
POLICY HANDBOOK

Muskoti Elementary School



January 28, 2025

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PART A: ADMINISTRATION / SCHOOL OPERATION POLICIES

The Saulteau First Nations' Muskoti Elementary School provides a pre-kindergarten enhancement program and a curriculum that follows the BC Ministry of Education's big ideas, content, and curricular competencies. It is certified by the BC First Nations Schools Association.

Mission Statement

To foster a love for learning by encouraging students to try new and exciting things in a hands-on, inclusive manner that encompasses the community's cultural beliefs. We strive to offer a program that enables students to take pride and see value in themselves. We believe in providing a welcoming, loving environment and developing partnerships with parents and the community to promote lifelong learning, establishing a solid foundation to build on.

itêyimowin

awâsisak ta-miyowâtahkwâw ekwa ta- wîcihikotwâw kiskinwahamâkosiwin,
ta-nistawêhihtahkwâw ahkamêyimowin Kaskêyihtamâsowin ekwa ayisiniwakêyimisowin mîna nêhiyaw
mamitonêyihcikan nêhiyaw tâpowakêyihtamowin ekwa nêhiyawâtisiwin ta-pimohtahikotwâw piko ka-
mamawihkamâtohk
ôma ta-tâpwêmaka mâcika nîkânê ôma kiskinwahamâkosowin awâsisak kwayask ka-pimâcihikowak

Rationale

Clear policies are necessary to guide the operations of Muskoti Elementary School, benefiting the school's students, families, staff, and Saulteau First Nations.

Purpose

The following policies describe appropriate roles, responsibilities, operations and activities to ensure the best possible learning environment for students.

1. ADMISSION OF STUDENTS

Admission of Students / Student Registration

- 1.1 Muskoti Elementary School was established primarily to serve the students of Saulteau First Nations as a priority. However, Muskoti Elementary School maintains an open registration approach and welcomes students who live in surrounding communities. Our program is designed for a maximum number of students: Pre-kindergarten (K4) – 6, Kindergarten/Grades one to three - 14
- 1.2 Children entering the full-day pre-kindergarten (K4) program (8:45-3:00) must be 4 years of age before December 31st of that school year and fully potty trained. Children entering the kindergarten program must be the age of 5 by December 31st of that school year. Priority will be given to children of the Saulteau First Nations.
- 1.3 Students enrolling in Muskoti Elementary School for the first time will submit an application that will be subject to review and approval by the principal.
 - 1.3.1 Students transferring to Muskoti Elementary School because of a change in their place of residence will be considered anytime during the year.

- 1.3.2 Whenever possible, students transferring to Muskoti Elementary School will be enrolled prior to the September 30th nominal roll deadline.
 - 1.3.3 Muskoti Elementary School reserves the right to refuse the admission of any student based on funding constraints, enrolment limitations, or other relevant and legally acceptable considerations.
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2. ATTENDANCE

Attendance

- 2.1 Student attendance will be documented daily to ensure student safety and an effective learning environment for all. Student attendance will also be monitored over time to identify necessary actions and supports for students who are having trouble attending school regularly.

Procedures:

- Attendance must be filled out each morning indicating all absent students.
- If there has been advance notification that a student's absence is legitimate, a brief comment will be included by that student's name. This will prevent a phone call or visit to the student's home.
- Attendance must be delivered to the office even when no student is absent.
- As soon as attendance is available, school personnel will call or visit the homes of absent students to verify the absence.
- If a teacher notices a regular pattern in absence (e.g. every Monday am), the teacher will reach out to the parents and the principal will be notified.
- It is the responsibility of teachers to ensure that absent students are provided every opportunity to keep up with their schoolwork. Frequent home contact must be maintained for students who have limited attendance.

3. STUDENT RECORDS

Student Records

Rationale

Muskoti Elementary School will be well served by having sound policies and practices regarding student records. Such policies and practices will benefit students, parents/guardians, office staff, administrators, and authorities by providing guidance for the collection of information and its storage, use, transfer, and protection. Legal and public expectations regarding the confidentiality, disclosure and transfer of school student records are increasing, as are societal concerns regarding school record keeping and storage. Muskoti Elementary School is committed to ensuring that student records are handled in accordance with all legal and professional requirements.

3.1 Currency of Student Files

- 3.1.1 Student eligibility information will be updated during student registration each year.
- 3.1.2 The principal or designate will regularly review Student Records and Student Files to ensure that the information is current and complies with legal requirements.

3.2 Security of Student Information Out of School

3.2.1 The principal is responsible for ensuring that personal information taken off school premises is safely stored, and that personal information is protected.

3.3 Handling of Sensitive Student Information

3.3.1 Access to Sensitive Student Information is restricted to the principal or a person or persons authorized by the principal to access such information defined above. The principal or designate will obtain parental/guardian consent (written, dated and signed) for the collection, use and disclosure of Sensitive Student Information and will store these as highly confidential documents with restricted access.

3.3.2 Sensitive Student Information will only be disclosed or transferred in accordance with the law.

3.3.3 The Principal is responsible for ensuring that school-initiated child protection reports are retained only for the purpose of child protection proceedings and that information is not disclosed to third parties or transferred to other schools. Such reports are strictly confidential and should be stored where only the principal or designate can access them.

3.4 Use of Student Personal Information

3.4.1. Muskoti Elementary School may use an individual student's personal information for the following purposes, assuming that the school has disclosed such purposes to the individual student and/or as applicable to parent/guardian in writing on or before collecting the personal information:

- To communicate with the student and/or the student's parent/guardian, to process a student's application, and to provide a student with the educational services and co-curricular programs provided by Muskoti Elementary School.
- To enable Muskoti Elementary School to operate its administrative functions, including maintenance of ancillary school programs such as parent/guardian voluntary groups and fundraising activities.
- To provide specialized services in areas of health, psychological or legal support, or as adjunct information in delivering educational services that are in the best interests of the student.

3.5 Access to and Disclosure of Student Records

3.5.1 A student and a parent/guardian of a student may:

- Examine the Student Record and Student File kept by Muskoti Elementary School pertaining to that student, while accompanied by the principal or designate to interpret the records; and
- Receive a copy of any student records upon request.

3.5.2 An entitled person may access and verify personal information in the Student Record and Student File pertaining to the particular student with appropriate notice to the principal. Access will be provided during school hours.

3.5.3 Access to a Student Record or Student File will only be granted, upon assurance of confidentiality (with consent), to professionals who are planning for or delivering education, health, social or other support services to that student. Consent will be obtained in writing, listing the name and date of birth of the student, the name and signature of the parent/guardian, and the date of the request.

3.5.4 Copies will be mailed directly to institutions of higher learning or as requested by the graduate. Muskoti Elementary School reserves the right to assess a reasonable fee for transcript requests.

3.5.5 In the case of a request for personal student information from separated or divorced parents, the school will be guided by any applicable legal agreement or court order, a copy of which should be provided to the principal. In cases where the principal is unsure if a parent/guardian is

entitled to access personal student information, the school's legal counsel will be consulted for advice.

3.6 Transfer of Student Records

- 3.6.1 On receipt of a request for student records from a school where the student is (or will be) enrolled, Muskoti Elementary School will transfer the student record to the requesting institution. Muskoti Elementary School will retain a copy, indicating the school where the records have been sent and the date of the transfer.
- 3.6.2 Muskoti Elementary School will only transfer sensitive, confidential information (e.g. specialist assessments) after dated and signed parent/guardian consent has been obtained.
- 3.6.3 A summary of a former student's school progress may be provided to prospective schools, at the written request of a former student.
- 3.6.4 The Student Record will be reviewed when a student transfers to another school. The principal or designate will ensure that the documents listed as inclusions are still required inclusions (e.g. not expired or rescinded) or still deemed to be relevant and important to the educational program of the student. Expired, rescinded, or irrelevant inclusions will be removed from the Student Record and the documents themselves will be destroyed.

4. PRIVACY

Privacy

Definitions

- “Personal Information” means information about an identifiable individual and includes employee or volunteer personal information (such as home phone numbers, social insurance numbers, etc.), subject to applicable exceptions. Personal information does not include business contact information or work product information.
- “Collection” means the act of gathering, acquiring, or obtaining personal information from any source, by any means.
- “Consent” – involves voluntary agreement with what is being done or proposed. Consent may be express or implied.
- “Express consent” signifies that an individual, knowing what personal information is being collected and for what purposes, willingly agrees to the information being collected, used and disclosed as notified. It may be given in writing or verbally.
- “Implied consent” exists when an individual is “deemed” to consent to collection, use or disclosure of personal information if the individual voluntarily provides it for a purpose that would, at the time, be considered obvious to a reasonable person.

