p> <p>A single dose Epinephrine auto-injector such as EpiPen. #2 location: _____</p>		<input type="checkbox"/> swelling (eyes, lips, face, tongue)	<input type="checkbox"/> coughing	<input type="checkbox"/> difficulty breathing or swallowing	<input type="checkbox"/> choking	<input type="checkbox"/> cold, clammy sweating skin	<input type="checkbox"/> wheezing	<input type="checkbox"/> flushed face or body	<input type="checkbox"/> voice changes	<input type="checkbox"/> fainting or loss of consciousness	<input type="checkbox"/> vomiting	<input type="checkbox"/> dizziness or confusion	<input type="checkbox"/> diarrhea	<input type="checkbox"/> stomach cramps		<input type="checkbox"/> other _____	
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<input type="checkbox"/> other _____																			

# Anaphylaxis Action Form - Middle School Student

Date developed: \_\_\_\_\_

Date to be reviewed: \_\_\_\_\_

Student's Picture (Recommended)	Student's Name: _____  Parent/Guardians: _____  Daytime Phone #: _____  Emergency Contact: _____  Daytime Phone #: _____  Physician Name: _____	Date of Birth: _____ (Y/M/D)	Female: <input type="checkbox"/> Male: <input type="checkbox"/>  <b>Allergen: Do not include antibiotics or other drugs</b> <input type="checkbox"/> Peanuts <input type="checkbox"/> Nuts <input type="checkbox"/> Dairy <input type="checkbox"/> Insects <input type="checkbox"/> Latex  other: _____ <b>Additional Information</b> (Parents complete)																
<p style="text-align: center;"><b>Anaphylaxis Prevention Strategies</b></p> <p><b><u>Parent/Student Responsibilities</u></b></p> <ul style="list-style-type: none"> <li>Inform teacher of allergy, emergency treatment and location of both a single dose Epinephrine auto-injector such as EpiPens</li> <li>Know anaphylaxis risks and take measures to prevent anaphylaxis</li> <li>Discuss appropriate location of both single dose Epinephrine auto-injectors such as EpiPen. with teacher/principal</li> <li>Ensure student keeps a single dose Epinephrine auto-injector such as EpiPen in a close location at all times, NOT in locker</li> <li>Ensure a single dose Epinephrine auto-injector such as EpiPen are taken on field trips</li> <li>Ensure student wears MedicAlert bracelet or necklet</li> <li>Check expiry date on the single dose Epinephrine auto-injectors</li> </ul> <p>For students with food allergies:</p> <ul style="list-style-type: none"> <li>Ensure student knows to eat only food and drinks brought from home</li> <li>Encourage washing of the student's desk and/or writing surface with soapy water prior to the student using the desk</li> </ul> <p><b><u>Teacher/Coach/Supervising Adult Responsibilities</u></b></p> <ul style="list-style-type: none"> <li>In consultation with parent/student/Public Health Nurse, provide "allergy awareness" education for classmates</li> <li>Inform teacher-on-call of student with anaphylaxis, emergency treatment and location of both a single dose Epinephrine auto-injector such as EpiPen</li> <li>Take a single dose Epinephrine auto-injector such as EpiPen, a copy of the Anaphylaxis Actions Plan and a cell phone (or appropriate portable phone)</li> <li>Be aware of anaphylaxis exposure risk (food, latex and insect allergies)</li> <li>Inform supervising adults of student with anaphylaxis and emergency treatment</li> </ul>		<p><b>Symptoms: All can apply &amp; vary in intensity &amp; severity from attack to attack</b></p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> swelling (eyes, lips, face, tongue)</td> <td><input type="checkbox"/> coughing</td> </tr> <tr> <td><input type="checkbox"/> difficulty breathing or swallowing</td> <td><input type="checkbox"/> choking</td> </tr> <tr> <td><input type="checkbox"/> cold, clammy sweating skin</td> <td><input type="checkbox"/> wheezing</td> </tr> <tr> <td><input type="checkbox"/> flushed face or body</td> <td><input type="checkbox"/> voice changes</td> </tr> <tr> <td><input type="checkbox"/> fainting or loss of consciousness</td> <td><input type="checkbox"/> vomiting</td> </tr> <tr> <td><input type="checkbox"/> dizziness or confusion</td> <td><input type="checkbox"/> diarrhea</td> </tr> <tr> <td><input type="checkbox"/> stomach cramps</td> <td></td> </tr> <tr> <td><input type="checkbox"/> other _____</td> <td></td> </tr> </table> <p><b>Emergency Protocol:</b></p> <ul style="list-style-type: none"> <li>Administer a single dose Epinephrine auto-injector such as EpiPen.</li> <li>Call 911 request an Advanced Life Support Ambulance</li> <li>Notify Parent/Guardian</li> <li>Administer second a single dose Epinephrine auto-injector such as EpiPen in 10 minutes if no improvement in symptoms</li> <li>Have ambulance transport to hospital</li> </ul> <p>A single dose Epinephrine auto-injector such as EpiPen.                  #1 location: _____</p> <p>A single dose Epinephrine auto-injector such as EpiPen.                  #2 location: _____</p>		<input type="checkbox"/> swelling (eyes, lips, face, tongue)	<input type="checkbox"/> coughing	<input type="checkbox"/> difficulty breathing or swallowing	<input type="checkbox"/> choking	<input type="checkbox"/> cold, clammy sweating skin	<input type="checkbox"/> wheezing	<input type="checkbox"/> flushed face or body	<input type="checkbox"/> voice changes	<input type="checkbox"/> fainting or loss of consciousness	<input type="checkbox"/> vomiting	<input type="checkbox"/> dizziness or confusion	<input type="checkbox"/> diarrhea	<input type="checkbox"/> stomach cramps		<input type="checkbox"/> other _____	
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<input type="checkbox"/> dizziness or confusion	<input type="checkbox"/> diarrhea																		
<input type="checkbox"/> stomach cramps																			
<input type="checkbox"/> other _____																			



# Anaphylaxis Action Form - Secondary School Student

Date developed: \_\_\_\_\_

Date to be reviewed: \_\_\_\_\_

Student's Picture (Recommended)	Student's Name: _____	Date of Birth: _____ (Y/M/D)	Female: <input type="checkbox"/> Male: <input type="checkbox"/>	
	Parent/Guardians: _____	<b>Allergen: Do not include antibiotics or other drugs</b> <input type="checkbox"/> Peanuts <input type="checkbox"/> Nuts <input type="checkbox"/> Dairy <input type="checkbox"/> Insects <input type="checkbox"/> Latex other: _____		
	Daytime Phone #: _____	<b>Additional Information</b> (Parents complete)		
	Emergency Contact: _____			
Daytime Phone #: _____				
Physician Name: _____				

<p style="text-align: center;"><b>Anaphylaxis Prevention Strategies</b></p> <p><b><u>Parent/Student Responsibilities</u></b></p> <ul style="list-style-type: none"> <li>• Inform teacher of allergy, emergency treatment and location of both single dose Epinephrine auto-injectors such as EpiPen</li> <li>• Know anaphylaxis risks and take measures to prevent anaphylaxis</li> <li>• Discuss appropriate location of both single dose Epinephrine auto-injectors such as EpiPen with teacher/principal</li> <li>• Ensure student keeps a single dose Epinephrine auto-injector such as EpiPen in a close location at all times, NOT in locker</li> <li>• Ensure the single dose Epinephrine auto-injector such as EpiPen is taken on field trips</li> <li>• Ensure student wears MedicAlert bracelet or necklet</li> <li>• Check expiry date on the single dose Epinephrine auto-injectors</li> </ul> <p>For students with food allergies:</p> <ul style="list-style-type: none"> <li>• Ensure student knows to eat only food and drinks brought from home</li> <li>• Encourage washing of the student's desk and/or writing surface with soapy water prior to the student using the desk</li> </ul> <p><b><u>Teacher/Coach/Supervising Adult Responsibilities</u></b></p> <ul style="list-style-type: none"> <li>• In consultation with parent/student/Public Health Nurse, provide "allergy awareness" education for classmates</li> <li>• Inform teacher on-call of student with anaphylaxis, emergency treatment and location of both single dose Epinephrine auto-injectors such as EpiPen</li> <li>• Take a single dose Epinephrine auto-injector such as EpiPen, a copy of the Anaphylaxis Action Plan and a cell phone (or appropriate portable phone)</li> <li>• Be aware of anaphylaxis exposure risk (food, latex and insect allergies)</li> <li>• Inform supervising adults of student with anaphylaxis and emergency treatment</li> </ul>	<p><b>Symptoms: All can apply &amp; vary in intensity &amp; severity from attack to attack</b></p> <table style="width: 100%;"> <tr> <td><input type="checkbox"/> swelling (eyes, lips, face, tongue)</td> <td><input type="checkbox"/> coughing</td> </tr> <tr> <td><input type="checkbox"/> difficulty breathing or swallowing</td> <td><input type="checkbox"/> choking</td> </tr> <tr> <td><input type="checkbox"/> cold, clammy sweating skin</td> <td><input type="checkbox"/> wheezing</td> </tr> <tr> <td><input type="checkbox"/> flushed face or body</td> <td><input type="checkbox"/> voice changes</td> </tr> <tr> <td><input type="checkbox"/> fainting or loss of consciousness</td> <td><input type="checkbox"/> vomiting</td> </tr> <tr> <td><input type="checkbox"/> dizziness or confusion</td> <td><input type="checkbox"/> diarrhea</td> </tr> <tr> <td><input type="checkbox"/> stomach cramps</td> <td></td> </tr> <tr> <td><input type="checkbox"/> other _____</td> <td></td> </tr> </table> <p><b>Emergency Protocol:</b></p> <ul style="list-style-type: none"> <li>• Administer A single dose Epinephrine auto-injector such as EpiPen.</li> <li>• Call 911 request an Advanced Life Support Ambulance</li> <li>• Notify Parent/Guardian</li> <li>• Administer a second single dose Epinephrine auto-injector such as EpiPen in 10 minutes if no improvement in symptoms</li> <li>• Have ambulance transport to hospital</li> </ul> <p>A single dose Epinephrine auto-injector such as EpiPen.                  #1 location: _____</p> <p>A single dose Epinephrine auto-injector such as EpiPen.                  #2 location: _____</p>	<input type="checkbox"/> swelling (eyes, lips, face, tongue)	<input type="checkbox"/> coughing	<input type="checkbox"/> difficulty breathing or swallowing	<input type="checkbox"/> choking	<input type="checkbox"/> cold, clammy sweating skin	<input type="checkbox"/> wheezing	<input type="checkbox"/> flushed face or body	<input type="checkbox"/> voice changes	<input type="checkbox"/> fainting or loss of consciousness	<input type="checkbox"/> vomiting	<input type="checkbox"/> dizziness or confusion	<input type="checkbox"/> diarrhea	<input type="checkbox"/> stomach cramps		<input type="checkbox"/> other _____	
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<input type="checkbox"/> other _____																	

**Elementary School - Anaphylaxis Action Plan for \_\_\_\_\_**  
**(Student's name)**

**Principal:** Use this checklist and the Anaphylaxis Action Form (AAF) to develop an Anaphylaxis Action Plan (AAP) for the above-named student. Check the boxes when items are completed. This process needs to be completed annually. Indicate on the AAF the date for the next review.

**Principal's Responsibilities**

- Be aware of School District 63 Anaphylaxis policy, Guiding Principles and Administrative Procedures as well as your responsibilities for keeping students with anaphylaxis safe while at school and participating in school-related activities.
- Inform school staff of their responsibilities regarding school district Anaphylaxis policy, Guiding Principles and Administrative Procedures.
- Notify the public health nurse of new students with a diagnosis of anaphylaxis.
- Endeavor to contact parents prior to school starting in September when possible.
- Inform the parent of SD 63 Anaphylaxis policy, Guiding Principles and Administrative Procedures as well as the intent to provide an "allergy aware" environment for students with life threatening allergies.
- Provide parents with an AAF and Medication Administration Card. Request that parent(s) and their physician complete the Medication Administration Card.
- Inform parent(s) that only a single dose Epinephrine auto-injector such as EpiPen will be administered in the event of an anaphylactic reaction by school staff (no oral antihistamines or Twinject).
- Request parent(s) to provide two single dose Epinephrine auto-injectors such as EpiPen.
- Meet with the parent(s), teacher(s) and public health nurse to review the AAF and complete an AAP.

**Develop the AAP:**

- Review responsibilities of the parent(s), student, teacher(s), principal and public health nurse in developing and implementing the plan.
- Recommend to parent(s) that their child wear a MedicAlert bracelet or necklet. Provide parent(s) with a MedicAlert brochure and inform parent(s) of MedicAlert's "No Child Without" program.
- Check to see parent(s) have completed the AAF and that they have provided two single dose Epinephrine auto-injectors such as EpiPen.
- Check to see the physician has signed the Medication Administration Card and has indicated the use of a single dose Epinephrine auto-injector such as EpiPen to treat anaphylaxis.
- Request the teacher send a letter home to other classroom parents informing them of a student in the class with anaphylaxis. Use the "Child in the Classroom with Anaphylaxis" letter\*.
- Request parents' permission to use student's picture on the AAF.
- Provide a copy of the AAP to parent(s).
- Keep a copy of the AAF with the student's Permanent Student Record.

**Inform involved school staff:**

- Activate the student's computer record to indicate the student has a life-threatening health condition.
- Provide a safe, unlocked, centrally located storage area for one of the student's single dose Epinephrine auto-injector such as EpiPen and the school's additional one.
- Ensure staff and public health nurse are aware of the location of the single dose Epinephrine auto-injector such as EpiPen, Medication Administration Card, Medical Alert List and AAF.

## Elementary School - Anaphylaxis Action Plan for \_\_\_\_\_

(Student's name)

- All school staff are to be responsible for administering a single dose Epinephrine auto-injector such as EpiPen in an emergency.
- Post the AAF in appropriate, confidential, staff locations.
- Provide a copy of the AAF to the teacher and involved school staff.
- Inform involved staff of their responsibilities for student safety in the classroom, on school grounds and during field trips, co-curricular, or extra-curricular activities.
- Post signs and symptoms of anaphylaxis and how to administer the single dose Epinephrine auto-injector such as EpiPen in relevant areas in the school. This may include classrooms, office, staff room, lunch room, cafeteria, multipurpose and any common room areas.

Request assistance from the Public Health Nurse to:

- Review the completed AAF and Medication Administration Card.
- Review the single dose Epinephrine auto-injector such as EpiPen to ensure they are current.
- Provide anaphylaxis training for involved school staff as soon as possible each school year and review single dose Epinephrine auto-injector such as EpiPen DVD.
- Review "allergy aware" classroom procedures with teacher.
- Assist with "allergy awareness" education of classmates.
- Provide MedicAlert brochures.

### Teacher and Staff Responsibilities

- Be aware of school district Anaphylaxis policy, Guiding Principles and Administrative Procedures and your responsibilities for keeping students with anaphylactic allergies safe while at school and while participating in school-related activities.
- Be familiar with students in your class with anaphylaxis. Be familiar with student's AAF, emergency treatment and location of the single dose Epinephrine auto-injector such as EpiPen.
- Inform teacher-on-call of student with anaphylaxis, location of AAF, emergency treatment and location of the single dose Epinephrine auto-injector such as EpiPen.
- Create a positive and helpful attitude toward student with anaphylaxis.
- In consultation with parent(s)/student/public health nurse, provide students with age-appropriate "allergy awareness" education.

For student with food allergies:

- In consultation with the public health nurse, develop an "allergy aware" classroom.
- Request parent(s) to consult with the teacher before bringing food into the classroom.
- Encourage students NOT share food, drinks or utensils.
- Encourage a non-isolating eating environment for the student with a food allergy (the student should eat in the classroom with classmates when possible).
- Encourage all students to eat their food on a napkin rather than directly on the desk or table.
- Encourage all students to wash their hands with soapy water before and after eating.
- Wash desks with soapy water after students eat.
- Do not use identified allergen(s) in classroom activities.

On field trips/co-curricular/extra-curricular activities:

- Take a copy of the AAF.
- Take a single dose Epinephrine auto-injector such as EpiPen or ensure the student has his/her a single dose Epinephrine auto-injector such as EpiPen.
- Take a cellular (or appropriate portable) phone.
- Be aware of anaphylaxis exposure risk (food and insect allergies).

**Elementary School - Anaphylaxis Action Plan for \_\_\_\_\_**  
**(Student's name)**

- Inform supervising adults of student with anaphylaxis and emergency treatment.
- Request supervising adults to sit near student in vehicle (or bus).

**Student Responsibilities**

- Be aware of risks for anaphylactic reactions and take responsibility to avoid them.
- Know the signs and symptoms of anaphylaxis.
- Notify an adult if you are having an anaphylactic reaction.
- Carry an a single dose Epinephrine auto-injector such as EpiPen at all times.
- Wear a MedicAlert bracelet or necklet at all times.
- If you have food allergies:
  - Eat only food and drinks brought from home.
  - Do not share utensils.
  - Do not eat food that has had direct contact with a desk or table.

**Parent Responsibilities**

- Inform school staff and classroom teacher of your child's allergy.
- Ensure your child is aware of his/her allergy and the signs and symptoms of an anaphylactic reaction.
- Inform your child of ways to avoid anaphylactic reactions.
- Inform your child to notify an adult if he/she is having an anaphylactic reaction.
- Complete the AAF and return it to the principal. Set up a time to meet with designated school staff to develop the AAP.
- In conjunction with your physician, complete the Medication Administration Card.
- Provide two current single dose Epinephrine auto-injectors such as EpiPen for school use: one to be kept with your child; the second one to be kept in a central unlocked location at school.
- Ensure your child knows where his/her single dose Epinephrine auto-injector such as EpiPen are kept.
- Teach your child to administer his/her own single dose Epinephrine auto-injector such as EpiPen.
- Ensure your child wears a MedicAlert bracelet or necklet.
- Notify school staff and public health nurse if there is a change in your child's allergy condition.
- Check Expiry date of a single dose Epinephrine auto-injector such as EpiPen.

If your child has a food allergy:

- Ensure your child knows only to eat food and drinks from home.
- Remind your child to check his/her single dose Epinephrine auto-injector such as EpiPen before he/she eats.

**I give permission for my child's photo to be placed on the Anaphylaxis Action Form.**

Parent/Guardian Name \_\_\_\_\_ Parent Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

**I have read the Anaphylaxis Action Plan.**

Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

Student (Optional): \_\_\_\_\_ Date: \_\_\_\_\_

Principal: \_\_\_\_\_ Date: \_\_\_\_\_

## Middle School - Anaphylaxis Action Plan for

\_\_\_\_\_  
(Student's name)

**Principal:** Use this checklist and the Anaphylaxis Action Form\* (AAF) to develop an Anaphylaxis Action Plan\* (AAP) for the above-named student. Check the boxes when items are completed. This process needs to be completed annually. Indicate on the AAF the date for the next review.

### Principal's Responsibilities

- Be aware of School District 63 Anaphylaxis policy, Guiding Principles and Administrative Procedures and your responsibilities for keeping students with anaphylaxis safe while at school and participating in school-related activities.
- Inform school staff of their responsibilities regarding school district Anaphylaxis policy, Guiding Principles and Administrative Procedures.
- Notify the public health nurse of new students with a diagnosis of anaphylaxis.
- Endeavor to contact parents prior to school starting in September when possible.
- Inform the parent of SD 63 Anaphylaxis policy, Guiding Principles and Administrative Procedures as well as the intent to provide an "allergy aware" environment for students with life threatening allergies.
- Provide parents with an AAF\* and Medication Administration Card. Request that parent(s) and their physician complete the Medication Administration Card.
- Inform parent(s) that only a single dose Epinephrine auto-injector such as EpiPen will be administered in the event of an anaphylactic reaction by school staff (no oral antihistamines or Twinject).
- Request parent(s) to provide two single dose Epinephrine auto-injectors such as EpiPen.
- Meet with the parent(s), teacher(s) and public health nurse to review the AAF and complete an AAP\*.

### Develop the AAP:

- Review responsibilities of the parent(s), student, teacher(s), principal and public health nurse in developing and implementing the plan.
- Recommend to the parent(s) that their child wear a MedicAlert bracelet or necklet. Provide parent(s) with a MedicAlert brochure and inform parent(s) of MedicAlert "No Child Without" program.
- Check to see parent(s) have completed the AAF and that they have provided two single dose Epinephrine auto-injectors such as EpiPen.
- Check to see the physician has signed the Medication Administration Card and has indicated the use of a single dose Epinephrine auto-injector such as EpiPen to treat anaphylaxis.
- Request the teacher send a letter home to other classroom parents informing them of a student in the class with anaphylaxis when appropriate. Use the "Child in the Classroom with Anaphylaxis" letter\*.
- Request parents' permission to use student's picture on the AAF.
- Provide a copy of the AAP to parent(s).
- Keep a copy of the AAF with the student's Permanent Student Record.

### Inform involved school staff:

- Activate the student's computer record to indicate the student has a life-threatening health condition.
- Provide a safe, unlocked, centrally located storage area for one of the student's single dose Epinephrine auto-injector such as EpiPen and the school's additional one.
- Ensure staff and public health nurse are aware of the location of the single dose Epinephrine auto-injector such as EpiPen, Medication Administration Card, Medical Alert List and AAF.
- All school staff are to be responsible for administering the single dose Epinephrine auto-injector such as EpiPen in an emergency.
- Post the AAF in appropriate, confidential, staff locations.

## Middle School - Anaphylaxis Action Plan for

\_\_\_\_\_  
(Student's name)

- Provide a copy of the AAF to the teacher and involved school staff.
- Inform involved staff of their responsibilities for student safety in the classroom, on school grounds and during field trips, co-curricular, or extra-curricular activities.
- Post signs and symptoms of anaphylaxis and how to administer the a single dose Epinephrine auto-injector such as EpiPen in relevant areas in the school. This may include classrooms, office, staff room, lunch room and the cafeteria.

Request assistance from the Public Health Nurse to:

- Review the completed AAF and Medication Administration Card.
- Review the A single dose Epinephrine auto-injector such as EpiPen. to ensure they are current.
- Provide anaphylaxis training for involved school staff as soon as possible each school year and show A single dose Epinephrine auto-injector such as EpiPen. DVD.
- Review "allergy aware" classroom procedures with teacher.
- Assist with "allergy awareness" education of classmates.
- Provide MedicAlert brochures.

### Teacher and Staff Responsibilities

- Be aware of school district Anaphylaxis policy and regulations and your responsibilities for keeping students with anaphylactic allergies safe while at school and while participating in school-related activities.
- Be familiar with students in your class with anaphylaxis. Be familiar with student's AAF, emergency treatment and location of A single dose Epinephrine auto-injector such as EpiPen.
- Inform teacher-on-call of student with anaphylaxis, location of AAF, emergency treatment and location of a single dose Epinephrine auto-injector such as EpiPen.
- Create a positive and helpful attitude toward student with anaphylaxis.
- In consultation with parent(s)/student/public health nurse, provide students with age-appropriate "allergy awareness" education.

For student with food allergies:

- In consultation with the public health nurse, develop an "allergy aware" classroom.
- Encourage students NOT share food, drinks or utensils.
- Encourage a non-isolating eating environment for the student with a food allergy (the student should eat in the classroom with classmates when possible).
- Encourage all students to eat their food on a napkin rather than directly on the desk or table.
- Encourage all students to wash their hands with soapy water before and after eating.
- Do not use identified allergen(s) in classroom activities.

On field trips/co-curricular/extra-curricular activities:

- Take a copy of the AAF.
- Take a single dose Epinephrine auto-injector such as EpiPen and ensure the student has his/her single dose Epinephrine auto-injector such as EpiPen.
- Take a cellular phone (or appropriate portable phone).
- Be aware of anaphylaxis exposure risk (food and insect allergies).
- Inform supervising adults of student with anaphylaxis and emergency treatment.

### Student Responsibilities

- Inform your teachers, coaches, supervising adults and friends of your allergy, emergency treatment and location of your single dose Epinephrine auto-injector such as EpiPen.
- Carry a single dose Epinephrine auto-injector such as EpiPen with you at all times.
- Be aware of risks for anaphylactic reactions and take responsibility to avoid them.

## Middle School - Anaphylaxis Action Plan for

\_\_\_\_\_  
(Student's name)

- Know the signs and symptoms of anaphylaxis.
- Notify an adult if you are having an anaphylactic reaction.
- Wear a MedicAlert bracelet or necklet at all times.
- If you have food allergies:
  - Eat only food and drinks brought from home.
  - Do not share utensils.
  - Do not eat food that has had direct contact with a desk or table.

### Parent Responsibilities

- Inform school staff and classroom teacher of your child's allergy.
- Ensure your child is aware of his/her allergy and the signs and symptoms of an anaphylactic reaction.
- Inform your child of ways to avoid anaphylactic reactions.
- Inform your child to notify an adult if he/she is having an anaphylactic reaction.
- Complete the AAF and return it to the principal. Set up a time to meet with designated school staff to develop the AAP.
- In conjunction with your physician, complete the Medication Administration Card.
- Provide two current single dose Epinephrine auto-injectors such as EpiPen for school use: one to be kept with your child; the second one to be kept in a central unlocked location at school.
- Inform school staff of your child's ability to administer his/her single dose Epinephrine auto-injector such as EpiPen.
- Ensure your child knows where his/her single dose Epinephrine auto-injector such as EpiPen is kept.
- Teach your child to administer his/her own single dose Epinephrine auto-injector such as EpiPen
- Ensure your child wears a MedicAlert bracelet or necklet.
- In consultation with classroom teacher and public health nurse determine your role in providing "allergy awareness" education for classmates.
- Notify school staff and public health nurse if there is a change in your child's allergy condition.
- Check Expiry date of a single dose Epinephrine auto-injector such as EpiPen.

If your child has a food allergy:

- Ensure your child knows only to eat food and drinks from home.
- Remind your child to check his/her single dose Epinephrine auto-injector such as EpiPen before he/she eats.

**I give permission for my child's photo to be placed on the Anaphylaxis Action Form.**

Parent/Guardian Name

Parent Guardian Signature

Date

**I have read the Anaphylaxis Action Plan.**

Parent/Guardian: \_\_\_\_\_

Date: \_\_\_\_\_

Student (Optional): \_\_\_\_\_

Date: \_\_\_\_\_

Principal: \_\_\_\_\_

Date: \_\_\_\_\_

## Secondary School - Anaphylaxis Action Plan for \_\_\_\_\_

(Student's name)

**Principal:** Use this checklist and the Anaphylaxis Action Form\* (AAF) to develop an Anaphylaxis Action Plan\* (AAP) for the above-named student. Check the boxes when items are completed. This process needs to be completed annually. Indicate on the AAF the date for the next review.

### Principal's Responsibilities

- Be aware of School District 63 Anaphylaxis policy, Guiding Principles and Administrative Procedures as well as your responsibilities for keeping students with anaphylaxis safe while at school and participating in school-related activities.
- Inform school staff of their responsibilities regarding school district Anaphylaxis policy, Guiding Principles and Administrative Procedures.
- Notify the public health nurse of new students with a diagnosis of anaphylaxis.
- Endeavor to contact parents prior to school starting in September when possible.
- Inform the parent of SD 63 Anaphylaxis policy, Guiding Principles and Administrative Procedures as well as the intent to provide an "allergy aware" environment for students with life threatening allergies.
- Request that parent(s) and their physician complete the Medication Administration Card.
- Inform parent(s) that only single dose Epinephrine auto-injector such as EpiPen will be administered in the event of an anaphylactic reaction (no oral antihistamines or Twinject).
- Request parent(s) to provide two single dose Epinephrine auto-injector such as EpiPen.
- Meet with the parent(s), teacher(s) and public health nurse when possible to review the AAF and complete an AAP\*.

### Develop the AAP:

- Review responsibilities of the parent(s), student, teacher(s), principal and public health nurse in developing and implementing the plan.
- Recommend to parent(s) that their child wears a MedicAlert bracelet or necklet.
- Check to see parent(s) have completed the AAF and that they have provided two single dose Epinephrine auto-injectors such as EpiPen to treat anaphylaxis.
- Check to see the physician has signed the Medication Administration Card and has indicated the use of a single dose Epinephrine auto-injector such as EpiPen to treat anaphylaxis.
- Confirm parents' permission and signature prior to using student's picture on the AAF.
- Provide a copy of the AAP to parent(s) upon request.
- Keep a copy of the AAF with the student's Permanent Student Record.

### Inform involved school staff:

- Activate the student's computer record to indicate the student has a life-threatening health condition.
- Provide a safe, unlocked, centrally located storage area for the student's single dose Epinephrine auto-injector such as EpiPen and the school's additional one.
- Ensure staff and public health nurse are aware of the location of the single dose Epinephrine auto-injector such as EpiPen, Medication Administration Card, Medical Alert List and AAF.
- All school staff are directed to administer a single dose Epinephrine auto-injector such as EpiPen in an emergency.
- Post the AAF in appropriate, confidential, staff locations.
- Inform involved staff of their responsibilities for student safety in the classroom, on school grounds and during field trips, co-curricular, or extra-curricular activities.
- Post signs and symptoms of anaphylaxis and how to administer the single dose Epinephrine auto-injector such as EpiPen in relevant areas in the school. This may include classrooms, office, staff room, lunch room, cafeteria, multipurpose and any common room areas.



## Secondary School - Anaphylaxis Action Plan for \_\_\_\_\_

(Student's name)

Request assistance from Public Health Nurse to:

- Review the completed AAF and Medication Administration Card.
- Review the single dose Epinephrine auto-injector such as EpiPen to ensure they are current.
- Provide anaphylaxis training for involved school staff as soon as possible in the school year and review single dose Epinephrine auto-injector such as EpiPen DVD.
- Review "allergy aware" classroom procedures with teacher.
- Assist with "allergy awareness" education of classmates.
- Provide MedicAlert brochures.

### Teacher and Staff Responsibilities

- Be aware of school district Anaphylaxis policy Guiding Principles and Administrative Procedures and your responsibilities for keeping students with anaphylactic allergies safe while at school and while participating in school-related activities.
- Be familiar with students in your class with anaphylaxis. Be familiar with associated allergens and symptoms, emergency treatment as well as the location of the single dose Epinephrine auto-injector such as EpiPen.
- Inform teacher-on-call of student with anaphylaxis, associated allergens and symptoms, emergency treatment as well as the location of the single dose Epinephrine auto-injector such as EpiPen.
- Create a positive and helpful attitude toward student with anaphylaxis.
- In consultation with parent(s)/student/public health nurse, provide students with age-appropriate "allergy awareness" education.

For student with food allergies:

- Encourage students NOT share food, drinks or utensils.
- Encourage a non-isolating eating environment for the student with a food allergy (the student should eat in the classroom with classmates when possible).
- Encourage all students to eat their food on a napkin rather than directly on the desk or table.
- Encourage all students to wash their hands with soapy water before and after eating.
- Do not use identified allergen(s) in classroom activities.

On field trips/co-curricular/extra-curricular activities:

- Take a copy of the AAF.
- Take a single dose Epinephrine auto-injector such as EpiPen and ensure the student has his/her single dose Epinephrine auto-injector such as EpiPen.
- Take a cellular phone (or appropriate portable phone).
- Be aware of anaphylaxis exposure risk (food and insect allergies).
- Ensure supervising adults are aware of student with anaphylaxis and emergency treatment.