4.1 Accountability

- 4.1.1 Muskoti Elementary School is responsible for the confidentiality of personal information in its custody or under its control in compliance with the applicable privacy legislation.
- 4.1.2 Muskoti Elementary School has appointed a Privacy Officer to be responsible for implementing the privacy program.
- 4.1.3 Members of Muskoti Elementary School education community (including employees and volunteers) are responsible for day-to-day compliance with our Privacy Policy.

4.2 Consent

- 4.2.1 Muskoti Elementary School will collect, use or disclose personal information only with knowledge and consent, except where required or permitted by law.
 - 4.2.2 Consent may be implied in some situations, while express consent is required for the collection, use and sharing of confidential and sensitive information. Muskoti Elementary School reserves the right to disclose information where required or permitted by law.
 - 4.2.3 Consent may be withdrawn at any time, upon reasonable notice, subject to legal or contractual restrictions.
- 4.3 Identifying Purposes
- 4.3.1 Muskoti Elementary School will always endeavor to communicate the purposes for which personal information is collected at or before the time the information is collected.
 - 4.3.2 Generally, Muskoti Elementary School collects personal information for the following reasons:
 - i. To develop, manage and deliver an educational program and related community and recreational services at Muskoti Elementary School;
 - ii. To meet regulatory and reporting requirements of governmental authorities or funding providers.
- 4.4 Limiting Collection, Use, Disclosure and Retention
- 4.4.1 Muskoti Elementary School will limit collection of personal information to what is necessary for the purposes for which it is collected.
 - 4.4.2 Muskoti Elementary School will always collect personal information by fair and lawful methods.
 - 4.4.3 Personal information will only be used or disclosed for the purpose for which it was collected, except with the individual's consent or as required or permitted by law.
 - 4.4.4 Personal information will be retained only as long as necessary for fulfillment of the purposes for which it was collected, or as required or permitted by law.
- 4.5 Safeguards
- 4.5.1 Muskoti Elementary School protects personal information by ensuring that security safeguards appropriate to the sensitivity of the information are in place, including through the use of the following measures:
 - i. Physical (i.e. locked filing cabinets, restricted access, appropriate security measures when disposing of personal information).
 - ii. Organizational (i.e. security clearances, access only on a "need to know" basis).
 - iii. Technological (i.e. passwords, firewalls, data disconnection from the Internet, and regular backups) and training of employees and volunteers.
- 4.6 Accuracy
- 4.6.1 Muskoti Elementary School will make reasonable efforts to ensure that personal information is as accurate, complete and current as required for the purposes for which it was collected. In some cases, Muskoti Elementary School relies on individuals to ensure that certain information, such as an individual's home telephone number, is current, complete, and accurate.
 - 4.6.2 From time to time, Muskoti Elementary School may contact the individual to verify that the information collected is accurate and up-to-date.
- 4.7 Right of Access

- 4.7.1 Muskoti Elementary School is open about the policies and procedures it uses to protect personal information. Any inquiries may be made to our Privacy Officer.
- 4.7.2 Upon written request, Muskoti Elementary School will, within a reasonable time period, tell the individual what personal information it has, for what purposes it is being used, and to whom it has been disclosed, if applicable and within the time period for which records are available.
- 4.7.3 Individuals may challenge the accuracy and completeness of their information and have it amended if it is inaccurate, incomplete, or out-of-date.
- 4.7.4 In certain circumstances, Muskoti Elementary School may refuse to disclose personal information, including:
 - i. where required by law, certain personal information may not be disclosed;
 - ii. where the information contains personal information about another individual;
 - iii. where the information is of such a nature that its disclosure could reasonably be expected to prejudice the mental or physical health of the individual;
 - iv. where the information was gathered in the course of a formal dispute resolution process;
 - v. where the information is subject to solicitor-client or litigation privilege.

4.8 Compliance and Contact Information

- 4.8.1 Requests for access to information, issues or complaints about Muskoti Elementary School's compliance with this Policy regarding the handling of personal information, and questions or comments about this Policy may be addressed to:

Muskoti Elementary School
PO Box 1020 Moberly Lake, BC V0C 1J0
Attention: [Name], Privacy Officer

This Privacy Policy may be updated from time to time.

5. SCHOOL START-UP PROCEDURES

School Start-Up Procedures

- 5.1 Muskoti Elementary School will use effective practice to ensure a smooth transition for students upon school start-up.

Procedures:

- When school is starting up for the school year, teachers will leave on their class lists the names of students who are not in attendance but are known to be entering school at a later date, and will delete the names of students who are known to have moved to another location.
- Teachers will ensure that students are aware of school and classroom expectations, such as those related to the following topics:
 - Classroom movements
 - Use of washrooms
 - Student behavior expectations
 - Discipline procedures
 - Assignment expectations
 - Appropriate student responses
 - Homework expectations

6. STUDENT SUPERVISION

Student Supervision

- 6.1 It is the responsibility of each supervising staff member to ensure that Muskoti Elementary School rules and procedures are followed. All staff are responsible for ensuring the school rules and procedures are followed at all times, regardless of whether they are on supervision or on break.
- 6.2 Student supervision schedules will be determined and posted following the first day of school.

Procedures:

- While supervising students, all staff will:
 - be prompt;
 - monitor actively rather than passively (i.e. talk to students and let them know that they are being monitored); and
 - use common sense and try to solve problems (whenever possible) without sending students to the office. Only students demonstrating extreme or repeated behaviours should be referred to the office.

7. STUDENT DISCIPLINE

Student Discipline

Rationale

Consistent, fair and respectful discipline is essential to the educational process. Discipline must be taught just as any other content matter. Teachers are expected to be fair, consistent, and respectful in their handling of discipline related matters. Most discipline issues should be handled in the classroom.

Purpose

Good planning, active and engaging learning, and good classroom management are the keys to prevent student discipline problems. All staff members are expected to adhere to the Muskoti Elementary School's Student Disciplinary Policies and Procedures and utilize any school-wide adopted classroom management model.

- 7.1 Minor infractions

- 7.1.1 The classroom teacher or attending adult will handle the following behaviours.

- Teasing/name-calling
- Inappropriate hallway behaviour
- Non-compliance
- Incomplete homework
- Talking out of turn
- Disrespecting other students
- Pushing in halls and stairwells
- Inappropriate use of electronic devices
- Theft of food or other small items
- Assembly misbehaviour
- Inappropriate use of personal equipment (hats / technology / etc.)

7.2 Mid-level infractions

7.2.1 The following behaviours will be initially handled by the classroom teacher or attending adult but will be referred to the Principal if they become chronic.

- Lateness
- Cheating
- Lying
- Non-attendance
- Teasing / name calling
- Disrespecting teacher's personal space / desk
- Being unprepared for class
- Minor behaviour problems

Procedures:

- Step 1: Verbal reminder to the student of the expected appropriate behaviours.
- Step 2: Consequence applied by teacher. (If student complies / makes amends, procedures end here).
- Step 3: If student does not comply / make amends, home contact by the teacher and notification to the Principal.
- Step 4: If behaviour(s) continue, referral to the administration.

7.3 Major infractions

8.3.1 The following behaviours will be immediately referred to the Principal.

- Fighting
- Physical aggression
- Defiance
- Going off-school grounds without permission
- Vandalism
- Serious threat / intimidation of others
- Possession or use of weapons
- Theft (serious)
- Sexual misbehaviour
- Inappropriate representation of the school (field trips, athletics, performances, etc.)
- Sexual harassment
- Chronic demonstration of the behaviours listed in 9.2

Procedures:

- Step 1: Referral to the Principal.
- Step 2: Home contact by the Principal.
- Step 3: Meeting with parents/guardians.
- Step 4: In or out of school suspension (only if absolutely necessary).
- Step 5: Appropriate restoration or written apology to offended parties before student is permitted to return to school.

The above are general guidelines only. In any case of student discipline, regard will be had for the age and developmental stage or other specific circumstances relevant to the particular student.

8. GYMNASIUM

Gymnasium

- 8.1 Muskoti Elementary School staff are responsible for ensuring that students are not in the gym unsupervised.
- 8.2 Procedures must be followed to ensure that the school gymnasium is maintained as a clean and safe setting for learning and recreation.

Procedures:

- Students must wear clean running shoes in the gym at all times.
- Eating, drinking or gum chewing is not allowed in the gym area.
- It is the teacher's responsibility to ensure that the gym and equipment room is tidy following the end of each gym class.

9. STUDENT TRANSITION PERIODS

Student Transition Periods

- 9.1 Muskoti Elementary School staff are responsible for ensuring that transition periods are safe and secure for all students.