### Student Responsibilities

- Inform your teachers, coaches, supervising adults and friends of your allergy, emergency treatment and location of your single dose Epinephrine auto-injector such as EpiPen.
- Carry a single dose Epinephrine auto-injector such as EpiPen with you at all times.
- Be aware of risks for anaphylactic reactions and take responsibility to avoid these.
- Know the signs and symptoms of anaphylaxis.
- Let an adult know if you are having an anaphylactic reaction.
- Wear a MedicAlert bracelet or necklet at all times.
- Work with the Public Health Nurse to develop and provide "allergy awareness" education to your classmates.
- If you have food allergies:
  - Eat only food and drinks brought from home.
  - Do not share utensils.
  - Do not eat food that has had direct contact with a desk or table.

## Secondary School - Anaphylaxis Action Plan for \_\_\_\_\_

(Student's name)

### Parent Responsibilities

- Inform school staff and classroom teacher of your child's allergy.
- Ensure your child is aware of his/her allergy and the signs and symptoms of an anaphylactic reaction.
- Inform your child of ways to avoid anaphylactic reactions.
- Inform your child to notify an adult if he/she is having an anaphylactic reaction.
- Meet with designated school staff to review the AAP and complete the AAF.
- In conjunction with your physician, complete the Medication Administration Card.
- Provide two current single dose Epinephrine auto-injectors such as EpiPen for school use: one to be kept with your child and the second one to be kept in a central unlocked location at school.
- Inform school staff of your child's ability to administer his/her single dose Epinephrine auto-injector such as EpiPen.
- Ensure your child knows where his/her single dose Epinephrine auto-injector such as EpiPen are kept.
- Teach your child to administer his/her own a single dose Epinephrine auto-injector such as EpiPen.
- Ensure your child wears a MedicAlert bracelet or necklet.
- Notify school staff and public health nurse if there is a change in your child's allergy condition.
- Check Expiry date of a single dose Epinephrine auto-injector such as EpiPen.

If your child has a food allergy:

- Ensure your child knows only to eat food and drinks from home.
- Remind your child to check his/her single dose Epinephrine auto-injector such as EpiPen before he/she eats.

**I give permission for my child's photo to be placed on the Anaphylaxis Action Form.**

Parent/Guardian Name

Parent Guardian Signature

Date

\_\_\_\_\_

**I have read the Anaphylaxis Action Plan.**

Parent/Guardian: \_\_\_\_\_

Date: \_\_\_\_\_

Student (Optional): \_\_\_\_\_

Date: \_\_\_\_\_

Principal: \_\_\_\_\_

Date: \_\_\_\_\_

**Policy Name:** Safe, Caring and Orderly Schools

**No:** 6050

### **Preamble**

The Board of Education is committed to fostering safe, caring and orderly schools that support optimal learning in welcoming, nurturing environments. The Board recognizes that “a strong relationship exists between feelings of safety and belonging and a student’s ability to learn” (BC Safe, Caring and Orderly Schools – A Guide p.3). The Board believes that each child needs to feel accepted and respected, regardless of his/her ability gender, race, culture, religion, or sexual orientation.

The Board subscribes to the belief that schools should be places where students are free from harm and where the presence of intoxicating or banned substances, weapons (or replica weapons), violence, explosives and intruders or trespassers is not tolerated. Its emphasis would be on prevention and engaging students in learning to solve problems in peaceful ways, to value diversity and to defend human rights.

### **Policy Statement**

The Board will ensure that schools have clear expectations of acceptable behavior based on School Codes of Conduct. Incidents of bullying, cyber bullying, harassment, threat and intimidation, violence; verbal, physical or sexual abuse, discrimination in any form, theft and vandalism will be addressed quickly, effectively and in ways that restore or strengthen relationships. In Saanich School District this includes incorporating restitution and restorative practices.

An important component of this policy will be the Community Threat Assessment Protocol in which district staff along with community agency personnel are trained to assess threatening situations involving individuals who have made a threat whether to him/herself or others and to determine appropriate interventions that promote safety.

**Statutory Reference:** Canadian Charter of Rights and Freedoms (Sections 1, 2, 15, 23, 25, 27, 28)  
Multiculturalism Act, RSBC 1996  
Human Rights Code, RSBC 1996  
Official Language Act, 1985  
Youth Criminal Justice Act, 2002  
School Act, 2008 Sections 2, 6, 7, 26, 73, 75, 76, 85, 168  
Ministry of Education Policy Order, 2007  
School Regulation, Reg 265/89  
Ministerial Order, M276/07

**Contractual Reference:**

**Policy Reference:**

Policy 1350 – Human Rights and Discrimination  
Policy 2410 – Alcoholic Beverages and Illegal Drugs  
Policy 3030 – School Counsellors  
Policy 4100 – School Codes of Conduct and Supporting  
Responsible Student Behavior  
Policy 4110 – Student Discipline on School Buses  
Policy 4120 – Possession or Use of Alcohol/ Non-Medical Drugs  
Policy 4130 – Formal Student Suspensions  
Policy 4140 – Guidelines for Police Contact with Students at  
School  
Policy 5530 – Harassment  
Policy 6000 – Child Abuse Prevention  
Policy 6020 - School Bus Accident Procedures  
Policy 6100 – School Critical Response Teams  
Policy 6110 – Prevention of Violence, Intimidation and Harassment  
Policy 6120 – Weapons  
Policy 6150 – Sexual Orientation & Gender Identity

**Date of Initial Board Approval:** May 1989

**Amendments:** May 2013  
September 2013

## School District No. 63 (Saanich)

**Policy Name:** Safe, Caring and Orderly Schools

**No:** 6050

### Guiding Principles

1. The Community Threat Assessment Protocol shall be followed when any student or adult displays threat-making behavior.
2. An effective discipline program based on clear policy and regulations is a necessity when establishing a safe, caring and orderly environment in which students can learn to become responsible citizens.
3. The district, schools, parents/guardians, community members, social and law enforcement agencies share the responsibility for an effective discipline program.
4. The district will promote understanding and acceptance of the interactive roles shared among schools, students, parent/guardians, community members, social and law enforcement agencies, including the resolution of critical safety concerns.
5. The Board encourages an emphasis on preventative procedures and the provision of appropriate early interventions in order to foster and maintain a safe working environment for all students, staff, parents/guardians and community members.
6. School Code of Conduct are reviewed annually to refine and revise common expectations.
7. Adult and student behaviors are governed by the School Act, district policies, as well as the application of Provincial or Federal legislation that pertain to school safety and security. Adult behavior also may be governed by contractual agreements and ethical standards.
8. The Board recognizes that a culture of a safe community can be nourished when socially responsible behaviors are taught, modeled and encouraged within schools.
9. Schools will guard the privacy rights of students but “it may be important and/or necessary for the school to assure members of the school community that school officials are aware of the misconduct and are taking appropriate actions to address it. In such instances student identities and specific details of the incident would not be disclosed” (BC Safe, Caring and Orderly Schools, p.22).
10. Disciplinary actions arising as a result of students not adhering to the School Code of Conduct shall be based on district policy and regulation and may include but are not limited to: loss of privileges, counseling, the outcome of restorative practices, detention, community service, making restitution, a school based education review or a district student review, involvement of the police and/or suspension from school.

**Date of Initial Board Approval:** May 1989

**Amendments:** May 2013  
September 2013

## School District No. 63 (Saanich)

**Policy Name:** Safe, Caring and Orderly Schools

**No.** 6050

### Administrative Procedures

1. The School District will:
  - a. designate a Safe Schools Coordinator who will promote safe, caring and orderly schools through the development of a comprehensive safe schools plan using tools such as the Threat Assessment Protocol;
  - b. have the Safe Schools Coordinator monitor the Ministry's online student report site for bullying, maintain direct communication with the Ministry of Education, manage the ongoing relationship with community partners, and co-ordinate the delivery of multi-level training to address threats and prevent bullying thus ensuring safe and caring school communities;
  - c. ensure that School Codes of Conduct are communicated in written form at the beginning of each school year to students, parents/guardians and staff members;
  - d. review School Codes of Conduct annually to assess their effectiveness;
  - e. ensure that School Codes of Conduct include a duty to report and are consistent with the Human Rights Act including "The prohibition of discrimination on the basis of an individual's or a group's race, color, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation, gender identity or expression or age";
  - f. support prevention and intervention strategies applied at the school level including those outlined in school based education reviews and maintain student reviews at the district level with the goal of creating successful education plans for students;
  - g. ensure that it has consistent policies and procedures in place that can help educators and other partners take action to address bullying and harmful behaviors;
  - h. continue to encourage schools to incorporate evidence based intervention programs (i.e., WITS and Roots of Empathy) and,
  - i. demonstrate leadership in the development of policies, procedures and practices that promote school safety.
2. School Administrators will:
  - a. offer leadership in the Community Threat Assessment Protocol and follow through with responsibilities for its implementation;
  - b. notify parents of potentially suicidal students and follow Threat Assessment Protocol;
  - c. communicate behavioral expectations and the School Code of Conduct to students, parents/guardians, staff and community members through written form;
  - d. ensure the School Code of Conduct is regularly discussed with students;
  - e. reference the Code of Conduct in a prominent area in the school that is visible to visitors, coaches, and volunteers;

**Administrative Procedures** cont'd

- 2 -

- f. examine the School Code of Conduct with students, staff, and parents annually to ensure any necessary revisions are made and submit suggestions for changes to the Safe School Coordinator;
  - g. investigate all reported or suspected incidents of misconduct, and as appropriate, notify parents and authorities;
  - h. follow a graduated list of consequences for incidents, consulting with district personnel for serious offenses;
  - i. ensure that they and their staff take advantage of anti-bullying training and threat assessment training provided by the Ministry of Education and/or the district;
  - j. consistently reinforce clear expectations of acceptable conduct while modeling and teaching problem solving skills to staff and students;
  - k. encourage and enable parents to advocate for their children's well being;
  - l. keep records of all reports of unsafe conditions or actions and the school's response to them;
  - m. conduct searches of students, lockers, and any other property found on school premises in accordance with the procedures set out in relevant district regulations for the purposes of enforcing school rules; and,
  - n. participate in the development of policies, procedures and practices that promote school safety.
3. Teaching and Support Staff will:
- a. model ethical and appropriate behavior while being vigilant for the well being of students;
  - b. develop a clear set of behavioral expectations with students and ensure that all students are aware of the School Code of Conduct;
  - c. respond to incidents in a fair and reasoned manner, using interventions that repair harm, strengthen relationships and restore a sense of belonging;
  - d. make it easy and safe for students and their parents to inform school authorities of presently or potentially dangerous situations;
  - e. take advantage of anti-bullying training and threat assessment training provided by the Ministry of Education and/or district when available;
  - f. participate in the Community Threat Assessment Protocol when appropriate; and,
  - g. participate in the development of policies, procedures and practices that promote school safety.

**Policy Name:** Safe, Caring and Orderly Schools

**No.** 6050

**Administrative Procedures** cont'd

- 3 -

4. Students will:

- a. participate in maintaining behavioral expectations including the School Code of Conduct;
- b. seek to prevent violence and potentially violent situations;
- c. neither take part in nor condone (provoke, encourage or support) bullying, harassment, threats and intimidation, verbal, physical or sexual abuse in any form including when using electronic resources;
- d. refrain from using, possessing or displaying any weapon or replica weapon and not use, possess or sell any intoxicating, banned or controlled substance at school or any event that is organized or sponsored by a school;
- e. show respect for others and themselves, by demonstrating a commitment to learning, using respectful language, practicing academic honesty, and respecting the property of others; and,
- f. seek out adult assistance when there is need for counselling or assistance in handling a dangerous or potentially dangerous situation.

5. Parents/Guardians are requested to:

- a. familiarize themselves with the Community Threat Assessment Protocol found on the district's website;
- b. adhere to all board policies and their child's School Code of Conduct;
- c. demonstrate appropriate academic and social support for their child while communicating with and working in partnership with schools;
- d. support the role of the school and the district in taking disciplinary action when their child or other children have not modeled appropriate behavior.

**Date of Initial Board Approval:** May 1989

**Amendments:** May 2013  
September 2013  
October 2016



**Policy Name:** Critical Incident Response

**No:** 6100

**Preamble**

The Board recognizes its responsibility to ensure a compassionate and timely response to critical incidents of a traumatic nature that affect the normal coping mechanisms of a school. A critical incident usually involves, but is not limited to, a serious accident or tragedy such as death or serious injury of a student, staff or community member. Critical incidents can have a significant impact on staff and students and can disrupt the ability of a school to function in a routine manner. Critical Incident Response Teams, at the school and district level, provide a service that a school can utilize to support the school community in the time of a crisis.

**Policy Statement**

The Board supports the establishment of Critical Incident Response Teams at each school as well as a District Critical Incident Response Team. The school based team works in conjunction with the district based team to respond to any crisis which adversely affects the school or the functioning of a number of people in the school.

**Statutory Reference**

**Contractual Reference**

**Policy Reference**

Policy 3030 – School Counsellors  
Policy 6050 – Safe, Caring and Orderly Schools

\* Threat Assessment Protocol

**Date of Initial Board Approval:** September 1992

**Amendments:** October 2013

**Policy Name:** Critical Incident Response

**No:** 6100

**Guiding Principles**

1. The Board believes that Critical Incident Response Teams have a vital role to play in the event of any crisis which adversely affects the normal functioning and well being of a number of people in the school community.
2. The primary purpose of a Critical Incident Response is to provide immediate support to the school(s) directly after a critical incident, during the “critical period” following the incident and to access community resources as necessary.
3. The Board recognizes that schools have a role in fostering resiliency amongst its students and staff. This includes measures to address the psychological well-being of the school community. Schools become stronger when crisis situations are effectively and compassionately managed.
4. The Board believes that having an effective critical incident response plan in place, outlined in the District Critical Incident Response Team manual, will ensure that the effects of the incident on staff and students will be limited and that the school(s) will be able to return to normalcy in a timely fashion.

**Date of Initial Board Approval:** September 1992

**Amendments:** October 2013

**Policy Name:** Critical Incident Response

**No:** 6100

### **Administrative Procedures**

1. By September 30<sup>th</sup> of each school year:
  - a. Principals are to ensure that their school based Critical Incident Response Team is in place.

The school based Critical Incident Response Team should include, but not be limited to:

- principal
- vice-principal
- school secretary/administrative assistant
- school counsellor
- youth and family counsellor
- integration support teacher
- behaviour support teacher
- any staff members with specialized mental health or counselling skills

- b. Principals are required to ensure that a process for emergency staff contact (e.g. phone fan out, e-mail, etc) is in place and understood by staff. This process is to be activated in the event of a critical incident.
  - c. Principals are to ensure that all members of the school based Critical Incident Response Team are familiar with the contents of the district resource, "School Emergency and Critical Incident Response Information." The team should meet each year to review the manual and the procedures that it contains.

2. School principals and vice-principals are responsible for ensuring that they are trained in critical incident response so that they can effectively lead their school based team as necessary. The district is committed to providing opportunities for school based administrators to receive the necessary training.
3. The Assistant Superintendent of Schools, Learning Services will organize, supervise, and dispatch the District Critical Incident Response Team. The District Critical Incident Response Team will meet once in the fall and then on an as needed basis throughout the school year.
4. The District Critical Incident Response Team shall include, but not be limited to:
  - the Assistant Superintendent of Schools, Learning Services
  - school based administrators (principals and/or vice-principals) from elementary, middle and secondary school
  - District Principal, Alternate Programs
  - teacher counsellors
  - district psychologist
  - district Instructional Support Teacher, Learning Services
  - district Vice-Principal, Indigenous Programs
  - district student advocate

**Policy Name:** Critical Incident Response

**No:** 6100

- 2 -

**Administrative Procedures** cont'd

5. All members of the District Critical Incident Response Team will be trained in critical incident response. Regular in-service will be provided to members of the team to update skills and competencies.
6. The District Critical Incident Response Team manual will be used to guide the District Critical Incident Response Team practices. The District Critical Incident Response Team manual and procedures will be reviewed annually and modified as needed.
7. The primary role of the District Critical Incident Response Team is to support school based administrators and their schools when they are required to respond to and follow up on a critical incident. Members of the District Critical Incident Response Team are dispatched to the school(s) as necessary. The District Critical Incident Response Team works very closely with the school based administrator(s) and assists with the implementation of the practices and procedures contained within the District Critical Incident Response Team manual.

**Date of Initial Board Approval:** September 1992

**Amendments:** October 2013

School District No. 63 (Saanich)

**Policy Name:** Physical Restraint and Seclusion of Students

**No:** 6105

**Preamble**

The Board is committed to ensuring a safe, personally secure and respectful 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 Ministry of Education 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, rather than punitive disciplinary ones.

**Policy Statement**

Saanich Schools do not support any form of physical restraint or seclusion as an ongoing 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.

**Statutory Reference:**

**Contractual Reference:** CUPE Collective Agreement, Article 29:09: "Physical Restraints of Students"

**Policy Reference:**

- Policy 3000: Special Education
- Policy 4100: Supporting Responsible Student Behaviour
- Policy 6050: Safe, Caring and Orderly Schools
- Policy 6100: Critical Incidence Response
- Policy 6110: Prevention, Violence, Intimidation and Harassment
- Policy 6130: Occupational Health and Safety

**Date of Initial Board Approval:** Jan 2016

**Amendments:**

**Policy Name:** Physical Restraint and Seclusion of Students

**No:** 6105

### **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 behaviour 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 physical self-harm or harm to others has dissipated.
6. Neither restraint nor seclusion are used as a punishment, discipline, or to force compliance in an educational/learning setting.
7. Educational assessments, including functional behaviour assessments, are provided for all students whose pattern of behaviour impedes their learning or the learning of others. These assessments inform the development of behaviour intervention plans for students that incorporate positive behaviour interventions and include instruction in strategies to regulate and de-escalate their behaviour.
8. It is expected that schools will include among their staff members, individuals who are trained in Restitution, conflict de-escalation and crisis de-escalation, and non-violent crisis intervention techniques to enable them to defuse conflict and crisis situations.

### **Administrative Procedures**

1. 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 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. temporary touching or holding 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.

2. 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.
3. The school district will provide appropriate training opportunities for staff in order to maintain supportive, safe environments for both staff and students.
4. The school-based team shall develop, in consultation with district staff, Behaviour Support Plans and Risk Reduction Plans for students whose behaviour could potentially pose imminent danger of harm to self or others.
5. The Behaviour Support Plan and/or Risk Reduction Plan shall be attached to the student's IEP and shall be reviewed regularly, and at least, annually.

6. Parents and, where appropriate, students, are to be consulted as part of the development process for behaviour intervention and/or risk reduction plans.
7. If physical restraint or seclusion have been used in an extreme emergency situation to prevent harm to self or others, the school must provide notification, written documentation, and follow-up that includes confirmation that:
  - the school principal was notified as soon as possible after the incident (if possible prior to the end of the school day on which the incident occurred);
  - the student's parent(s)/guardian(s) were notified as soon as possible; and,
  - the Assistant Superintendent, Learning Services was notified as soon as possible.Debriefing occurred with:
  - involved school personnel;
  - parents/guardians of the student,
  - the student by a school counsellor; and,
  - the debriefing examined 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.
8. A School District Threat/Violence Report form must be forwarded to the District Health and Safety Officer and the School Site Safety Committee.

**Date of Initial Board Approval:** Jan 2016

**Amendments:**



School District No. 63 (Saanich)

**Policy Name:** Prevention of Violence, Intimidation  
and Harassment

**No:** 6110

**Preamble**

The Board recognizes its responsibility to ensure a safe and secure environment for everyone associated with schools and district facilities. Violence, threats of violence, intimidation and harassment within the school environment are considered a danger to all members of the school community.

**Policy Statement**

The Board is committed to ensuring that everyone associated with schools and district facilities, including students and staff, will be safe, meaning free from violence, threats of violence, bullying, intimidation and harassment and that any breach of safety will be dealt with effectively through the provisions of this and related policies.

**Statutory Reference:** Workers Compensation Act and OHS Regulations  
(2013)

**Contractual Reference:** Saanich Teachers' Association Collective Agreement  
CUPE Local 441 Collective Agreement  
Contracts of Employment

**Policy Reference:** Policy 4100 – Supporting Responsible Student  
Behaviour  
Policy 4140 – Guidelines for Police Contact with  
Students at School  
Policy 5530 – Harassment and Bullying  
Policy 6000 – Child Abuse Prevention and Reporting  
Policy 6130 – Occupational Health and Safety  
Community Threat Assessment Protocol  
Appendix B: Responding to Threats – A Guide

**Date of Initial Board Approval:** March 1993

**Amendments:** March 2010  
January 2014

**Policy Name:** Prevention of Violence, Intimidation  
and Harassment

**No:** 6110

### **Guiding Principles**

1. This policy is based on the following definitions:
  - Violence – The attempted or actual exercise of any physical force intended to cause harm or injury.
  - Threats of Violence - Any threatening statement or behaviour which gives an individual reasonable cause to believe that he/she is at risk of injury.
  - Intimidation (also known as bullying) - any threatening behaviour which gives an individual reasonable cause to believe that he/she is at risk of injury. One form of intimidation is cyberbullying, defined as any intimidation that occurs by electronic means including email, social networking, texting or other means.
  - Personal Harassment – Any improper behaviour that is directed at or offensive to another person, is unwelcome and which the person knows or ought to reasonably know would be unwelcome; or objectionable conduct, comment or materials or display that demeans, belittles, unreasonably excludes, intimidates or humiliates another person; or the exercise of power in a manner which serves no legitimate work purpose and which a person ought reasonably to know is inappropriate; or such misuses of power or authority as intimidation, threats, coercion and blackmail, but excludes any reasonable communication or action taken by a supervisor or employer representative relating to the management and direction of workers or the place of employment.
  - Sexual Harassment – Any comment, look, suggestion, physical contact or real or implied action of a sexual nature which creates an uncomfortable environment for the recipient, made by a person who knows or who ought reasonably to know such behaviour is unwelcome or any circulation or display of visual material of a sexual nature that has the effect of creating an uncomfortable environment or an implied promise of reward for complying with a request of a sexual nature.
2. All schools will emphasize social responsibility and solving problems in peaceful ways and will employ programs that support socially responsible behaviour of all students.
3. Schools will use, if possible and appropriate, a full range of counseling services as well as restorative practices and/or restorative justice in following up on situations of violence, threats of violence, intimidation or harassment in support of the victim and the alleged perpetrator.
4. Both for supporting socially responsible behaviour and in responding to situations of violence, threats of violence, intimidation or harassment involving students, schools will use Codes of Conduct which have been developed and shared in accordance with the provisions of Policy 4100 – Supporting Responsible Student Behaviour.

**Policy Name:** Prevention of Violence, Intimidation  
and Harassment

**No:** 6110

**Guiding Principles** (cont'd)

5. Matters of violence, threats of violence or intimidation allegedly perpetrated by adults against students will be dealt with through the provisions of Policy 6000 – Child Abuse Prevention & Reporting.
6. Matters of violence or threats of violence by anyone against an employee will be dealt with through the provisions of Policy 6130 – Occupational Health & Safety and through the relevant clauses of the employee's collective agreement or contract of employment. Matters of harassment or intimidation or bullying in relation to employees will be dealt with through the provisions of Policy 5530 – Harassment and Bullying and relevant collective agreement provisions or contracts of employment.
7. Where there is reason to believe that a child is in immediate danger or that a criminal offence has been or is likely to be committed (as per Appendix A), the school administrator or Superintendent will notify the police and/or other relevant agencies as appropriate.
8. When a threat is made against a school or a large number of people, for example through a phoned, written or electronically communicated bomb or weapon threat, the provisions of this policy will apply.
9. All students will be subject to the school Code of Conduct on their way to and from school, at school, and at all school functions and field trips.
10. It is expected that all adults involved with schools will model the socially responsible behaviour expected of students.

**Date of Initial Board Approval:** March 1993

**Amendments:** March 2010  
January 2014  
April 2015

**Policy Name:** Prevention of Violence, Intimidation & Harassment

**No:** 6110

**Administrative Procedures**

1. The school administrator will ensure that investigations into situations that may be deemed violent, threatening, intimidating or harassing are carried out thoroughly as per The Community Threat Assessment Protocol and with regard to procedural fairness and due process including allowing alleged victims and perpetrators to fully explain and respond to allegations.
2. When a school administrator deems an action by a student to be violent, threatening, intimidating or harassing, he/she will reference the Responding to Threats Guide and to determine the level of threat and attempt to minimize the risk of injury or harm to any member of the school community.
3. Where an IMMEDIATE threat is made, as per the Responding to Threats Guide against a school or a large number of people, for example through a phoned, written or electronically communicated bomb or weapon threat, the school administrator will follow the Community Threat Assessment Protocol. Administrators will work cooperatively with the police in terms of search, investigation and restoration of normal operations, and will advise the Superintendent in regard to lockdown or evacuation.
4. The school administrator will respond in accordance with the school's Code of Conduct and may suspend the student as per Policy 4130 – Formal Student Suspensions. The length of the suspension will be at the discretion of the school administrator in accordance with the circumstances and seriousness of the offence.
5. School administrators will ensure that all incidents are reported appropriately including to parents of victims and perpetrators, and as necessary, the Superintendent or designate. In the case of injury, an Incident Report must be filled out and submitted to the District Health and Safety Manager.
6. Where a school administrator has reason to believe that a criminal offense has been committed (see Appendix A), he or she will consult with the Superintendent or designate and inform the police and/or other agencies as appropriate.
7. School administrators and district staff will use principles of restitution and restorative practices in response to situations of violence, threats of violence, intimidation or harassment where they believe it is appropriate.
8. The District will ensure that appropriate counselling services are available for all students involved in violent incidents.
9. The District's Critical Incident Response team may be called upon to provide support for schools dealing with major and serious incidents and to coordinate community intervention efforts.

**Date of Initial Board Approval:** March 1993

**Amendments:** March 2010  
January 2014

**Policy Name:** Prevention of Violence, Intimidation  
and Harassment

**No:** 6110

### **Appendix A**

Some relevant Criminal Code Offence Provisions:

#### **Section 264.1 (1) - Uttering Threats**

Every one commits an offence who, in any manner, knowingly utters, conveys or causes any person to receive a threat

- a) to cause death or bodily harm to any person;
- b) to burn, destroy or damage real or personal property
- c) to kill, poison or injure an animal or bird that is the property of any person.

#### **Section 265 (1) - Assault**

A person commits an assault when:

- a) without the consent of another person, he applies force intentionally to that other person, directly or indirectly;
- b) he attempts or threatens, by an act or a gesture, to apply force to another person, if he has, or causes that other person to believe on reasonable grounds that he has, present ability to effect his purpose; or
- c) while openly wearing or carrying a weapon or an imitation thereof, he accosts or impedes another person or begs.

#### **Section 267 – Assault with a weapon or causing bodily harm**

Every one who, in committing an assault

- a) carries, uses or threatens to use a weapon or an imitation thereof, or
- b) causes bodily harm to the complainant, is guilty of an indictable offence

#### **Section 268 – Aggravated Assault**

Every one commits an aggravated assault who wounds, maims, disfigures or endangers the life of the complainant.

#### **Section 269 - Unlawfully causing bodily harm**

Everyone who unlawfully causes bodily harm to any person is guilty of an indictable offence.

School District 63 (Saanich)

**Policy Name:** Weapons

**No:** 6120

**Preamble**

The Board of Education recognizes that the possession or use of any weapon by anyone on or near school premises or at any school function is a serious threat to the safety of students and staff and the school environment.

**Policy Statement**

All school personnel who believe that a threat with weapons exists will take appropriate action in accordance with this policy to ensure the safety of both students and staff.

**Definition of a weapon:**

- a) anything that is used, that can be used, or is designed to put someone in fear
- b) anything used or intended for use in causing death or injury to persons whether designed for that purpose or not, or
- c) anything used or intended for use of threatening or intimidating any person, and, without restricting the generality of the foregoing, includes any firearm as defined in section 84 of the Criminal Code.

**Definition of school function:**

Any assembly, meeting or gathering of students including on field trips, under the supervision or direction of the Board, representatives of the Board, or the teaching or supervisory staff in the course of their duties.

**Statutory Reference**

**Contractual Reference**

**Policy Reference:** Policy 4130 – Formal Student Suspensions

**Date of Initial Board Approval:** March 1993

**Amendments:** April 2009

School District 63 (Saanich)

**Policy Name:** Weapons

**No:** 6120

**Guiding Principles**

1. School Codes of Conduct will contain age-appropriately clear language, consistent with this policy, related to the possession or use of weapons.
2. All school personnel and all students are required to report the threat of or presence of weapons to an administrator.
3. Anyone who suspects the presence of weapons, or that a threat exists, is expected to report that presence or threat to a school administrator.

**Date of Initial Board Approval:** March 1993

**Amendments:** April 2009

**Policy Name:** Weapons

**No:** 6120

**Administrative Procedures**

1. When a school administrator reasonably believes that any person on or near school property or at any school function, without lawful excuse:
  - i) possesses a weapon on his or her person or in any other place, or
  - ii) uses or intends to use a weapon for the purposes of intimidation, assault or personal protection.

the administrator shall:

  - a) make all reasonable attempts to minimize the risk of injury to any member of the school community, including initiating lock-down procedures if necessary, and,
  - b) report the matter to local law enforcement authorities and if appropriate seek their assistance.
2. After the administrator has ensured the safety of students and staff, he or she shall:
  - a) notify the parent or guardian of any child involved in the situation.
  - b) make an oral report of the situation to the Superintendent, or designate.
  - c) as soon as is practicable, file a written report to the Superintendent of Schools.  
Every effort should be made to include appropriate detail, processes and the evidence gathered all of which may be required to support charges.

**Date of Initial Board Approval:** March 1993

**Amendments:** April 2009



**Policy Name:** Weapons

**No:** 6120

**Administrative Procedures** (cont'd)

3. The Board recognizes that the possession of any weapon by a student on or near school property or at any school function is a serious threat to the school environment and to the safety of both students and staff. Therefore, the Board the administrator will normally suspend any student in possession of or utilizing a weapon.

Any cases involving weapons which results in a suspension will follow the provisions of District Policy 4130 - Formal Student Suspensions. The length of suspension is at the discretion of the administrator in accordance with the circumstances and seriousness of the offence.

4. The provisions of this district policy relating to weapons shall be part of the code of conduct of all Saanich schools.

Every student shall be subject to the code of conduct established for the school while on the school premises, in going to and returning from school, and at all games and functions whenever and wherever held.

5. In any case where a parent/guardian, based on religious grounds, wishes their child to wear at school a religious symbol which falls within the definition of a "weapon", the following process must be followed:
  - a) the parent must be directed to obtain official authorization from the Board for their child or children to wear such "symbols" at school.
  - b) in cases where a student arrives at school with a religious symbol (potential weapon), without official authorization, the administrator will immediately contact the parents/guardian and request that;
    1. the religious symbol be surrendered, or
    2. the student return home until official authorization has been obtained from the Board of Education.
  - c) in cases where any child insists upon wearing a "symbol" without having obtained prior official authorization from the Board, the administrator will send the student home, advise the parents/guardian of the reasons and request a meeting with the parents/guardian.