Procedures:

- Before school
- Immediately upon arrival at school, students will be encouraged to go to their classrooms, wash their hands and begin their day.
- Recess
 - Students should be encouraged to use the washrooms immediately before and/or after recess.
 - Weather permitting, students are to go outside at recess, unless they have permission (a signed note from a parent/guardian or teacher authorization) to do otherwise.
 - If the temperature drops below -15 C (either temperature or windchill) we will be staying inside.
 - Weather not permitting, students will either remain within their classrooms, and hallways will be supervised, or go to the gym, with supervision.
- Noon Hour
 - Students will eat lunch in their designated classrooms.
 - From 12:30 until 1:00 pm, students will be expected to go outside unless alternate activities have been planned.
 - If the temperature drops below -15 C (either temperature or windchill) we will be staying inside.
- After school
 - All classes will be dismissed at 3:00pm. Teachers and/or Education Assistants will supervise students moving from the classrooms to the bus area and over to the daycare.
 - Teachers and assistants are responsible for helping younger students organize their clothing and belongings prior to boarding the bus.
 - Students walking or biking home must have prior written permission from their parent/guardian.
 - No Kindergarten or Grade One students will be allowed to walk or bike home alone under any circumstances.

10. STUDENT DRESS CODE

Student Dress Code

- 10.1 Students are expected to dress appropriately for school at all times of the year: no clothing showing profanity, drug or alcohol related images, violent images, or that is otherwise inappropriate *will be* permitted.
- 10.2 Students wearing inappropriate clothing will be required to turn such items inside-out, go home to change into more appropriate clothing, may be provided school clothing for the day.

Procedures:

- Students will remove all outdoor clothing, hats and footwear when entering the school.
- Students must have a pair of non-black soled indoor footwear available at school with them.
- Indoor footwear must be clean.

11. SCHOOL CLOSURES

School Closures

- 11.1 If the weather conditions so warrant it, the Chief and Council of Saulteau First Nations may cancel school.
- 11.2 In the event that building conditions render the school to be unsafe or unhealthy for students to attend, the principal may cancel school.

Procedures:

- In the event that school must be closed for any purpose, the principal will immediately communicate the closure by whatever method is available for the community circumstances.
- Teachers will be contacted immediately to inform them about the school closure.
- The Muskot Elementary School will be advised of all class cancellations within a reasonable timeframe.

12. ELECTRONIC DEVICES

Electronic Devices

- 12.1 Electronic devices are not to be used during instructional time, unless as part of an individual or group educational program as designed by a teacher. Electronic devices are not to be used to record or photograph others in the school or on school property without previously received permission. Students will not play games on their electronic devices during class. Inappropriate use of an electronic device will result in confiscation and later return of the device by the teacher.
- 12.2 Laser pointers are not permitted at school.

13. BUSING

Bussing

- 13.1 For safety, our buses will not run if the local School District No.59 is not running.

- 13.1a If the bus does not run in the morning, it will not run in the afternoon.
- 13.2 Student conduct on the bus is expected to conform to all Muskoti Elementary School policies and rules.
- 13.2 The bus driver should carry relevant student health information and parent contact details.
- 13.3 The bus driver must always carry a first aid kit and cell phone.
- 13.4 Parents need to notify the school and bus driver of any changes in drop off locations by 12:00 noon on the day of, to ensure the information is received and can be followed.

Rules for riding the school bus

- 13.5.1 The driver has immediate authority on the school bus at all times.
- 13.5.2 The driver may designate the seat which the student shall occupy.
- 13.5.3 Student behaviour and conduct will not create a distraction for the driver, or discomfort for other students.
- 13.5.4 For the safety of students, there is NO eating or drinking on the bus.
- 13.5.5 To ensure safety, students will not extend arms or heads out of the windows.
- 13.5.6 When loading or unloading the bus, students will observe the directions of the driver.
- 13.5.7 Students will wait at the bus stop assigned.
- 13.5.8 Students will be waiting at the bus stop 5 minutes before the scheduled pick-up time.
- 13.5.9 Kindergarten to grade 4 students require a parent or older sibling to accompany them to and from the bus stop.
- 13.5.10 Students must wait well back from the travelled portion of the roadway.
- 13.5.11 Students will wait for the driver's signal after the bus comes to a complete stop before approaching the school bus.
- 13.5.12 Students will enter and leave the school bus in an orderly fashion, no pushing.
- 13.5.13 **Students will wear clothing suitable for the weather conditions.**
- 13.5.14 Students will WALK, not run around school buses and when using the bus aisle.
- 13.5.15 Students will get seated and stay seated, facing the front of the bus while the bus is in motion.
- 13.5.16 The school bus aisle must remain clear.
- 13.5.17 Students will remain seated until the bus comes to a complete stop and the doors open.
- 13.5.18 Students will obey all loading and unloading instructions from the driver. This includes staying out of the "danger zone" and observing the driver's signal to cross the roadway.
- 13.5.19 Students will go directly to their bus after school. Students will not play in the school bus zones around parked buses.
- 13.5.20 Certain items are prohibited on school buses; please check with the driver for clarification.

Procedures:

- Teachers and teaching assistants will assist the bus driver with student loading and unloading.

14. STUDENT SUPPLIES

Student Supplies

- 14.1 Muskoti Elementary School will provide all necessary supplies to students at no charge to families.

15. TEXTBOOKS

Textbooks

Procedures:

- Teachers will maintain a list of textbooks that have been assigned to students.
 - Teachers will encourage students to properly care for their textbooks.
 - In the event that teachers need to order new textbooks, they will inform the office staff of their needs.
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16. FIELD TRIPS

Field Trips

- 16.1 Principal approval is required prior to any field trip announcement.
- 16.2 Teachers must fill out a Field Trip Request Form that includes the reason for the field trip, associated learning outcomes, location, dates, names of chaperones, and transportation requirements.
- 16.3 Written parental/guardian consent must be obtained prior to a field trip.
- 16.4 Parental/guardian involvement in field trips will be encouraged whenever possible.
- 16.5 Students participating in field trip activities are to behave according to Muskoti Elementary School rules. This expectation will be maintained from the beginning of the trip until dismissal by the teacher.

Procedures:

- Staff will complete a Field Trip Request Form at the outset of the field trip planning and will submit it to the principal.
- If anything extraordinary is planned (e.g. fundraising, overnight, or potentially dangerous or risky activities), the teacher will consult with the Principal immediately.
- Once the field trip has been approved, the teacher will complete a master list of all participating students that includes names of parents/guardians, home and work telephone numbers, emergency telephone contact, and any necessary medical emergency information. Field Trip forms can be found on One Drive - Forms.
- A copy of the master list must be left at the office during the field trip and will be carried on the bus, when a bus is used for the field trip transportation.
- If parents/guardians are driving, they must be fully informed of all plans and must provide proof of adequate vehicle insurance and a current driver's license.
- Students may not participate in a fieldtrip without a signed written parental permission slip. A phone call with a parent/guardian is not sufficient for permission purposes.
- An adequate ratio of adult supervisors must be confirmed prior to the field trip. The ratio may vary depending on the type of field trip and the ages of the participants.
- Any person acting as field trip supervisors / drivers must obtain a criminal record check before participating.
- Parents/guardians must be informed if it is necessary to change key activities during the field trip, such as expected drop-off time or significant alterations of plans.

17. STUDENT REPORTING AND ASSESSMENTS

Student Reporting and Assessments

- 17.1 Muskoti Elementary School supports the principle that quality reporting allows for a collection of relevant student work to be gathered over time to provide a full profile of the learner and learning.

Reporting will communicate clearly to the learner and parents/guardians how the student is progressing, what they are working towards, and ways that learning can be supported.

17.2 Both assessment and reporting processes will involve students in reviewing their learning progress and will promote the development of student self-assessment and goal setting for next steps in learning.

17.3 There will be three formal reporting periods throughout the year. Dates will be subject to change.

Procedures:

- Teachers are to ensure that photocopies of student reports have been placed in students' files.
- To track annual and long-term progress of students, students will participate in school-wide assessments.
- All test results will be used to inform classroom teachers about learning strategies and to track the progress of students from year to year.

18. APPEALS

Appeals

Rationale

There will be times where a student, parent/guardian has a concern with how a policy or procedure is being implemented.

The appeal process will be based on the principle of administrative fairness and includes:

1. The right to be treated with respect and dignity.
2. The right to speak on your own behalf or to have an advocate speak for or with you.
3. The right to be heard.
4. The right to participate in decisions that affect you.
5. The right to receive clear, complete and appropriate reasons for a decision.
6. The right to an impartial review of a decision that affects you – a review that is accessible, flexible, timely and easy to use.
7. The right to an appeal procedure that has a built-in mechanism to protect against retribution.