**Date of Initial Board Approval:** March 1993

**Amendments:** April 2009

School District No. 63 (Saanich)

**Policy Name:** Occupational Health and Safety

**No:** 6130

**Preamble**

The Saanich Board of Education places a very high priority on ensuring the health and safety for all who are associated with the School District.

**Policy Statement**

The Saanich Board of Education and the administrative staff of the Saanich School District recognize that the health and safety of all employees is of primary importance and contributes to overall safety of our schools and buildings. Therefore, the Board is committed to providing a healthy and safe working and learning environment throughout the school district and promoting the development of safe working practices and positive attitudes towards accident prevention.

**Date of Initial Board Approval:** February 1978

**Amendments:** October 1990  
August 1991  
March 2008

**Policy Name:** Occupational Health and Safety

**No:** 6130

**Guiding Principles**

The Saanich Board of Education will achieve its stated health and safety policy objectives by:

- (a) assigning managerial responsibility for the development and maintenance of a written Occupational Health and Safety Program;
- (b) providing adequate safety training and instruction for employees to ensure the safe performance of their duties;
- (c) ensuring the establishment and maintenance of worksite Occupational Health and Safety Committees or safety representatives in accordance with WorkSafe BC Regulation;
- (d) ensuring the prompt investigation of all worker loss time or medical aid accidents with the aim of preventing re-occurrence;
- (e) ensuring that regular safety inspections are conducted at each worksite;
- (f) providing adequate first aid services and supplies;
- (g) directing the employees, supervisors, Occupational Health and Safety Committee and school principals to follow their administrative procedure responsibilities;
- (h) ensuring that student safety is handled by first aid training for various staff members within the school as part of their job qualifications. Designated first aid attendants will be called upon when serious student accidents occur.

**Date of Initial Board Approval:** March 2008

**Amendments:**

**Administrative Procedures**

Every employee of the Saanich School District has a responsibility to:

- (a) work in such a manner so as to prevent injury to themselves or any other person;
- (b) use and/or wear protective clothing and equipment in accordance with WorkSafe Regulation and the School District Safety Program;
- (c) comply with WorkSafe Health and Safety Regulations and School District specific safety rules;
- (d) promote safe working practices and positive attitudes towards accident prevention;
- (e) refuse to carry out unsafe work;
- (f) report all workplace related illnesses, injuries, violent incidents, challenging student behaviour or near miss incidents in accordance with WorkSafe BC Regulation and the School District Safety Program;
- (g) report observed unsafe acts or conditions directly to their immediate supervisor without undue delay;
- (h) not remove, impair or render ineffective any safeguard provided for the protection of students or workers;
- (i) not enter or remain at any workplace while their ability to work is affected by alcohol, a drug or other substance so as to endanger themselves or any other person.

Every supervisor of the Saanich School District has a responsibility to:

- (a) ensure that each employee is properly trained to perform his/her job safely;
- (b) be alert to unsafe working practices and conditions with a view to their correction;
- (c) ensure that any observed or reported unsafe condition or act is corrected without undue delay;
- (d) complete a WorkSafe BC Form 7 for all worker loss time or medical aid accidents and submit the report to the Occupational Health and Safety Manager within two working days of the incident;
- (e) work in cooperation with the local Occupational Health and Safety Committee or worker representative to investigate all worker loss time or medical aid accidents;
- (f) enforce workplace safety rules in accordance with the WorkSafe BC Regulation and the District Safety Program and initiate progressive discipline where required;
- (g) encourage employees to seek assistance through the Employee Assistance Program to deal with personal or work related problems that may impair their well-being and productivity.

**Policy Name:** Occupational Health and Safety

**No:** 6130

**Administrative Procedures** (cont'd)

The local Occupational Health and Safety Committee have a responsibility to:

- (a) annually report the names of the school's Occupational Health and Safety Committee members or representative to the Occupational Health and Safety Manager and prominently post the names of the members or representative on staff bulletin boards at the workplace;
- (b) hold regular meetings, at least once a month, record proceedings and forward the minutes promptly to the Occupational Health and Safety Manager;
- (c) recommend actions that will improve the effectiveness of the Occupational Health and Safety Program;
- (d) promote compliance with WorkSafe BC Occupational Health and Safety Regulation and School District Safety Program rules and directives;
- (e) work with supervisors and injured workers to investigate all employee loss time or medical aid accidents and submit the results using the Accident Investigation Form provided by the Occupational Health and Safety Manager;
- (f) conduct monthly inspections of the workplace using the inspection checklists provided by the Occupational Health and Safety Manager;
- (g) participate in annual Occupational Health and Safety training sessions;
- (h) work with the principal or designate to annually prepare and submit critical emergency planning details as requested by the Occupational Health and Safety Manager.

School principals will:

- (a) ensure that an Occupational Health and Worker Safety Committee is established and maintained in accordance with WorkSafe BC Regulation at any work location to which 20 or more workers regularly report;
- (b) ensure that an Occupational Health and Safety Representative is appointed in accordance with WorkSafe BC Regulation at any work location to which less than 20 workers regularly report;
- (c) ensure that a minimum of two Designated First Aid Attendants are readily available to render first aid services at each school and submit the names of those designates to the Occupational Health and Safety Manager at the beginning of each school year;
- (d) participate, or designate the vice-principal to participate as the management representative on the local Occupational Health and Safety Committee;
- (e) ensure that three fire drills are completed during each of the fall and spring terms and report the results of these drills to the Occupational Health and Safety Manager using the prescribed format;

**Policy Name:** Occupational Health and Safety

**No:** 6130

**Administrative Procedures** (cont'd)

- (f) ensure that earthquake drills are completed at least twice a year and report the completion of these drills to the Occupational Health and Safety Manager using the prescribed format;
- (g) review critical emergency and incident reporting procedures with staff annually as circulated by the Occupational Health and Safety Manager;
- (h) work with the local Occupational Health and Safety Committee to prepare and submit critical emergency planning details as requested by the Occupational Health and Safety Manager at the beginning of each school year.

**Date of Initial Board Approval:** February 1978

**Amendments:** October 1990  
July 1991  
May 1997  
March 2008

**Policy Name:** Management of Blood-borne Diseases

**No:** 6131

### **Preamble**

Students and employees infected with blood-borne diseases will be attending schools in increasing numbers in the years to come. It is important that district staff and parents understand that students and employees infected with these diseases do not pose a risk for others when basic hygiene procedures (Standard Precautions) are followed.

- There is no medical evidence to indicate that it is unsafe for a person with a blood-borne disease to attend school or work in a school
- Individuals with a blood-borne disease have a right to confidentiality and do not have to disclose that they have a blood-borne disease
- School staff have a responsibility to maintain confidentiality
- The Superintendent of Schools or designate shall seek advice from the Vancouver Island Health Authority (VIHA) Medical Health officer to determine who has the right to know this information.

### **Policy Statement**

The Board of Trustees recognizes its responsibility to ensure the fair and compassionate management of students and employees infected with the Human Immuno-deficiency Virus (HIV), with Acquired Immune Deficiency Syndrome (AIDS) or with the Hepatitis B or Hepatitis C virus (HBV/HCV).

The Board acknowledges its obligation to provide a safe school environment for all students and staff. The Board also recognizes that the student or employee with HIV/AIDS or Hepatitis requires support from an informed school and health community which has access to accurate, up-to-date information. The purpose of this policy and its attendant administrative procedures is to:

- prevent uncertainty and fear
- protect infected students and employees from discrimination
- safeguard the right to privacy and confidentiality
- facilitate the successful inclusion of students and staff with blood-borne diseases in the school system

The District will work in partnership with the employee, the student's family, the School Medical Officer and other community resource personnel to support these individuals and to ensure the health and safety of the school community.

**Date of Initial Board Approval:** December 1997

**Amendments:** September 2004

**Policy Name:** Management of Blood-borne Diseases

**No:** 6131

**Guiding Principles**

- To provide for fair and compassionate management of students and employees infected with blood-borne diseases
- To provide blood-borne disease information to employees
- To promote a partnership between the students, parents, school district, public health system and community agencies in supporting students and employees infected with blood-borne diseases
- To promote a safe school environment for all students, employees and volunteers

**Responsibilities**

Statistics indicate that in the District population there will be students and staff with blood-borne diseases. It is important to promote the use of Standard Precautions as outlined in Policy 6132. It is the responsibility of the School Administrator in consultation with the Health and Safety Supervisor to ensure that all school staff be cognizant of and practice Standard Precautions when in contact with blood and body fluids (see Policy No. 6132).

**Date of Initial Board Approval:** December 1997

**Amendments:** September 2004



**Policy Name:** Management of Blood-borne Diseases

**No:** 6131

## **Administrative Procedures**

### **A. Definition of Policy Terms**

- a) Blood-borne diseases can be transmitted through blood and blood products (including AIDS, HIV, Hepatitis). HIV is also transmitted through body fluids (including semen, vaginal secretions and sharing of contaminated needles).
- b) AIDS - Acquired Immune Deficiency Syndrome is the result of a viral infection (HIV) that destroys the body's natural defenses against many diseases.
- c) HIV - Human Immunodeficiency Virus, is a virus that can cause AIDS.
- d) Hepatitis - Infectious hepatitis is an acute inflammation of the liver caused by a virus.
- e) Exposure is defined as contact with blood or blood contaminated body fluids through the broken skin or mucous membrane.
- f) Standard Precautions are recognized hygienic procedures to prevent the transmission of blood-borne diseases.
- g) Staff are employees of the Board.
- h) Volunteer, as defined by the School Protection Program.
- i) School Medical Health Officer - is the Medical Health Officer for the Vancouver Island Health Authority (VIHA).

### **B. Protocol Procedure in the Event of an Exposure**

If a worker has been stuck by a needle or has come in contact with blood/body fluids, the steps to be followed are:

- a) Wash wound immediately with soap and warm water
- b) Do not squeeze cut/wound
- c) Go to Emergency
- d) Report to Health and Safety Supervisor
- e) Complete Incident Report according to School District guidelines

### **C. Protocol Procedure in the Event of a Disclosure**

1. Subject to paragraphs (a) and (b) below, the identity of a student or employee infected with a blood-borne disease shall remain strictly confidential. If confidentiality is not respected, legal liability may be incurred by the individual and the School District.

Disclosure will occur only where:

- a) the parent/guardian of the infected student or the employee has consented in writing to the disclosure of the information. In the written consent, the employee or parent/guardian will identify those individuals to whom this information may be provided by the Board; or

**Policy Name:** Management of Blood-borne Diseases

**No:** 6131

**Administrative Procedures** (cont'd)

- b) the Superintendent or designate and Medical Health Officer, in consultation with the employee or parent/guardian, determine that the disclosure of the identity of the student or employee is necessary for the performance of the duties of an employee of the Board, or for the protection of the health or safety of an employee of the Board, or other individual. The decision to inform others in these circumstances is most often required when the employee's or student's health status requires consideration of alternative employment or educational arrangements.

**D. Staff and Students' Rights**

1. Students have the right to attend regular class and not to be excluded from school.
2. If a student's behaviour poses a safety risk to other students and staff, the school administrator will request that the school Medical Health Officer conduct an assessment of the student to determine whether or not exclusion is necessary.
3. Staff and students with a blood-borne disease have the right to be free from discrimination.

**E. Obligation to Report**

1. The Canada Health Act requires that a person who knows or suspects that another person is suffering from a communicable disease (i.e., HIV) is legally obligated to report this to the VIHA Medical Health Officer.

**F. Resource Materials**

Further information is available from the Health and Safety Supervisor to assist school staff with definitions and procedures to alleviate concerns with respect to blood-borne diseases.

Information is also available from:

- a) BC Health Files  
<http://www.bchealthguide.org/healthfiles/httoc.stm>
- b) B.C. Nurse Line – 24 hour line operated by registered nurses – 1-866-215-4700

**Date of Initial Board Approval:** December 1997

**Amendments:** September 2004

**Policy Name:** Standard Precautions

**No:** 6132

**Preamble**

Standard Precautions are practices which are intended to protect persons from infection through contact with blood or body fluids and are based on the premise that all blood and body fluids are a potential source of infection.

Standard Precautions recommended by the Vancouver Island Health Authority (VIHA) Medical Health Officer must be used by all persons in our district who come into contact with blood and body fluids.

- Standard Precautions are prudent practices that are used to prevent the transmission of an infectious disease.
- Standard Precautions are based on the premise that all persons are a potential source of infection.
- As it is not possible to tell if a person may be infected with a blood-borne disease, or any other communicable disease, it is important to treat blood and body fluids from everyone as potentially infectious. This includes all body fluids (except sweat).
- Persons with a blood-borne disease are not required to disclose this information to school personnel.

**Policy Statement**

The Board supports the concept of Standard Precautions as a method to provide simple and basic precautions against the transmission of disease. To assure a standard of practice within our district, the Board directs all persons to follow the Standard Precautions as outlined in the attendant administrative procedures to this policy.

**Date of Initial Board Approval:** December 1997

**Amendments:** September 2004

**Policy Name:** Standard Precautions

**No:** 6132

**Guiding Principles**

To provide a safe school environment for students and staff, it is compulsory that all staff use Standard Precautions.

The School District will:

- a) Maintain current policies, regulations and practices with regard to Standard Precautions.
- b) Provide training to all staff who are required to handle blood and body fluids with regard to Standard Precautions through the Health and Safety Supervisor.
- c) Provide supplies and equipment needed to practice Standard Precautions.

Supervisors and department heads will:

- a) Ensure that all staff who are required to handle blood and body fluids within their area of responsibility have received orientation in Standard Precaution methods.

District staff who are required to handle blood and body fluids are expected to:

- a) Attend and participate in orientation provided on Standard Precautions.
- b) Follow the practices which are outlined in Policy No. 6132 related to Standard Precautions.

**Date of Initial Board Approval:** December, 1997

**Amendments:** September 2004

**Policy Name:** Standard Precautions

**No:** 6132

### **Administrative Procedures**

The spread of infection requires three key elements:

1. a source of infecting organism
2. a susceptible host, and
3. a means of transmission for the organism

The blood-borne diseases most commonly transmitted in this matter are Hepatitis B and Hepatitis C and HIV. The viruses for these diseases can be transmitted through blood and through body fluids such as semen and vaginal secretions. Body fluids such as saliva, sweat, tears, urine, vomit or mucous, unless they are contaminated with blood, are not considered infectious. Viruses enter the body through breaks in the skin such as open sores or puncture wounds. They may also enter through the mucous membranes of the mouth, nose and eyes. Because persons who carry the Hepatitis B and Hepatitis C or HIV viruses may not display any symptoms of disease they may not be aware they are infected.

### **A. Prevention and Control Methods**

1. Personal Protective Equipment

When in contact with blood or body fluids, staff must treat all contact as potentially infectious. Staff who are required to handle blood and body fluids will be provided with appropriate personal protective equipment. Disposable gloves and barrier masks will be provided to all staff whose duties may involve contact with blood and body fluids. This may include first aid designates, playground supervisors, physical education teachers and teacher assistants. Staff will also have access to tongs and “sharps” containers for handling such items as used syringes.

#### Gloves

Disposable latex, vinyl or rubber gloves must be worn when handling blood or body fluids or in situations where contact may occur. The gloves must be disposed of immediately after use and followed by hand washing using liquid soap.

#### Barrier masks

It is highly recommended that disposable barrier masks be worn when performing artificial respiration or cardio-pulmonary resuscitation (CPR).

**Policy Name:** Standard Precautions

**No:** 6132

**Administrative Procedures** (cont'd)

Disposal of needles, syringes and condoms

Any sharp object which might be contaminated with blood or body fluids should not be handled by hand. They should be picked up with a pair of tongs and disposed of in a puncture-proof container.

Disposing of needles should involve the following steps:

- a) Put gloves on
- b) Pick up needles and syringes with garbage collection tongs
- c) Do not recap, bend or break off used needles
- d) Place in a puncture resistant 'sharps' container
- e) Keep 'sharps' container in a secure location in the school
- f) Dispose of gloves

Disposal of condoms should involve the following steps:

- a) Put gloves on
- b) Pick up condom and dispose of condoms in a sealed plastic bag
- c) Dispose of gloves
- d) Wash hands

Clean-up

The clean-up of any spill involving blood and body fluids should involve the following steps:

- a) Wear disposable latex, vinyl or rubber gloves.
- b) Clean up spills promptly by using absorbent disposable material or paper towel first, then clean with a bleach solution (1 part bleach to 10 parts water) or approved disinfectant solution.
- c) Dispose of the absorbent material and/or paper towels in a sealed plastic bag.
- d) Wash non-disposable items (towels or clothing) in hot water and detergent, OR seal student's clothing in a plastic bag and send it home for cleaning.
- e) Clean brushes, brooms, mops and other instruments used to clean up body fluids with a bleach solution.
- f) Remove and dispose of gloves in a sealed bag and wash hands with liquid soap for 15 seconds and rinse under running water for 5 seconds.

**Policy Name:** Standard Precautions

**No:** 6132

**Administrative Procedures** (cont'd)

**B. Needle stick injuries or contact with blood/body fluids**

If an individual has been stuck by a needle or has come in contact with blood/body fluids, the following steps should be followed:

- a) Wash wound immediately with soap and warm water
- b) Do not squeeze cut/wound
- c) Go to Emergency immediately
- d) Report to Health and Safety Supervisor
- e) Complete Incident Report according to School District guidelines

**C. Training**

The District wants to prevent infectious disease transmission through education and by ensuring the staff has access to the appropriate personal protective equipment and cleaning supplies.

Newly appointed staff shall receive orientation upon commencement of work. All District staff and any volunteers who are required to handle blood and body fluids working on school district sites will receive orientation in Standard Precautions. Site training will be provided by the Health and Safety Supervisor.

**D. Handwashing**

Handwashing with soap and water should always be done under the following circumstances:

- Before preparing food
- Before meals
- After toileting and diapering
- Before and after providing first aid
- After handling blood or body fluids

The description of these prudent practices applies to the prevention of infectious disease transmission and care must be taken to follow the outlined application of these procedures to ensure the health, safety and security of all persons in Saanich School District.

This policy is to be reviewed every three years, or as necessary.

**Date of Initial Board Approval:** December 1997

**Amendments:** September 2004

School District No. 63 (Saanich)

**Policy Name:** Earthquakes

**No:** 6140

**Preamble**

The Saanich Board of Education recognizes that School District No. 63 (Saanich) lies in an area which has the possibility of strong earthquake activity. The Board is committed to developing and maintaining a comprehensive earthquake program to safeguard students and staff.

**Policy Statement**

The Saanich Board of Education and the administrative staff of the Saanich School District believes in the importance of being ready for an earthquake. Therefore, the Board promotes overall emergency preparedness in all facilities and supports improving the levels of education and training for all employees.

**Statutory Reference:**

SD 63 Saanich Earthquake Preparedness Handbook  
School Emergency and Critical Incident Response  
Information

**Contractual Reference:**

**Policy Reference:**

**Date of Initial Board Approval:** May 1991

**Amendments:** March 2008  
January 2014



**Policy Name:** Earthquakes

**No:** 6140

**Guiding Principles**

1. The Saanich Board of Education supports the implementation of preparedness procedures outlined in the the School District No. 63 (Saanich) Earthquake Preparedness Handbook and the School Emergency and Critical Incident Response Information manual.
2. Schools are encouraged to design a specific School Earthquake Plan in the format prescribed and provided in the Handbook.
3. In conjunction with the Parent Advisory Council, each school will purchase an initial complement of basic earthquake response supplies and equipment for each school as outlined in the Handbook.
4. Schools will provide earthquake training for staff to the degree that is practicable and with the support of the District Health and Safety Manager who will assist with resources.
5. Schools will encourage PAC participation to enhance each school's School Earthquake Plan.
6. Board Office/Physical Plant will become an Emergency Operations Centre and will coordinate the District's post earthquake response activities.
7. Staff and students at all locations will practice earthquake drills at least twice a year.
8. The District Health and Safety Committee will review this policy and district procedures every year to ensure a high level of preparedness.
9. The District will ensure an ongoing liaison with the Provincial Emergency Program (PEP), Saanich Emergency Program (SEP) and Peninsula Emergency Measures Organization (PEMO).

**Date of Initial Board Approval:** May 1991

**Amendments:** March 2008  
January 2014

**Policy Name:** Earthquakes

**No:** 6140

### **Administrative Procedures**

Every employee will:

1. Remain on the scene in the event of an earthquake to ensure the safety of students until otherwise directed by the administration of the school.
2. Carry out their assigned responsibilities as designated whether under the individual School Earthquake Plan or as part of the Board Office/Physical Plant Earthquake Plan.
3. Where employees are using a School District vehicle at the time of an earthquake, they shall report to the Principal of the nearest school, and in the absence of specific direction from the Board Office/ Physical Plant Emergency Operations Centre, assist the staff at the school under the direction of the Principal.

The local Health and Safety Committee or safety representative will:

1. Assist the Principal in preparing a site specific earthquake plan.
2. Attend earthquake training programs where possible.

The Health and Safety Manager will:

1. Ensure that the School District's Earthquake Preparedness Handbook is made readily available to staff and kept up-to-date and relevant.
2. Assist schools who request earthquake preparedness training with special resources who can assist.
3. In the event of an earthquake, coordinate the district response, including ensuring that the School District Emergency Operations Centre is made immediately operational in the Board Office/Physical Plant Office.

School Board Executive, directors and managers will:

1. In the event of an earthquake, report to the School District Emergency Operations Centre located in the Board Office/Physical Plant Office and assist in coordinating the District's response activities.
2. Foster positive attitudes towards earthquake preparedness and encourage staff participation in the program.

**Policy Name:** Earthquakes

**No:** 6140

**Administrative Procedures**

The Principal will:

1. Assign staff to carry out designated responsibilities under the School Earthquake Plan to the degree that is possible.
2. Work with the local Health and Safety Committee or representative to prepare a site specific earthquake plan.
3. Ensure that earthquake drills are carried out at least twice per year and report the results of these drills to the Health and Safety Manager.
4. Ensure that the VHF radio supplied to each school by the Health and Safety Manager is kept operational and readily accessible for emergency situations.
5. Ensure that posters provided by the Health and Safety Manager outlining standard procedures are conspicuously posted in each classroom.
6. Ensure that a hard copy or access to electronic copy of up-to-date student demographic data is kept readily available at all times.
7. Send a letter to parents (sample letter available from the Health and Safety Manager) at the beginning of each school year outlining the school's earthquake safety program and including procedures for parents to follow in the event of an emergency.
8. Ensure that the schools complement of earthquake supplies and equipment (as outlined in the Earthquake Handbook) are up to date and in order.
9. Establish a post earthquake staff release order which takes into account the need of certain staff who have the direct responsibility of day-to-day care for young, special needs, elderly or otherwise vulnerable family members.

**Date of Initial Board Approval:** May 1991

**Amendments:** March 2008  
January 2014

**Policy Name:** Sexual Orientation and Gender Identity

**No:** 6150

### **Preamble**

The Board of Education recognizes and values the diversity found within its school communities and believes that each individual contributes to the strength of the district's culture. The Board also recognizes that students and other school community members identifying as lesbian, gay, bisexual, transgender, transsexual, two-spirit, intersex, queer, or questioning (LGBTTIQQ) face a unique set of challenges within our schools and communities. This often results in a struggle with a variety of profound social consequences including discrimination, harassment, physical and sexual violence, social and emotional isolation, substance abuse, homelessness, school truancy and drop-out, self-harm and suicide.

The Board recognizes that each member of the school and district community must share the responsibility for supporting all students in addressing and facing these challenges and that the district is responsible for providing an education system that is safe, welcoming, inclusive and affirming for its students, employees and community members. The Board commits to creating this environment for all students and employees regardless of sexual orientation and/or gender identity with special attention paid to supporting those who identify as LGBTTIQQ.

### **Policy Statement**

School District 63 is committed to establishing and maintaining a safe and positive environment free of discrimination, harassment and intimidation for all students, employees and community members regardless of sexual orientation and/or gender identity. The Board is particularly committed to supporting those who identify as LGBTTIQQ. In this regard, the Board is committed to the letter and spirit of the *Canadian Charter of Rights and Freedoms*, the *BC Human Rights Code*, related Board policies and the *Collective Agreements*.

Specifically, the Board will not tolerate hate crimes, harassment, discrimination or intimidation, and will vigorously enforce policy and regulations dealing with such matters. The Board will provide a safe environment, free from harassment, discrimination and intimidation, while also promoting proactive strategies and guidelines to ensure that the LGBTTIQQ community is welcomed and included in all aspects of education and school life and treated with respect and dignity.

The Board will not permit, encourage, nor tolerate any behaviours contrary to these commitments, whether by commission or by failing to act to bring such behaviours to an end, and is committed to providing support and assistance to those who may be the intended or unintended targets of such behaviours.

School District 63 (Saanich)

**Policy Name:** Sexual Orientation and Gender Identity

**No:** 6150

**Statutory References:** Canadian Charter of Rights and Freedoms  
BC Human Rights Code  
Ministerial Order 276/07

**Contractual References:** Saanich Teachers' Association Collective Agreement  
CUPE Local 441 Collective Agreement

**Policy References:** Policy 1350 - Human Rights and Discrimination s  
Policy 5530 - Harassment  
Policy 6110 - Prevention of Violence, Intimidation and  
Harassment

**Date of Initial Board Approval:** June 2012

**Amendments:**

**Policy Name:** Sexual Orientation and Gender Identity

**No:** 6150

### **Guiding Principles**

1. The Board believes in equitable treatment of all individuals regardless of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, age or any other perceived difference.
2. The Board is committed to the principles as outlined in the preamble and policy and to ensuring that schools and the district at large are places of understanding, safety and support for all people regardless of sexual orientation and/or gender identity.
3. The Board is committed to ensuring that all LGBTTIQQ students, employees and others who participate in the life of our schools are treated with respect and dignity, which includes both their right to privacy and their right to be supported and free from harassment, discrimination or harm.
4. The Board is committed to enabling all LGBTTIQQ students, employees and others who participate in the life of our schools see themselves and their lives positively reflected in the curriculum.
5. The Board is committed to ensuring that all employees are aware of their responsibilities as it relates to creating safety and support for all students and employees regardless of sexual orientation and/or gender identity, and to supporting administrators, counsellors and teacher and CUPE leaders in educating colleagues.
6. The Board is committed to providing age-appropriate learning activities that promote respect for and reduce discrimination against anyone who is a member of the LGBTTIQQ community.
7. The Board is committed to supporting parents in their awareness of the issues captured in this policy and of their opportunities to ensure that their children have and exhibit understanding and care as it relates to members of the LGBTTIQQ community.
8. The Board is committed to ongoing, constructive and open dialogue with any people or organizations that identify themselves on the basis of sexual orientation and/or gender identity in order to increase cooperation and collaboration among home, school and community.
9. The Board is committed to ensuring confidentiality of anyone's sexual orientation and/or gender identity, and to supporting anyone who is out as a lesbian, gay, bisexual, transgender, transsexual or other descriptor within LGBTTIQQ.

**Date of Initial Board Approval:** June 2012

**Amendments:** January 2017

**Policy Name:** Sexual Orientation and Gender Identity

**No:** 6150

### **Administrative Procedures**

1. All employees of the school district will be supported in being able to identify discriminatory attitudes and behaviours as described in this policy, and are expected to be committed to eliminating the harm, inequities and barriers that might exist in relation to orientation and gender identity.
2. All administrators, teachers, counsellors, and staff and student leaders will work together to support the Board's position in the school community. This will include leaders in schools ensuring that activities are undertaken at the beginning of each school to make all members of the school community aware of the expectations and provisions of this policy, including the expectation that every member of our school communities will work purposefully to eliminate harmful behaviours and ensure safety and support for LGBTTIQQ students and staff.
3. School administrators and counsellors will ensure that counselling and support are provided to students who are dealing with issues of sexual orientation, gender identity and gender expression. Elementary, middle and secondary schools are expected to appoint a staff person to be a safe contact for students who are dealing with issues of sexual orientation, gender identity or gender expression. Schools are encouraged in their goal planning to advocate for such students. Where students request and where staff are willing to volunteer their time, Gay/Straight Alliance clubs (GSAs) will be encouraged at secondary schools in the district.
4. Any language or behaviour that deliberately degrades, denigrates, labels, stereotypes or incites hatred, prejudice, discrimination or harassment towards students or employees on the basis of their real or perceived sexual orientation or gender identity will not be tolerated. Schools will be expected to specifically include the prohibition of such language and behaviour in their student codes of conduct.
5. Resources should be available in every school and be chosen or updated in order to promote critical thinking and include materials that support the tenets of this policy. Schools are encouraged to find anti-homophobia, anti-transphobia and anti-heterosexist resource materials that provide knowledge, skills, and strategies for educators to recognize, understand and challenge such discrimination. Keeping in mind the multicultural aspect of the district, many of the above resources should reflect the WSA NEC community and the specific characteristics and issues of people of two spirits.
6. The school district will be committed to ongoing in-service and professional development in the matters captured in this policy, including anti-homophobia, anti-transphobia and anti-heterosexist education.

**Policy Name:** Sexual Orientation and Gender Identity

**No:** 6150

**Administrative Procedures (cont'd)**

- 2 -

7. Schools are expected to ensure that students are educated in the areas of understanding, diversity, harassment, discrimination, anti-homophobia, anti-transphobia, and anti-heterosexism through the BC provincial curriculum in ways that are curricularly relevant and age appropriate.
8. In the interest of safe and supportive environments, the district is committed to ensuring that the confidentiality of the sexual orientation and gender identity of students and employees will be protected. Students and employees who are out as lesbian, gay, bisexual, transgender, or transitioning to another gender, etc. will be given the support they require to do their work in a safe and respectful environment.

**Date of Initial Board Approval:** June 2012

**Amendments:**



## Appendix 1: Glossary

**Ally:** An individual who is supportive of the LGBTTIQQ community. They believe in the dignity and respect of all people, and are willing to stand up in that role.

**Bisexual:** Generally used to describe people who are romantically and/or sexually attracted to people of more than one sex or gender.

**Gay:** A man who is romantically and sexually attracted to other men. It is sometimes used to refer to the general GLBTQ community, but most often refers to just gay men.

**Gender Identity:** A person's gender identity is the way in which they define and act on their gender. Gender Expression is how they express their gender.

**Genderism:** Refers to the assumption that one's gender identity or gender expression will conform to traditionally held stereotypes associated with one's biological sex.

**Heterosexism and Homophobia:** The term heterosexism refers to the assumption that all people are heterosexual and that heterosexuality is superior and more desirable than homosexuality. "Homophobia" is defined as "the irrational fear and hatred of homosexuals." Both of these are perpetuated by negative stereotypes and are dangerous to individuals and communities.

**Heterosexual:** Created around the same time as 'homosexual' to describe individuals who are sexually attracted to the opposite sex/gender.

**Homosexual:** A scientific term invented in the 1800's to refer to individuals who are sexually attracted to their own sex/gender.