18.1 Muskoti Elementary School recognizes the right of a student and/or the parent/guardian of a student to appeal to the Muskoti Elementary School decisions of Muskoti Elementary School employees where such decisions significantly affect the health, education or safety of the student.

Procedures:

- If a student and/or parent/guardian has a concern with health, education or safety of a student, they should make an appointment to meet with the teacher to voice their concern and seek a resolution.
- If the person voicing their concern is not satisfied with the initial outcome, they should make an appointment to speak to the principal to voice their concern and seek resolution.
- If no resolution has been reached, a written submission can be made to the Muskoti Elementary School. The parents/guardians will be contacted when the chairperson has information regarding the steps forward or a decision is made on the appeal. The person may be requested to attend a Muskoti Elementary School meeting and provide additional information for the Muskoti Elementary School to decide. In these cases, the

person initiating the appeal will be welcome to invite an advocate/support person to attend the meeting, as well.

PART B: SPECIAL EDUCATION POLICIES

Preamble

All students, regardless of their unique skills, talents, and needs, should have equitable access to learning opportunities that will promote maximum achievement and the pursuit of excellence in all aspects of their lives.

Purpose

Muskoti Elementary School special education approach will ensure that all children obtain an education that is most appropriate for their needs in the least restrictive, most normalized education setting possible, which encompasses their spiritual, physical, social, emotional, and cognitive development and prepares them adequately for lifelong learning.

The goals of Muskoti Elementary School are:

- To provide a full continuum of services for students with exceptionalities.
- To follow effective procedures for the identification and assessment of students with exceptionalities.
- To address students' exceptionalities as early as possible, recognizing the benefits of early intervention.
- To foster and maintain cooperative relationships with agencies and associations to provide the most comprehensive services possible to students with exceptionalities.
- To plan appropriate and useful professional development for staff who support students with exceptionalities.
- To fully involve parents/guardians in the school's special education programs and in Individual Education Plans (IEPSs) to ensure that their students' needs are met.

Principles

Muskoti Elementary School:

- Is committed to an inclusive approach to education, in which students with exceptionalities are full participants in our community of learners.
 - Will consult with the parent/guardian regarding each student's placement and continuation in a special education program.
 - Will only collect, use, or disclose personal information with:
 - the consent of the parent/guardian of student under age twelve; or
 - the consent of the parent/guardian and individual student aged twelve and over and who are of a sufficient level of maturity and capacity
- unless otherwise authorized by law and in accordance with Saulteau First Nations Privacy Policies.

1. PLACEMENT AND ACCESS

Placement and Access

- 1.1 A student who has exceptionalities will receive an educational program in the least restrictive learning environment appropriate for their needs. For greater certainty, the student will be included in the regular classroom with other students who do not have exceptionalities, unless the needs of the student with exceptionalities or other students indicate that the educational program for the student with exceptionalities should be provided otherwise.

- 1.2 The emphasis on educating students with exceptionalities with their age and grade peers may, when necessary, be complemented with the appropriate use of resource rooms, self-contained classes, and/or community-based or other specialized settings.
- 1.3 Except in exceptional circumstances, a student with an exceptionality(ies) should not be sent home, or have their accommodations disrupted, because of the absence of a teacher or an Education Assistant (EA).
- 1.4 Students with complex physical or chronic health impairments should have opportunities to participate in school activities to the greatest extent possible. Given Muskoti Elementary School's resource and time constraints, adaptations to facilities or equipment will be made to allow access to school areas and programs where physical barriers exist.

2. PLANNING

Planning

- 2.1 Muskoti Elementary School will implement a planning process that will include the following phases: identification / assessment; planning; program support / implementation; evaluation; and reporting.
 - 2.1.1 Together, these phases will constitute a process that is continuous and flexible, rather than representing five separate and discontinuous phases.
- 2.2 Identification / Assessments
 - 2.2.1 Early identification is an essential element of successful program planning for students with exceptionalities.
 - 2.2.2 Students may be identified as having exceptionalities before they enter Muskoti Elementary School. In such cases, the student's existing assessment and programming information will be requested immediately to permit appropriate and effective planning and implementation of relevant interventions.
 - 2.2.3 In cases where a student is identified as likely having exceptionalities upon enrolment, or when students have obvious exceptionalities that have not been previously identified, the school will respond as promptly as possible to a teacher's request for a determination of the need for assessment and/or intervention plan.
 - 2.2.4 Muskoti Elementary School will consult with the parents/guardians and, when appropriate, the student regarding all concerns and possible follow-up.
 - 2.2.5 When extended assessments (e.g., psycho-educational, behavioural, speech and language, orientation and mobility) are requested, the goal will be to better understand the student's strengths and needs to plan more effectively for that student.
 - 2.2.6 If an assessment is required, Muskoti Elementary School will ensure that:
 - informed, written consent for the assessment is received from the parent/guardian and, as appropriate, the student;
 - specialists are sensitive to cultural, linguistic, and experiential factors when selecting assessment procedures and interpreting assessment results;
 - information gained is readily usable for purposes of planning, and can be easily integrated into the student's Individual Education Plan;
 - specialists communicate and interpret assessment findings to the parents/guardians, the student and staff; and

- the written report of the assessment is made available to the parents/guardians, staff and, when appropriate, the student, in accordance with Muskoti Elementary School's Privacy Policies and Procedures.
- 2.3 An Individual Education Plan (IEP) will be designed as soon as practical after a student has been identified as likely having exceptionalities.
- 2.4 The principal is primarily responsible for the implementation of educational programs. Though planning will occur collaboratively, the principal will ensure that for each student with an IEP, an IEP facilitator is appointed to co-ordinate development, documentation, and implementation of the student's IEP.
- 2.5 Parents/guardians will be encouraged and given every opportunity to be involved in the IEP planning process and will receive a copy of the IEP.
- 2.5.1 If the parents/guardians so choose they may appoint a delegate or an advocate of their choosing to be involved in the IEP planning process.
 - 2.5.2 In cases where the parents/guardians appoint a delegate, the parents/guardians and delegate will receive a copy of the IEP.
 - 2.5.3 In the event that the parents/guardians decline to be involved in the IEP process and do not choose to appoint a delegate, there will be no IEP planning process. The school will alternately develop SMART (Specific, Measurable, Actionable, Realistic and Timely) goals for the student, and will make every effort to ensure that the student's needs are fully met.
- 2.6 Muskoti Elementary School will document instances where services are offered but the parent/guardian and/or the student refuses them.
- 2.7 Students with exceptionalities will take an active role in the design of their IEPs to the maximum extent that their developmental level and ability permit. Factors affecting student participation in the development of an IEP will include: age, level of maturity, and capacity for sustained, considered deliberation based on awareness of possibilities and consequences.
- 2.8 As necessary, possible, and relevant, personnel from community agencies may be involved in the development and have a role in the implementation of the IEP, in so far as consent has been granted by the parent/guardian, or as appropriate, the student.
- 2.9 In developing an IEP, standards for students with exceptionalities will be developed with high and appropriate expectations for achievement. Students with exceptionalities will be expected to achieve some, most, or all of the regular curricular standards and/or outcomes with special support.
- 2.10 Muskoti Elementary School will maintain the principle that the majority of students with exceptionalities are capable of obtaining Dogwood diplomas, provided they are on IEPs and have proper educational supports. Only in exceptional circumstances will a student be provided an education program that is not expected to lead to a Dogwood Diploma.
- 2.10.1 For greater clarity, the educational goal for all students expected to be able to live independently after high school should be a Diploma (e.g. Dogwood or Adult Dogwood Diploma). Modification of a student's educational program should be a limited practice. Modifications are instructional, environmental and assessment-related decisions that individualize a student's learning goals and standards, resulting in goals and standards that are different than those of the provincial curriculum. Modifications should be considered only for students who are unable to

access the curriculum (i.e., students with limited awareness of their surroundings, or students with moderate to profound intellectual disabilities).