**Intersex:** An intersex individual may have biological characteristics of both the male and the female sexes.

**Lesbian:** A woman who is romantically and sexually attracted to other women. This term originates with the female poet Sappho who lived in a community comprised predominantly of women on the Isle of Lesbos in ancient Greece.

**Sex & Gender:** It is easy to confuse these two concepts and terms; however, they are different. Sex refers to the biological sex of a person. Gender refers to their societal appearance, mannerisms, and roles.

**Sexual Orientation:** A personal characteristic that covers the range of human sexuality from gay and lesbian to bisexual, transgender and heterosexual orientations.

**Straight:** A slang word used to refer to the heterosexual members of our community.

**Transgender:** An umbrella term used to refer to people who transcend the traditional concept of gender. Many feel as though they are neither a man nor a woman specifically, and many feel as though their biological sex (male, female, etc.) and their socialized gender (man, woman, etc.) don't match. Some opt to change or reassign their sex through hormones and/or surgery and some change their outward appearance, or gender expression, through clothing, hairstyles, mannerisms, etc.

**Transsexual:** Used to describe those individuals who use hormone therapy and/or surgery to alter their sex.

**Transvestite:** More appropriately referred to as “cross-dressing,” the term transvestite most often refers to males who dress in the clothing of women. The term drag usually refers to dressing in the clothing and styles of another gender for entertainment purposes.

**Two-Spirit:** Used by some First Nations to describe people in their culture who are gay, lesbian, bisexual or transgender.

**Queer:** The term queer has a history of being used as a derogatory name for members of the LGBTTIQQ (and Ally) community and those whose sexual orientation is perceived as such. Many people use this word in a positive way to refer to the community; they have reclaimed the term as their own. Not everyone believes this and sensitivity should be used when using or hearing it as there are still many negative connotations with this term and its use by anyone other than someone who is proud to identify as queer.

**Questioning:** People who are in the process of questioning their sexual orientation are often in need of support and understanding during this stage of their identity. They are seeking information and guidance in their self-discovery.

*With appreciation to the Saanich Teachers’ Association for providing these definitions based on research done by various agencies and universities.*

**Policy Name:** Internet Safety and Digital Citizenship

**No:** 6160

### **Preamble**

The Board of Education believes that the safety, health and well-being of all students and employees are of paramount importance. The Board also supports the education of students and parents regarding safe and ethical use of technology and recognizes its responsibility to promote a (digitally safe) environment for all.

The BC Human Rights Code states that no person: “shall discriminate against others on the basis of race, colour, ancestry, place of origin, religion, family or marital status, physical or mental disability, age, sex or sexual orientation, or for any other reason set out in the Human Rights code of British Columbia, nor shall publish or display anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule on the basis of any such grounds.”

The Criminal Code of Canada also recognizes that the misuse of on-line digital technology could lead to a student(s) and/or staff being criminally investigated by law enforcement for the crimes of uttering a threat, criminal harassment, hate crime or defamatory libel.

The subscribes to the above provincial and federal provisions and commits to addressing to the fullest extent possible the inappropriate use of any form of digital technology to do emotional, psychological or physical harm to any individual or group.

### **Policy Statement**

The Board will use educational means to teach the appropriate use of technology within its schools. The Board will also ensure that schools develop awareness amongst parents about internet safety and digital citizenship. Acts of (digital) misconduct or (digital peer aggression) and other misuse of the internet will be dealt with through School Codes of Conduct and with age-appropriate consequences and learning opportunities. School administrators have the right to address (digital) misconduct that originates beyond the school environment or grounds, where these actions cause a substantial disruption of the learning environment.

**Statutory Reference**      BC Human Rights Code, Criminal Code of Canada

### **Contractual Reference**

**Policy Reference**      1350 - Human Rights and Discrimination  
3130 - Use of Technology and Information Systems  
4100 - Supporting Responsible Student Behaviour  
5530 - Harassment

**Date of Initial Board Approval:** June 2012

**Amendments:**

**Policy Name:** Internet Safety and Digital Citizenship

**No.** 6160

### **Guiding Principles**

1. Digital peer aggression is defined as “ a high tech way to support deliberate, repeated, and hostile behaviour by an individual or group, that is intended to harm others emotionally, psychologically and even physically The activities that represent inappropriate use of the internet or other digital communication technologies also include but are not limited to: threats, profane language, sexting pictures of a person’s genitals under the age of 18 years, sharing of offensive photographs or digital recordings, harassment, stalking, hate messages, coercion, taunting, name-calling and acts of repeated hurtful language sent through email, social media, voice, instant messages, websites or other electronically written text.
2. The Board recognizes the extent of the use of technology by young people and adults and requires schools to establish clear rules and guidelines for appropriate use.
3. Schools have the legal authority to intervene even if the digital peer aggression, harassment or other harmful digital messages or content originate outside the school, where there is a negative impact on the school climate and/or culture or the potential of emotional, psychological or physical harm exists.
4. Administrators will establish processes for the reporting of digital misconduct and will take action in all cases that are reported to them.
5. Students, parents have a responsibility to report incidents of digital misconduct for safety reasons and are encouraged to retain important information to assist in an investigation: URL, nicknames, email addresses, date, profile type, history, physical copies of offending material.
6. All school personnel have a responsibility and obligation to:
  - a) Adapt to technological change provided to and utilized by their students
  - b) Recognize and establish/reinforce standards and codes of conduct with respect to the use of computers, other devices and the Internet
  - c) Provide students with a safe school environment that provides equal opportunities to learn
  - d) Educate students, staff and parents about internet safety and digital citizenship
  - e) Report incidents of inappropriate use in a timely manner
  - f) Establish age-appropriate consequences for offenses
  - g) Report serious cases to legal authorities

**Date of Initial Board Approval:** June 2012

**Amendments:**

**Policy Name:** Internet Safety and Digital Citizenship

**No.** 6160

**Administrative Procedures**

1. The School District will:
  - a) Ensure school Codes of Conduct include specific language related to internet safety and digital citizenship.
  - b) Provide direct assistance to schools in serious cases of digital peer aggression or other forms of digital misconduct.
  - c) Provide opportunities for professional development on the topic of internet safety and digital citizenship.
  - d) Support an online anonymous reporting system, as well as other avenues for reporting.
  - e) Verify that schools are educating students and parents about internet safety and digital citizenship.
  
2. School administrators will:
  - a) Ensure that this internet safety and digital citizenship policy is shared and reviewed in an age-appropriate manner, with all students in the district once per year.
  - b) Ensure codes of conduct are published and regularly reviewed with students.
  - c) Ensure rules for appropriate internet safety and digital citizenship use are posted in computer labs and classrooms as necessary.
  - d) Ensure the teaching of appropriate internet safety and digital citizenship behaviour and expectations take place at least once per year.
  - e) Investigate all reported or suspected incidents of digital misconduct, notify parents and appropriate authorities.
  - f) Focus on digital critical thinking, prevention, protection and intervention and, where possible, a restorative justice approach for violations.
  - g) Follow a graduated list of consequences for incidents, consulting with district personnel for serious offenses. These consequences include but are not limited to: parent meetings, loss of privileges, counselling, outcome of restorative practices, suspension, student review, involvement of police or other agencies. Any response to digital misconduct should focus on protection of students, staff and the school community.
  - h) Address the topic of internet safety and digital citizenship twice per year at PAC meetings and each year at the Meet the Teacher night.

**Policy Name:** Internet Safety and Digital Citizenship

**No.** 6160

**Administrative Procedures** cont'd

- 2 -

- i) Sponsor age-appropriate events/forums/assemblies led by experts, where practicable, on the topic of internet safety and digital citizenship for both student and parents that are age-appropriate.
3. Teaching and support staff will:
- a) Participate in in-service to familiarize themselves with digital peer aggression prevention processes, actions and responses.
  - b) Be vigilant about monitoring students' online and digital behaviour at school.
  - c) Guide students in appropriate online behavior combined with digital critical thinking.
  - d) Assess and appropriately respond to incidents of digital misconduct and report incidents to administration immediately.
  - d) Remind students about anonymous and safe ways to report peer aggression.
  - f) Model ethical online and digital behaviour.
4. Parents and guardians are encouraged to:
- a) Promote appropriate internet safety and digital citizenship behaviour at home.
  - b) Familiarize themselves with the information and communication technology and websites used by their child.
  - c) Discuss the district "Acceptable Use Agreement" (of technology) with their child.
  - d) Keep computers and other technology devices in an open, common area and have filter software installed.
  - e) Review the district internet safety and digital citizenship policy with their child.
  - f) Attend meetings/forums offered by the school on the topic of internet safety and digital citizenship.
  - g) Maintain open communication with children about appropriate digital conduct/peer aggression, and treat any report as a serious matter, by informing the school.

**Date of Initial Board Approval:** June 2012

**Amendments:**

School District 63 (Saanich)

**Policy Name:** Maintenance of Order Under Section 177  
of the School Act

**No:** 6170

**Preamble**

The Board of Education and the communities it represents are committed to ensuring the safety of students, staff, parents and members of the community who are attendant at schools or official school functions. From time to time the Board will rely on Section 177 of the *School Act* which prohibits the disturbance or interruption of school proceedings or official school functions, and which authorizes principals and other school administrators to direct individuals to leave school property and to call for assistance from a peace officer if necessary. Persons directed to leave school property under this section of the *Act* may not return without the prior approval of the principal or other administrator, with failure to abide by these provisions of the *Act* constituting an offense under the *Act*.

The full text of Section 177 of the *School Act* is as follows:

*Maintenance of Order*

- 177** (1) *A person must not disturb or interrupt the proceedings of a school or an official school function.*
- (2) *A person who is directed to leave the land or premises of a school by a principal, vice principal, director of instruction or person authorized by the board to make that direction*
- (a) *must immediately leave the land and premises, and*
- (b) *must not enter the land or premises again except with prior approval from the principal, vice principal, director of instruction or a person who is authorized by the board to give that approval.*
- (3) *A person who contravenes subsection (1) or (2) commits an offense.*
- (4) *A principal, vice principal, or director of instruction of a school or a person authorized by the board may, in order to restore order on a school premises, require adequate assistance from a peace officer.*

**Policy Statement**

The Board supports the appropriate use of Section 177 of the School Act as a means of maintaining order on school premises or at official school functions. Notification of individuals who are required to leave schools or school premises will be provided by use of an exclusion letter in accordance with the procedures outlined in this policy.

School District 63 (Saanich)

**Policy Name:** Maintenance of Order Under Section 177  
of the School Act

**No:** 6170

**Statutory References** School Act Section 177 Maintenance of Order

**Contractual References**

**Policy References** Policy 6050 Safe, Caring and Orderly Schools  
Policy 6110 Prevention of Violence, Intimidation and  
Harassment  
Policy 1360 Complaints regarding Personnel, Programs or  
Procedures  
Policy 1110 Parent/Student Appeals Bylaw

**Date of Initial Board Approval:** November 2016

**Amendments:**



School District 63 (Saanich)

**Policy Name:** Maintenance of Order Under Section 177  
of the School Act

**No:** 6170

**Guiding Principles**

1. The Board provides the authority as described in this policy as a means of maintaining order on school premises or at official school functions, and to provide for the protection of staff, students, parents and members of the community.
2. In addition to the positions of principal, vice principal and director of instruction as referenced in the *School Act*, the superintendent of schools and assistant superintendent of schools are authorized by the Board to maintain order through the use of Section 177 of the *Act* for any school in the school district.
3. As part of acting in accordance with Section 177 of the *Act*, authorized individuals will be expected to provide individuals who are required to leave the school or premises (to be known as *excluded individuals*) with written notification (an *exclusion letter*) which states clearly the reasons for the exclusion, any special conditions related to the exclusion, and notice that the relevant police authorities have been notified of the exclusion. The notification is to be both clear and respectful.
4. It is understood that the exclusion of an individual under Section 177 of the *Act* is to be used primarily to prevent strangers and others not affiliated with the school from being provided access due to an understood threat to the safety of students or other members of the school community or a disruption to order on school premises or at an official school function. This includes what would be described as significant and ongoing disruption to the education programs offered by the school.
5. It is further understood that exclusion under Section 177 of the *Act* is not intended to prevent access to the school by a parent or other member of the school community who is demonstrating unwanted behaviour but is not presenting a threat to safety or a disruption to order on the school premises or at an official school function.
6. It is expected that any actions or documentation related to the exercise of the provisions of this policy will take into account freedom of information and protection of privacy.

**Date of Initial Board Approval:** November 2016

**Amendments:**

School District 63 (Saanich)

**Policy Name:** Maintenance of Order Under Section 177  
of the School Act

**No:** 6170

**Administrative Procedures**

1. Those authorized to act under this policy, including principals and vice-principals, will review this policy annually as part of the start-up procedures entering a school year.
2. Principals and vice-principals will discuss the provisions of this policy and Section 177 of the *School Act* periodically, and at least annually, with members of the local police service, including the designated police liaison officer.
3. Whenever possible, an authorized individual considering use of a Section 177 exclusion letter will provide prior notice to and seek the guidance of the Superintendent of Schools or one of the Assistant Superintendents of Schools.
4. Whenever possible, an authorized individual considering use of a Section 177 exclusion letter will seek assistance from the police in order for the police to be aware of the situation and as possible assist in the delivery of the notification to the excluded individual.
5. In every case where an excluded individual is not cooperating or presents an immediate threat, the principal or vice-principal will call for the assistance of the police.
6. The written exclusion letter will be provided to the excluded person as soon as possible and will include:
  - a. Notice of the requirement to remain off the school premises and away from official school functions unless with expressed permission from the principal;
  - b. Specific reasons for that requirement;
  - c. Notice that the exclusion is in effect until removed by the principal or other authorized official;
  - d. An indication of the timing and means by which the exclusion may be reviewed and/or lifted;
  - e. An offer to receive any written correspondence in relation to the exclusion letter;
  - f. Notice that should the excluded individual return to the school or attend an official school function during the time of exclusion the principal or authorized individual will contact police and request their assistance, as well as investigating with police the possibility of a charge of trespass;
  - g. Any conditions by which the exclusion might be lifted; and
  - h. An indication that the exclusion decision can be appealed to the Superintendent of Schools (or if the exclusion letter is provided by the Superintendent the Board) using the provisions of Policies 1360 and 1110.

School District 63 (Saanich)

**Policy Name:** Maintenance of Order Under Section 177  
of the School Act

**No:** 6170

**Administrative Procedures cont'd**

7. The exclusion letter is to be delivered in person to the excluded individual by or with the assistance of police, or if that is not possible by registered letter.
8. The principal or other authorized individual providing notice under this policy will document the incident(s) that relate to the exclusion, including:
  - a. The name of school;
  - b. The date, time and location of incident(s);
  - c. A description of incident(s) including what happened and who was involved;
  - d. The name and contact information, as possible, of excluded individual;
  - e. The name of principal, vice-principal or other authorized individual who issued the notification via a letter of exclusion;
  - f. The length of the exclusion;
  - g. Any conditions by which the exclusion might be lifted, for example if the excluded individual meets conditions put in place by the authorized individual;
  - h. An anticipated date for review of the exclusion;
  - i. A copy of the exclusion letter; and,
  - j. The name of the person completing the report.
9. A copy of the exclusion letter will be kept on file by the principal or other authorized individual who will also advise any staff members who need to be aware of the exclusion. A copy of the exclusion letter will be provided to the Superintendent of Schools.

**Date of Initial Board Approval:** November 2016

**Amendments:**

School District 63 (Saanich)

**Policy Name:** Maintenance of Order Under Section 177  
of the School Act

**No:** 6170

**Preamble**

The Board of Education and the communities it represents are committed to ensuring the safety of students, staff, parents and members of the community who are attendant at schools or official school functions. From time to time the Board will rely on Section 177 of the *School Act* which prohibits the disturbance or interruption of school proceedings or official school functions, and which authorizes principals and other school administrators to direct individuals to leave school property and to call for assistance from a peace officer if necessary. Persons directed to leave school property under this section of the *Act* may not return without the prior approval of the principal or other administrator, with failure to abide by these provisions of the *Act* constituting an offense under the *Act*.