- 2.10.2 All students, including those who are not expected to live independently after high school, will be considered for a Dogwood diploma first, before any other non-diploma type program or modifications are considered.
- 2.10.3 The following factors will be considered before a student is put on a non-Diploma education program:
- whether the student is expected to live independently after completing high school;
 - whether, with enough time and support, the student can be expected to meet the minimal learning expectations of a Dogwood or Adult Dogwood diploma;
 - whether there is enough time for the student to achieve a graduation diploma, remembering that a decision to put a student on a non-diploma education program should **never** be made before Grade 10, and that students who are properly supported can make great strides in short periods of time, even after entering Grade 10;
 - whether the student is motivated to pursue a diploma, and if not, if they can be encouraged to be so;
 - students with a wide variety of reading levels may be able to pass English 12 with the appropriate supports; and
 - Workplace Mathematics 10 and Workplace Mathematics 11 are widely accessible, even for students with significant learning challenges.
- 2.10.4 For greater clarity, a non-Diploma may be considered only for students who:
- will not be capable of independent living after high school and are not expected to provide for themselves financially, physically, or mentally.
 - will not be able to benefit from adequate time and support and/or are not sufficiently motivated to achieve a diploma.
- 2.10.5 If a student has been put on a non-Diploma education program, the following requirements must be met.
- The student's program must be documented on an IEP, as described in this Special Education Policy.
 - Wherever possible, the student's education program should align as closely as possible with a Dogwood or Adult Dogwood Diploma program.
 - Learning standards should mirror, as closely as possible, the learning standards of the applicable course, even when modified.
- 2.11 The IEP will be reviewed at each reporting period and, with parental approval, will be revised or removed when appropriate.
- 2.12 When requested, the parents/guardians and, where appropriate and feasible, students will have every opportunity to meet with school staff about the IEP and the student's educational program within a reasonable timeframe – and no later than two weeks after the request has been made to school personnel.
- 2.13 Muskoti Elementary School will offer each student who has exceptionalities relevant learning activities in accordance with his or her IEP.

3. EVALUATION AND REPORTING

Evaluation and Reporting

- 3.1 Progress reports to the parents/guardians of students with exceptionalities will be provided on the same schedule used for all students.
- 3.2 Reports will indicate any accommodations in the form of adaptations and/or modifications made to the student's educational program. The same reports will specifically speak to the goals in the IEP and the progress made towards each goal.
- 3.3 All personnel directly involved in the student's ongoing educational program (e.g., the classroom teacher, specialist teachers, speech-language pathologist, etc.) will be part of reporting on student progress.
- 3.4 If it is appropriate to report differently regarding the progress of students with exceptionalities, such as using performance (proficiency) scales rather than letter grades, the rationale and alternate reporting procedures will be clearly explained to parents/guardians and included in the student's IEP.

4. PARENT/GUARDIAN COMMUNICATIONS

Parent/Guardian Communications

- 4.1 Muskoti Elementary School parents/guardians are entitled to be fully informed about their child's behaviour and progress in school.
- 4.2 Parents/guardians will be invited to have an advocate accompany them during meetings with the school.
- 4.3 School staff will fully inform parents/guardians of their child's special education designation, IEP, and program adaptations / modifications.
- 4.4 Any changes to a student's education path will be formally approved by their parent/guardian with a signed consent.
- 4.5 Muskoti Elementary School will explain to parents/guardians the process and resources for having students formally assessed, and how they can support and/or participate in the assessment process to ensure it is as effective as possible.

5. TRANSFER OF RECORDS

Transfer of Records

- 5.1 On receipt of a request for student records from a school where the student is (or will be) enrolled, Muskoti Elementary School will transfer the original Student's Record to the requesting institution. Muskoti Elementary School will retain a copy of the request and Student Record, indicating the school where the records have been sent and the date of the transfer.
- 5.2 Muskoti Elementary School will only transfer sensitive, confidential information (e.g. specialist assessments) after dated and signed parent/guardian consent has been obtained.
- 5.3 A summary of a former student's school progress may be provided to prospective schools, at the written request of a former student or parent/guardian.

6. PROFESSIONAL DEVELOPMENT, IN-SERVICE AND GENERAL COMMUNICATIONS

Professional Development, In-Service and General Communications

- 6.1 Professional development/in-service training is essential so that staff can more effectively meet the needs of students with exceptionalities. Muskoti Elementary School will strive to ensure that all personnel working with students who have exceptionalities have access to relevant in-service training opportunities, thereby fostering evidence-informed practice. For specialized personnel, professional development may focus on their area of specialty and the specific roles they play in the service delivery system.
- 6.2 Muskoti Elementary School will strive to inform all employees and families of Saulteau First Nations of available special education services and programs and procedures for gaining access to them.
- 6.3 Muskoti Elementary School will invite community service providers to attend meetings and in-service opportunities, as relevant, to raise awareness about all services and supports available for families and students with exceptionalities.
- 6.4 Muskoti Elementary School employees and parents/guardians will, to the greatest extent possible, be made aware of any special factors that may place a child with exceptionalities or other children at risk.

PART C: SCHOOL HEALTH AND SAFETY & EMERGENCY POLICIES

1. SCHOOL SAFETY

School Safety

Rationale and Purpose

Muskoti Elementary School and its Principal will make all reasonable provisions for the safety and health of employees and students. The parties are committed to adopting and effectively carrying out reasonable procedures and techniques intended to prevent or reduce the risk of injury. Employees and students will be expected to carry out all reasonable provisions for their health and safety established by Muskoti Elementary School.

- 1.1 Muskoti Elementary School is committed to the personal safety and general well-being of each student and employee and to protecting employees from occupational injury or disease. In addition, Muskoti Elementary School is committed to policies that promote a safe and healthy working and learning environment, including ensuring that the school's premises and equipment are well maintained and in proper working order.
- 1.2 Muskoti Elementary School safety efforts will be led by Saulteau First Nations Health and Safety.
- 1.3 Health and safety issues will be an integral consideration in all Muskoti Elementary School decision-making processes. The principal, Muskoti Elementary School, employees, and volunteers must make

every reasonable effort to develop programs, practices, policies and procedures that promote health and well-being and provide a safe work environment.

- 1.4 The principal will ensure that all applicable health and safety laws and regulations are met.
- 1.5 Employees and volunteers share responsibility with the principal to ensure that safe work procedures are in place and practiced. Employees must inform the principal of any unsafe equipment or conditions and help to ensure that adequate action is taken to remedy the situation.
- 1.6 The Saulteau First Nations will ensure that employees are properly trained regarding all health and safety procedures. Safety training will be part of every employee and volunteer's job orientation.
- 1.7 The principal will ensure that all employees, volunteers and contractors adhere to safety procedures and policies and will provide training, coaching and/or discipline to anyone who is working in an unhealthy or unsafe manner.
- 1.8 The principal will ensure that communication with regards to new safety policies and procedures is received by all appropriate employees, contractors and/or volunteers.

2. CHILD PROTECTION AND DISCLOSURE

Child Protection and Disclosure

Rationale

Children have the right to grow up in a safe and nurturing environment. The principal, teachers, and other employees of Muskoti Elementary School are in a unique position to be aware of indicators of possible physical, emotional and sexual abuse, and neglect. Identifying and reporting child abuse and neglect requires every individual to take appropriate action.

The *Child, Family and Community Service Act* mandates a legal responsibility for an employee (CFCSA s.14) who has reason to believe that a child needs protection as defined in the Act (CFCSA s.13) to report the matter to a Child Welfare Worker. This is the Ministry of Children and Families (MCFD).

2.1 Duty to Report

- 2.1.1 All school employees have the legal duty to report a child at risk, where the parents/guardians are unable or unwilling to provide protection for the child.
- 2.1.2 All school employees will follow the guidelines as set out in the *BC Handbook for Action on Child Abuse and Neglect: For Service Providers* (June 2017).

Procedures:

- When a staff member suspects that a student is suffering or has suffered abuse or neglect, they will immediately make a report to MCFD.
- After the staff member has called MCFD they will immediately inform the principal.
- If a staff member is unsure whether they have reasonable grounds to report to MCFD, they must confer with the principal or designate.

- Once the report has been made and the principal or designate has been informed, the school principal/designate will be the lead school contact and he/she will take direction from MCFD, if required.
- At no time, will a school staff member or Principal or designate contact the parents/guardians unless advised to do so by MCFD .
- In the case where a school employee is the alleged offender the principal or designate will take direction from MCFD, if required, and no school staff or Principal or designate will attempt to question or interview the alleged offender.
- The Muskot Elementary School will endeavor to develop a memorandum of understanding with MCFD that outlines further procedures when an investigation is necessary that will provide details regarding notification of visits, access to student(s), child advocacy, when communication with parents/guardians can resume, and how any other information will be shared.
- Confidential information will be treated with upmost care and attention. Information will be shared on a need to know basis and will contain only pertinent details.

APPENDIX

- The BC Handbook for Action on Child Abuse and Neglect https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/childabusepreventionhandbook_serviceprovider.pdf
- Supporting Our Students: A Guide for Independent School Personnel Responding to Child Abuse. https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/independent-schools/sos_guide_independent_schools.pdf

3. HARASSMENT, BULLYING AND DISCRIMINATION POLICY

Harassment, Bullying and Discrimination

Definitions

- “Bullying and Harassment” include any inappropriate conduct or comment that a person knew or reasonably ought to have known could cause another person to feel humiliated or intimidated.
- Bullying and harassment do not include any reasonable action taken by the school or the principal relating to the management and direction of employees or students. Examples of such reasonable actions include assigning work, offering constructive feedback, guidance or advice about work-related behaviour, managing an employee’s performance, and taking reasonable disciplinary action.
- In this definition of bullying and harassment, ‘person’ could be an employee, student, a member of the community, or any other person working, volunteering, or learning in the school.

Examples of bullying and harassment include, but are not limited to:

- Threats or intimidation;
- Verbal aggression or yelling;
- Written or verbal communications, gestures, actions or practical jokes, the natural consequences of which is to humiliate or intimidate (e.g. name calling, calling someone derogatory names, spreading malicious rumours, taunting e-mails, text messages, pictures, posters or graffiti); and
- Physical assault.

- 3.1 Muskoti Elementary School is committed to maintaining a learning and work environment that is dedicated to respect, equality and teamwork, to be achieved by:
- Maintaining a learning and work environment that is free of harassment or discrimination in any form;
 - Encouraging open discussions and suggestions; and
 - Making every reasonable effort to ensure that no employee, student, contractor, volunteer, or visitor is subject to harassment. Where incidents of harassment occur, Muskoti Elementary School will take appropriate action, up to and including discharge, against any employee, contractor, volunteer, or visitor who is responsible for the harassment of another person while carrying out duties on behalf of Muskoti Elementary School.
- 3.2 All members of Muskoti Elementary School community share responsibility for respecting the safety, dignity and rights of others and for ensuring they do not violate the Human Rights Code, the Workers Compensation Act, or WorkSafeBC's Occupational Health and Safety policies.
- 3.3 Muskoti Elementary School believes that all employees and students have a right to work and learn in an environment that is free from harassment and bullying and will not tolerate any such conduct in the school. Harassment and bullying are serious matters and all school members are strictly prohibited from engaging in this type of conduct. Anyone who engages in harassment or bullying will be subject to discipline and/or corrective action, up to and including termination of employment or appropriate student disciplinary action.
- 3.4 Employees and students are responsible for reporting instances of harassment and bullying that they either experience or observe, reasonably initiating complaint resolution procedures, responding cooperatively, and working with the school to resolve concerns.
- 3.5 The principal is responsible for setting clear expectations for respectful conduct, monitoring employees and students to ensure these expectations are met and responding promptly and fairly to allegations of harassment or bullying.
- 3.6 Roles and Responsibilities
- 3.6.1 Muskoti Elementary School is committed to its responsibility for health and safety and for providing a work and learning setting that is free from harassment and bullying. The school commits to not engage in harassment or bullying, to take all reasonable steps to prevent harassment and bullying, where possible, and to respond appropriately to harassment and bullying to minimize its effects should such conduct nonetheless occur.
- 3.6.2 Employees and students have a duty to take reasonable care to protect the health and safety of other school members, and have the following responsibilities:
- to not engage in harassment or bullying of employees, students, or others;
 - to immediately report if harassment or bullying is either observed or experienced in the school;
 - to apply and comply with this Policy; and
 - to comply with any investigation into an incident of harassment or bullying.
- 3.6.3 The principal has a duty to take all reasonable steps to ensure the health and safety of employees and students, and as a result, the principal must take all reasonable steps to prevent where possible, or otherwise minimize, harassment and bullying. The principal's obligations include:
- not engaging in harassment and bullying of students, employees, or others;

- immediately reporting if harassment or bullying is either observed or experienced in the school; and
- applying and complying with this Policy.

Procedures

- An employee or student who believes that he or she has observed harassment or bullying should report it to the principal. The report should include (as much as possible, according to a reporting student's age, maturity, and capacity):
 - the approximate date and time of each incident;
 - the name of the person or persons involved in each incident;
 - the name of any person or persons who witnessed each incident; and
 - a full description of what occurred in each incident.
- 3.7 Once a report has been received, the school will designate an Investigating Officer who will complete a thorough investigation in order to determine whether this Policy has been breached. Muskoti Elementary School will commence investigations promptly and endeavour to investigate them as soon as is practicable; however, the length of time for an investigation will depend on the nature of the allegations and the number of individuals involved.
- All parties will be given the opportunity to present evidence (with support for students appropriate for their age and abilities).
 - The alleged bully/harasser will be given the opportunity to defend himself/herself against any allegations of bullying or harassment. He/she will be informed of the allegations against him/her and will be given at least two weeks to respond to the allegations.
 - The investigator may conduct follow-up interviews with the individual who made the complaint, and the alleged bully/harasser. Witnesses may also be interviewed.
 - If the investigation supports the complaint, resolution may include a number of options including, but not limited to: individual or group education, position transfer, counseling, coaching, reduction in job status, no contact for a period of time, mediation, discipline up to and including termination of employment, or such other response as may be appropriate.
- 3.8 Final decisions made under this Policy are not subject to appeal. However, a decision made under this Policy does not affect the rights of an individual to seek recourse through WorkSafeBC or the British Columbia Human Rights Tribunal.
- 3.9 Muskoti Elementary School will maintain a complete written record of the investigation, including the names of the parties involved (complainant, respondent, witnesses), the details of the complaint, notes or other documentation of interviews or other fact-finding exercises, any evidence considered, the investigators' conclusions, any corrective action recommended and/or taken, and any written investigation reports.
- 3.10 Muskoti Elementary School will not disclose any information about a harassment or bullying complaint, except as necessary to investigate the complaint, to take corrective/disciplinary action, or as required by law. The participants, including the complainant, respondent, and any witnesses, will be expected to keep all matters relating to the complaint and the investigation strictly confidential.
- 3.11 This policy and its procedures seek to prevent and remedy harassment and bullying. Any act of retaliation against a person who raises a concern under this policy is expressly forbidden and may result

in interim measures such as suspension or may result in discipline up to and including termination of employment or, if a student is involved, other disciplinary action.

- 3.12 False, fraudulent or malicious complaints will be treated with the utmost seriousness. It is important to realize that unfounded / frivolous allegations may cause both the accused person and Muskoti Elementary School significant damage.
- 3.13 If it is determined by Muskoti Elementary School that any employee has knowingly made false statements regarding an allegation related to harassment or bullying, immediate disciplinary action will be taken, which could include termination of employment.
- 3.14 If it is determined by Muskoti Elementary School that an employee has been involved in harassment or bullying or unacceptable conduct or has otherwise failed to abide by the requirements set out in this Policy, immediate disciplinary action may be taken, up to and including termination of employment.

Cyberbullying

Definition

“Cyber-bullying” means bullying through the use of technology or any electronic communication, including, but not limited to, signs, signals, writing, images, sounds, data or intelligence of any nature transmitted by the use of any electronic device, including, but not limited to, a computer, telephone, cellular telephone, text messaging device and personal digital assistant.

Examples of conduct that may constitute cyber-bullying include, but are not limited to:

- Posting slurs or rumors or displaying any defamatory, inaccurate, disparaging, violent, abusive, profane, or sexually oriented material about an individual on a website or other online application such as Facebook or Instagram;
- Singling someone out and inviting others to attack or ridicule them;
- Pressuring others to exclude someone from a community gathering, event or social setting;
- Posting misleading or fake photographs or digital video footage of an individual on websites or creating fake websites or social networking profiles in the guise of posing as the target;
- Impersonating or representing another individual through use of that other individual’s electronic device or account to send e-mail, text messages, instant messages (IM), or phone calls;
- Sending e-mail, text messages, IM, or leaving voice mail messages that are mean or threatening, or so numerous as to bombard the target’s e-mail account, IM account, or cell phone; and
- Using a camera phone or digital video camera to take and/or send embarrassing or “sexting” photographs of individuals.

- 3.15 Cyber-bullying or suspected cyber-bullying is reportable in person or in writing (including anonymously) to the principal.
- 3.16 Students or employees who have been cyber-bullied or are aware of incidents of cyber-bullying are to report this behaviour to the principal. Failure to report known cyber-bullying may be subject to disciplinary consequences (with consideration of a student’s age and capacity to report).
- 3.17 Acts of reprisal or retaliation against any person who reports an incident of cyber-bullying are prohibited.

- 3.18 Any student or employee who is determined to have falsely accused another of cyber-bullying shall be subject to disciplinary consequences.