The full text of Section 177 of the *School Act* is as follows:

*Maintenance of Order*

- 177** (1) *A person must not disturb or interrupt the proceedings of a school or an official school function.*  
(2) *A person who is directed to leave the land or premises of a school by a principal, vice principal, director of instruction or person authorized by the board to make that direction*  
(a) *must immediately leave the land and premises, and*  
(b) *must not enter the land or premises again except with prior approval from the principal, vice principal, director of instruction or a person who is authorized by the board to give that approval.*  
(3) *A person who contravenes subsection (1) or (2) commits an offense.*  
(4) *A principal, vice principal, or director of instruction of a school or a person authorized by the board may, in order to restore order on a school premises, require adequate assistance from a peace officer.*

**Policy Statement**

The Board supports the appropriate use of Section 177 of the School Act as a means of maintaining order on school premises or at official school functions. Notification of individuals who are required to leave schools or school premises will be provided by use of an exclusion letter in accordance with the procedures outlined in this policy.

School District 63 (Saanich)

**Policy Name:** Maintenance of Order Under Section 177  
of the School Act

**No:** 6170

**Statutory References** School Act Section 177 Maintenance of Order

**Contractual References**

**Policy References** Policy 6050 Safe, Caring and Orderly Schools  
Policy 6110 Prevention of Violence, Intimidation and  
Harassment  
Policy 1360 Complaints regarding Personnel, Programs or  
Procedures  
Policy 1110 Parent/Student Appeals Bylaw

**Date of Initial Board Approval:** November 2016

**Amendments:**

School District 63 (Saanich)

**Policy Name:** Maintenance of Order Under Section 177  
of the School Act

**No:** 6170

**Guiding Principles**

1. The Board provides the authority as described in this policy as a means of maintaining order on school premises or at official school functions, and to provide for the protection of staff, students, parents and members of the community.
2. In addition to the positions of principal, vice principal and director of instruction as referenced in the *School Act*, the superintendent of schools and assistant superintendent of schools are authorized by the Board to maintain order through the use of Section 177 of the *Act* for any school in the school district.
3. As part of acting in accordance with Section 177 of the *Act*, authorized individuals will be expected to provide individuals who are required to leave the school or premises (to be known as *excluded individuals*) with written notification (an *exclusion letter*) which states clearly the reasons for the exclusion, any special conditions related to the exclusion, and notice that the relevant police authorities have been notified of the exclusion. The notification is to be both clear and respectful.
4. It is understood that the exclusion of an individual under Section 177 of the *Act* is to be used primarily to prevent strangers and others not affiliated with the school from being provided access due to an understood threat to the safety of students or other members of the school community or a disruption to order on school premises or at an official school function. This includes what would be described as significant and ongoing disruption to the education programs offered by the school.
5. It is further understood that exclusion under Section 177 of the *Act* is not intended to prevent access to the school by a parent or other member of the school community who is demonstrating unwanted behaviour but is not presenting a threat to safety or a disruption to order on the school premises or at an official school function.
6. It is expected that any actions or documentation related to the exercise of the provisions of this policy will take into account freedom of information and protection of privacy.

**Date of Initial Board Approval:** November 2016

**Amendments:**

School District 63 (Saanich)

**Policy Name:** Maintenance of Order Under Section 177  
of the School Act

**No:** 6170

**Administrative Procedures**

1. Those authorized to act under this policy, including principals and vice-principals, will review this policy annually as part of the start-up procedures entering a school year.
2. Principals and vice-principals will discuss the provisions of this policy and Section 177 of the *School Act* periodically, and at least annually, with members of the local police service, including the designated police liaison officer.
3. Whenever possible, an authorized individual considering use of a Section 177 exclusion letter will provide prior notice to and seek the guidance of the Superintendent of Schools or one of the Assistant Superintendents of Schools.
4. Whenever possible, an authorized individual considering use of a Section 177 exclusion letter will seek assistance from the police in order for the police to be aware of the situation and as possible assist in the delivery of the notification to the excluded individual.
5. In every case where an excluded individual is not cooperating or presents an immediate threat, the principal or vice-principal will call for the assistance of the police.
6. The written exclusion letter will be provided to the excluded person as soon as possible and will include:
  - a. Notice of the requirement to remain off the school premises and away from official school functions unless with expressed permission from the principal;
  - b. Specific reasons for that requirement;
  - c. Notice that the exclusion is in effect until removed by the principal or other authorized official;
  - d. An indication of the timing and means by which the exclusion may be reviewed and/or lifted;
  - e. An offer to receive any written correspondence in relation to the exclusion letter;
  - f. Notice that should the excluded individual return to the school or attend an official school function during the time of exclusion the principal or authorized individual will contact police and request their assistance, as well as investigating with police the possibility of a charge of trespass;
  - g. Any conditions by which the exclusion might be lifted; and
  - h. An indication that the exclusion decision can be appealed to the Superintendent of Schools (or if the exclusion letter is provided by the Superintendent the Board) using the provisions of Policies 1360 and 1110.

School District 63 (Saanich)

**Policy Name:** Maintenance of Order Under Section 177  
of the School Act

**No:** 6170

**Administrative Procedures cont'd**

7. The exclusion letter is to be delivered in person to the excluded individual by or with the assistance of police, or if that is not possible by registered letter.
8. The principal or other authorized individual providing notice under this policy will document the incident(s) that relate to the exclusion, including:
  - a. The name of school;
  - b. The date, time and location of incident(s);
  - c. A description of incident(s) including what happened and who was involved;
  - d. The name and contact information, as possible, of excluded individual;
  - e. The name of principal, vice-principal or other authorized individual who issued the notification via a letter of exclusion;
  - f. The length of the exclusion;
  - g. Any conditions by which the exclusion might be lifted, for example if the excluded individual meets conditions put in place by the authorized individual;
  - h. An anticipated date for review of the exclusion;
  - i. A copy of the exclusion letter; and,
  - j. The name of the person completing the report.
9. A copy of the exclusion letter will be kept on file by the principal or other authorized individual who will also advise any staff members who need to be aware of the exclusion. A copy of the exclusion letter will be provided to the Superintendent of Schools.

**Date of Initial Board Approval:** November 2016

**Amendments:**



School District 63 (Saanich)

**Policy Name:** Staff Health, Wellness and Attendance

**No:** 6180

**Preamble**

The Board recognizes the contribution each employee makes to the achievement of the district's goals and the provision of services to its students, and the importance of the physical, emotional and mental health of its employees. The Board also recognizes that absence because of illness or other reasons is unavoidable and that employees may be absent from work from time to time. The Board is committed to initiatives and measures designed to support all employees being healthy and working in an environment that promotes positive connections to the workplace and therefore optimal attendance at work.

**Policy Statement**

The Board understands that the workplace and the environment can influence the well-being and performance of its employees and therefore the functioning of the school district in service to children. The Board is committed to ensuring a healthy workplace and assisting employees in managing their health and well-being. The Board recognizes that the best way to support attendance and reduce absenteeism is to have a supportive and health-focussed environment for its employees.

**Statutory Reference**

**Contractual Reference**

**Policy Reference**

Policy 6130 (Occupational Health & Safety)  
Policy 6150 (Sexual Orientation & Gender Identity)

**Date of Initial Board Approval:** November 2016

**Amendments:**

School District 63 (Saanich)

**Policy Name:** Staff Health, Wellness and Attendance

**No:** 6180

**Guiding Principles**

1. The Board is committed to the idea that, “(t)here is a strong connection between the health and well being of people and their work environments. When people feel valued, respected and satisfied in their jobs and work in safe, healthy environments, they are more likely to be more productive and committed to their work. Everyone can benefit from a healthy workplace.” (Health Canada, Canadian Centre for Occupational Health and Safety, 2016.)
2. The Board supports initiatives intended to enhance workplace health and wellness and staff attendance to the extent that those initiatives focus on personal health and wellness and a healthy workplace as means of supporting employee attendance.
3. The Board expects employees to attend work on a regular and consistent basis and is committed to making every reasonable effort to assist employees in achieving and maintaining regular attendance.
4. It is understood that some absences are unavoidable, but it is also recognized that proactive, early and ongoing intervention with employees can assist greatly in improving attendance and aid employees to return to the workplace.
5. The Board believes that work-life balance is essential to the well-being of both the school district and its employees. “Work/life balance initiatives are any benefits, policies, or programs that help create a better balance between the demands of the job and the healthy management (and enjoyment) of life outside work.” (Health Canada, Canadian Centre for Occupational Health and Safety, 2016.)
6. The Board understands the importance of minimizing workplace stress even while maintaining high standards and expectations for employee performance.
7. It is understood that employee wellness extends beyond the workplace and there will be an employee and family assistance program (EFAP) to support employee and family well being.
8. The Board expects that employees will be treated fairly in all matters surrounding attendance issues and managers will work to ensure that the administrative procedures are understood by all staff.

**Date of Initial Board Approval:** November 2016

**Amendments:**

**Policy Name:** Staff Health, Wellness and Attendance

**No:** 6180

**Administrative Procedures**

1. District administrative staff will work with representatives of The Canadian Union of Public Employees Local 441 (CUPE 441), the Saanich Teachers' Association (STA) and the Saanich Administrators' Association (SAA) to develop, implement, monitor and refine an Attendance Support and Wellness Program (ASWP) consistent with the guiding principles of this policy as outlined.
2. The ASWP will take into consideration guidance and options that arise from any provincial shared services initiatives while ensuring adherence to the guiding principles of this policy as outlined.
3. Human Resources management staff will provide leadership in collecting and sharing attendance data with representatives working on the ASWP, ensuring confidentiality and respect for privacy while looking for trends that may support health and wellness initiatives and optimal attendance for employees.
4. Supervisors and managers will work with representatives of employee groups both within the ASWP and as a matter of supervisory responsibility to support employees whose attendance patterns demonstrate a need for enhanced support or intervention with a focus on health, wellness and support measures.
5. District administrative staff will take periodic reports to the Board of Education through the Human Resources Committee in regard to health and wellness initiatives, the ASWP and related attendance or absence data.

**Date of Initial Board Approval:** November 2016

**Amendments:**

School District 63 (Saanich)

**Policy Name:** Staff Health, Wellness and Attendance

**No:** 6180

**Preamble**

The Board recognizes the contribution each employee makes to the achievement of the district's goals and the provision of services to its students, and the importance of the physical, emotional and mental health of its employees. The Board also recognizes that absence because of illness or other reasons is unavoidable and that employees may be absent from work from time to time. The Board is committed to initiatives and measures designed to support all employees being healthy and working in an environment that promotes positive connections to the workplace and therefore optimal attendance at work.

**Policy Statement**

The Board understands that the workplace and the environment can influence the well-being and performance of its employees and therefore the functioning of the school district in service to children. The Board is committed to ensuring a healthy workplace and assisting employees in managing their health and well-being. The Board recognizes that the best way to support attendance and reduce absenteeism is to have a supportive and health-focussed environment for its employees.

**Statutory Reference**

**Contractual Reference**

**Policy Reference**

Policy 6130 (Occupational Health & Safety)  
Policy 6150 (Sexual Orientation & Gender Identity)

**Date of Initial Board Approval:** November 2016

**Amendments:**

School District 63 (Saanich)

**Policy Name:** Staff Health, Wellness and Attendance

**No:** 6180

**Guiding Principles**

1. The Board is committed to the idea that, “(t)here is a strong connection between the health and well being of people and their work environments. When people feel valued, respected and satisfied in their jobs and work in safe, healthy environments, they are more likely to be more productive and committed to their work. Everyone can benefit from a healthy workplace.” (Health Canada, Canadian Centre for Occupational Health and Safety, 2016.)
2. The Board supports initiatives intended to enhance workplace health and wellness and staff attendance to the extent that those initiatives focus on personal health and wellness and a healthy workplace as means of supporting employee attendance.
3. The Board expects employees to attend work on a regular and consistent basis and is committed to making every reasonable effort to assist employees in achieving and maintaining regular attendance.
4. It is understood that some absences are unavoidable, but it is also recognized that proactive, early and ongoing intervention with employees can assist greatly in improving attendance and aid employees to return to the workplace.
5. The Board believes that work-life balance is essential to the well-being of both the school district and its employees. “Work/life balance initiatives are any benefits, policies, or programs that help create a better balance between the demands of the job and the healthy management (and enjoyment) of life outside work.” (Health Canada, Canadian Centre for Occupational Health and Safety, 2016.)
6. The Board understands the importance of minimizing workplace stress even while maintaining high standards and expectations for employee performance.
7. It is understood that employee wellness extends beyond the workplace and there will be an employee and family assistance program (EFAP) to support employee and family well being.
8. The Board expects that employees will be treated fairly in all matters surrounding attendance issues and managers will work to ensure that the administrative procedures are understood by all staff.

**Date of Initial Board Approval:** November 2016

**Amendments:**

**Policy Name:** Staff Health, Wellness and Attendance

**No:** 6180

**Administrative Procedures**

1. District administrative staff will work with representatives of The Canadian Union of Public Employees Local 441 (CUPE 441), the Saanich Teachers' Association (STA) and the Saanich Administrators' Association (SAA) to develop, implement, monitor and refine an Attendance Support and Wellness Program (ASWP) consistent with the guiding principles of this policy as outlined.
2. The ASWP will take into consideration guidance and options that arise from any provincial shared services initiatives while ensuring adherence to the guiding principles of this policy as outlined.
3. Human Resources management staff will provide leadership in collecting and sharing attendance data with representatives working on the ASWP, ensuring confidentiality and respect for privacy while looking for trends that may support health and wellness initiatives and optimal attendance for employees.
4. Supervisors and managers will work with representatives of employee groups both within the ASWP and as a matter of supervisory responsibility to support employees whose attendance patterns demonstrate a need for enhanced support or intervention with a focus on health, wellness and support measures.
5. District administrative staff will take periodic reports to the Board of Education through the Human Resources Committee in regard to health and wellness initiatives, the ASWP and related attendance or absence data.

**Date of Initial Board Approval:** November 2016

**Amendments:**

School District No. 63 (Saanich)

**Policy Name:** Smoking

**No:** 6200

**Preamble**

The Board takes very seriously its responsibility to ensure the safety and well being of students, staff and community members who are on school district property or who are engaged in or come in contact with, school functions held within the community.

**Policy Statement**

Smoking (including e-cigarettes and smokeless tobacco products) is not permitted on School District property or in district or volunteer-driven vehicles at any time. Smoking (including e-cigarettes, vapourizers and smokeless tobacco products) is not permitted by anyone at any events held on School District property or on any field trips. It is expected that all employees, students, parents, volunteers and community users of District facilities will adhere to this policy at all times.

**Statutory and Contractual References:**

CRD Clean Air Bylaw  
Bill 10 - Tobacco Control Act

**Date of Initial Board Approval:** May 1979

**Amendments:** September 1979  
November 1991  
November 1993  
November 1996  
November 2007  
March 2014  
March 2017

School District No. 63 (Saanich)

**Policy Name:** Smoking

**No:** 6200

**Guiding Principles**

1. The implementation of this policy is to be managed at the school level through educational programs and regulations established by the school administration in consultation with staff and Parent Advisory Committees.
2. Information must be provided annually to students, parents, employees, lessees, community users and members of the public regarding this Board policy.
3. Enforcement of this policy will be the responsibility of the building or activity supervisor at the time of the activity.

**Date of Initial Board Approval:** May 1979      **Amendments:** September 1979  
November 1991  
November 1993  
November 1996  
November 2007  
March 2014