4. CRITICAL INCIDENT POLICY

Critical Incident Policy

Personal Harm By a Student

- 4.1 All employees are responsible for ensuring that effective procedures are followed when dealing with emergency situations, both perceived and real.
- 4.2 In the event of a crisis involving personal harm by a student, the principal or designate will determine the response using the following protocol:

Crisis Alert - Low or Medium Degree of Risk

- a) Staff member will inform the principal or designate.
- b) The principal or designate will contact the parent/guardian and, if appropriate, offer support.
- c) The incident will be referred to an applicable outside agency if required.
- d) The student's behaviour will be monitored and recorded.
- e) The incident will be documented, with copies provided to any applicable agency and put on file.

Crisis - High Risk - Individual Should Not Be Unattended (someone's life is in danger)

- a) Staff member will inform the principal or designate.
- b) The principal will contact the parent/guardian and inform them of the seriousness of the situation and that intervention is required immediately.
- c) The incident will be referred to an applicable outside agency if required.
- d) 911 will be called for police and/or ambulance assistance and emergency transport to nearest health care facility.
- e) The student will be monitored continuously.
- f) The incident will be documented, with copies provided to any applicable agency and put on file.

- 4.3 The following should be considered when dealing with a crisis intervention involving personal harm by a student.
- 4.3.1 Consultation with other counselors and/or therapists may take place at any time during the intervention at the discretion of the principal or designate.
- 4.3.2 If there has been a suicide attempt, or serious personal harm resulting in a medical emergency, immediate transportation will be arranged by school staff or ambulance (911), whichever is quicker and as determined in discussion with ambulance personnel, directly to the nearest health care facility. Parent/guardian permission is not required prior to transportation if it is deemed necessary by the principal or designate.
- 4.3.3 If the parent/guardian cannot be reached, the student can be referred to an outside agency without permission, provided the parent/guardian is informed at the earliest possible opportunity.
- 4.3.4 If the parent/guardian refuses permission for treatment, and there is concern regarding the safety of the student, the incident can be referred to the *[--Community Service Agency--]* by the school on behalf of the student without parent/guardian permission.

- 4.3.5 Staff will make every effort to protect other students from witnessing a traumatic event such as an attempted suicide or self-injury or attempt.

Other School Security Procedures

4.4 Security move within the school

- 4.4.1 When there is a known or potential threat that is confined to a specific area far enough from the designated gathering area within the school to ensure safety, staff will take students to that area, staying with the group at all times.
- 4.4.2 Staff will account for all students in their care and await further instructions.
- 4.4.3 Designated areas to be used for class gathering points are the library, and/or another area deemed safe and secure.

4.5 School Evacuation

- 4.5.1 An evacuation will take place when a threat, or potential threat, requires moving students and staff away from the situation and outside of the school.
- 4.5.2 Students will be directed to leave the building in an orderly manner by the supervising staff member.
- 4.5.3 Students and staff will go to and remain in the designated gathering area, staying together as a group, and all students must be monitored.
- 4.5.4 Students and staff must not return to the school or leave the designated gathering area until instructed by the principal.
- 4.5.5 The following are the designated gathering areas for the school: muster points and the Cultural Centre.
- 4.5.6 An extended evacuation period may involve moving the students to a protected area such as the Culture Centre.

4.6 Suspicious Persons

- 4.6.1 All visitors will sign in at the office when arriving at the school.
- 4.6.2 Staff will inform the office of any suspicious persons on school property and will implement the Muskoti Elementary School Lockdown Policy as appropriate.
- 4.6.3 If notifying the office is not possible and the threat is real, staff will contact 911.

4.7 Abduction

- 4.7.1 The school will never release a child into the care of anyone other than those individuals so designated by the family.
- 4.7.2 Staff must report suspected abductions or attempted abductions to the office immediately, providing as much information about the abductor as possible (observing height, voice, clothing, distinguishing features, vehicle, license number).
- 4.7.3 The principal will call the police.
- 4.7.4 Staff will meet with police and representatives of all other relevant agencies.

4.8 Missing Child

- 4.8.1 In the event that a child is missing for any reason, staff will notify the office immediately and check all classrooms, the playground, and the entire school building.
- 4.8.2 The office will issue an all call on the intercom.
- 4.8.3 Staff and students will be interviewed to determine when the child was last seen and anyone who may have had verbal contact with the child.

- 4.8.4 The parent/guardian will be contacted, and all information on the child will be made available to the police.
- 4.8.5 When the child is found, all searchers and agencies who were involved will be notified.

4.9 Fire or Explosion

- 4.9.1 Staff will keep people a safe distance from the fire/explosion, clear the area, account for all students, and remain in the designated area until there is further instruction from the office.

4.10 Hazardous Material Spill

- 4.10.1 The location, quantity, concentration, and effect of a chemical will be considered when dealing with a spill of any kind.
- 4.10.2 Staff will notify the office immediately and clear students away from the spill area.
- 4.10.3 Staff must not attempt to clean a spill unless fully familiar with the chemical and its effects.
- 4.10.4 If a spill at a site near the school threatens staff or students, Evacuation Procedures will be implemented.

4.11 Bomb or Suspicious Device

- 4.11.1 In the event of a threat (written, phoned in, or communicated verbally), staff will notify the office and 911 immediately, and will move students out of the immediate area and wait for instructions for an appropriate emergency evacuation.

4.12 Earthquake

- 4.12.1 Staff must be prepared to evacuate the building after an earthquake.
- 4.12.2 If the signs of an earthquake are felt or a warning announcement is made, students will be directed to take cover in a curled-up position under the desk and hang on, avoiding light fixtures, windows, and suspended objects.
- 4.12.3 When the earthquake is over, staff will initiate evacuation procedures and remain outside the building until there is further instruction by authorized personnel. Once outdoors, students will be directed away from the building to a clear open space if possible, avoiding utility poles, trees, and overhead wires.
- 4.12.4 Staff will be accountable for all students.

4.13 Electrical Outage

- 4.13.1 In the event of a power outage, staff and students will remain where they are.
- 4.13.2 Office staff will determine the source of the outage, the approximate length of time it will last, and determine whether the school will be closed for the day.

4.14 Field or Bus Trip Emergency

- 4.14.1 Student health and parent contact information will be taken on all field trips.
- 4.14.2 In the event of an accident or emergency during a field trip, the teacher/supervisor and bus driver will:
 - remain with the school vehicle if possible.
 - secure the vehicle in a safe location and put on 4-way hazards.
 - account for all students and not split up the group.
 - evaluate any first aid needs or evacuation plans.

- contact the school office and provide as much detailed information as possible regarding the location and condition of the vehicle and group.
- not discuss the accident with anyone at the scene, except appropriate police officers, nor accept or assign blame for the accident.

4.15 Bleeding/Body Fluids

- 4.15.1 All body fluids should be handled with extreme caution to avoid contact with potential diseases.
- 4.15.2 In the event of accidents involving bodily fluids, staff will notify the office immediately and the situation will be referred to one of the designated first aid attendees.
- 4.15.3 If there was exposure, the affected area should be rinsed immediately with soap and water. First Aid supplies are kept in the office area.
- 4.15.4 If cleaning up body fluids, staff will always use gloves, and an approved cleaner as provided by maintenance.

4.16 Fire Drills

- 4.16.1 A school map and directions for evacuation will be posted in every room.
- 4.16.2 Staff and students should know the purpose of fire drills and what is expected of them in order to reduce the likelihood of panic in a real situation.
- 4.16.3 Staff are to close doors and windows behind them.
- 4.16.4 Depending on the location of the fire and the evacuation procedure, classes are to assemble at the designated area closest to their room and furthest from the fire.

APPENDIX

- The Emergency Management Planning Guide
<https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/safe-caring-orderly/emergency-management-guide.pdf>

5. SCHOOL LOCKDOWN POLICY

School Lockdown Policy

Rationale

Staff and students at Muskoti Elementary School have the right to learn and work in a safe and secure environment. However, the possibility of a major incident of violence is a reality that cannot be overlooked. Everyone who spends any amount of time at Muskoti Elementary School on a regular basis needs to know how to protect themselves and others in the event of a major incident or threat of school violence. Creating a safe and secure learning environment for all is a priority of Muskoti Elementary School.

5.1 Use of Proper Terminology Regarding School Lockdowns

- The lockdown order will be made in plain, clear language: “ATTENTION PLEASE: THIS SCHOOL IS NOW IN A LOCKDOWN. STAY IN YOUR CLASSROOM OR GO TO THE NEAREST SAFE AREA NOW. FOLLOW ALL LOCKDOWN PROCEDURES.
- REPEAT:
 THIS SCHOOL IS NOW IN A LOCKDOWN. STAY IN YOUR CLASSROOM OR GO TO THE NEAREST SAFE AREA NOW”.

- 5.2 Secret codes or passwords to announce a lockdown will NOT be used.
- 5.3 The term “Lockdown” will only be used when there is a major incident or threat of school violence within the school or in relation to the school. The overuse or misuse of lockdowns will desensitize staff and students to the seriousness of a lockdown.
- 5.4 The term “Hold and Secure” will be used when it is necessary to secure the school due to an ongoing situation outside and not related to the school (e.g., police incident occurs near the school but not on school property). The school will continue to function normally, with the exterior doors locked until the situation near the school is resolved.
- 5.5 The term “Shelter in Place” will be used when it is necessary to hold all occupants inside the school to protect them from external situations such as chemical spills, blackouts, explosions or extreme weather conditions.
- 5.6 Roles & Responsibilities During a Lockdown
- 5.6.1 The principal is responsible for overall lockdown planning, scheduling of drills, the training of students and for the safety of employees and students. In an actual incident (not a drill), the police are responsible for management of the threat and subsequent criminal investigation; the principal will be a resource to the police.
 - 5.6.2 School employees are responsible for the safety and well-being of students and will understand and efficiently implement all parts of the lockdown plan assigned to them.
 - 5.6.3 Students have a responsibility to be familiar with the lockdown plan and to respond quickly to the direction of staff during a crisis. Any student with information or prior knowledge of an individual or a potential situation that may result in a violent incident must come forward with that information as soon as possible (including during a lockdown).
 - 5.6.4 Police are responsible for responding to and investigating violent incidents at schools. During a violent incident, police will assume command and control of the response and investigation but will liaise and work closely with school administration and other emergency services throughout the process.
 - 5.6.5 Parents/Guardians will be informed of the existence of the school’s lockdown plan and will be encouraged to reinforce with their children the responsibility of students to follow directions during a crisis and to disclose any information they may have prior to or during a crisis.

5.7 School Floor Plans

- 5.7.1 Accurate floor plans are a key component of lockdown plans and are important both from a planning and response standpoint.

Procedures:

- Black and white floor plans will be posted throughout the school - including entry points.

5.8 Identification of Buildings, Exterior Doors, and Classrooms

- 5.8.1 To assist police in responding to a major incident or threat of violence all school buildings, entrances, and all rooms within buildings will be clearly identified. All portable structures will also be clearly identified.
- 5.8.2 Exterior doors will be clearly labeled. All rooms within the school and portable structures will be numbered.

- 5.9 Initiating a Lockdown
- 5.9.1 If a lockdown becomes necessary, it is vital that it be initiated as quickly and efficiently as possible.
- 5.9.2 At the first indication of a major incident of school violence - regardless of where it occurs in the school - notification will go immediately to the main office and, in consultation with the principal or designate, the lockdown will commence accordingly.
- 5.10 All school employees are authorized to initiate a “911” call if the circumstances warrant it. This call should be followed immediately by a call to the office.
- 5.11 The actual wording of the lockdown announcement will be permanently affixed on or within easy reading distance of the phone system so that it is clearly visible and can be read out verbatim by the person announcing the lockdown to the school.
- 5.12 All main office staff will be trained to be able to accomplish this task.

Procedures for Locking Down Classrooms and Other Secure Areas

- The primary goal when locking down a classroom or another secure area is to make that area appear vacant to an intruder.
- Before locking a door, staff will gather everyone in the immediate vicinity into their classroom or another secure area -- but only if it is safe to do so. Once inside a secure area staff will lock the doors and move everyone out of the immediate sightline. Immediately upon completing this task, staff should:
 - ensure everyone stays away from doors and windows;
 - turn off lights;
 - close blinds/drapes (where possible);
 - if there is a window in the classroom door, consider covering the window;
 - take cover if available (get behind something solid);
 - remain quiet and as still as possible;
 - take attendance (teachers);
 - draw everyone’s attention to their cell phones, ensuring everyone with a phone turns it off and indicating that it must not be used in any way, including text messages.

- 5.13 Open Areas (Gym, Library, etc.) During a Lockdown
- 5.15.1 Open areas such as libraries, gyms, hallways, staircases, foyers and other open areas are the most vulnerable areas of a school -- making them the most likely areas for a dangerous incident to occur, and the most difficult areas to quickly and effectively secure.
- 5.15.2 The school’s lockdown plan will identify a preferred safety option for each open area and student/staff training will ensure everyone understands the preferred option (where to go and what to do) while also ensuring everyone is aware of other options if a lockdown is ordered while they are in an open area, and the preferred option is not available.
- 5.14 Child Care Centres and Other Facility Occupants During a Lockdown
- 5.16.1 In developing a lockdown plan, the principal will ensure the appropriate staff from organizations sharing the school building are consulted in the development and implementation of lockdown procedures -- and that these organizations participate in annual training and drills.

5.15 Exterior Areas of the School When a Lockdown is Ordered

- 5.17.1 Those who are outside the school when a lockdown is ordered will not, under any circumstances, attempt to enter the school but will instead proceed immediately to the school's pre-determined off-site evacuation location(s).
- 5.17.2 Attendance will be taken, and staff and students will remain in that location until further advised by the principal or police.

Note: When a "Hold and Secure" situation occurs (e.g. as a result of police activity on an adjacent street, etc.) and staff and students are outside the building, they should immediately re-enter the building prior to the exterior doors being locked.

5.16 Controlled Evacuation During a Lockdown

- 5.18.1 In the event of a prolonged lockdown situation -- or a situation where the threat has been contained (e.g. a barricaded individual contained by police in one section of the building) -- it may become possible for a controlled evacuation of the areas of the school not in the vicinity of the contained area.
- 5.18.2 Police will decide whether the controlled evacuation of a school under lockdown is a viable option and will direct the evacuation process. School staff will follow police instructions quickly and explicitly.
- 5.18.3 A controlled evacuation will normally be done on a room-by-room basis, with evacuees being escorted by police to the evacuation location.

5.17 Procedures for Responding to a Fire Alarm during a Lockdown

- 5.19.1 If a fire alarm is pulled once a lockdown has been called, staff and students shall not respond as they normally would to a fire alarm but shall instead remain locked down if it is safe to do so.
- 5.19.2 Staff and students must always be aware of other dangers such as fire and be prepared to respond accordingly to ensure their safety.

5.18 Procedures to End a Lockdown

- 5.20.1 The procedure for ending a lockdown must include the same level of authenticity and authority as the procedure for initiating one.
- 5.20.2 The decision to end a lockdown can only be made by the on-scene police incident commander in consultation with the principal and the Manager of Education.

5.19 Lockdown Training

- 5.21.1 All school students and employees will be trained in how to respond to a lockdown. Orientation for new school staff will include lockdown training, and the principal will establish a method to conduct an annual lockdown plan review for all employees.
- 5.21.2 Students will also be trained using methods deemed by the principal appropriate for different divisions. Each division may consider assemblies to train students on lockdown procedures while -- owing to the young age of some elementary students -- classroom teachers may handle training students at the elementary level. Where possible, it is advantageous to have police partners present during training and to assist with the training of staff and students.
- 5.21.3 Lockdown information for parents/guardians will be communicated each year using a variety of methods, including the school handbook, school newsletters, school open houses and the school website.
- 5.21.4 Parents/guardians will be encouraged to review the lockdown procedures with their children.

5.20 Lockdown Drills

- 5.22.1 Fire drills have long been accepted (and proven effective) as an important tool in preparing staff and students to respond to a fire. Lockdown drills are equally important in responding to violent incidents.
- 5.22.2 Muskoti Elementary School will conduct two lockdown drills each school year.
- 5.22.3 Staff will be given warning of an impending lockdown drill. This will help avoid unnecessary panic and media interest.
- 5.22.4 Each lockdown drill will be followed by a debriefing session to identify areas needing improvement.

5.21 Dealing with the Media in a Lockdown

- 5.23.1 The police, in cooperation with an authorized Muskoti Elementary School representative, are jointly responsible for addressing the media with respect to a school lockdown.
- 5.23.2 Staff or students are not authorized to speak to the media during or after a school lockdown.

5.22 Communication with Parents/Guardians About a Lockdown

- 5.22.1 Parents, guardians and the general community are strongly encouraged to remain away from any school engaged in a lockdown. There is nothing bystanders can do to change the situation inside the school, and their presence may, in fact, hamper the work of emergency responders.
- 5.22.2 Parents/guardians are strongly discouraged from attempting to contact their children in the school via cell phone. A ringing cell phone can draw an intruder's attention to the location of students and staff – jeopardizing not just their lives but potentially jeopardizing the lives of all inside the building.
- 5.22.3 Any parents, guardians, visitors or outside contractors inside a school when a lockdown is initiated must remain in a secure area with staff and students until the all-clear is given.
- 5.22.4 In all cases where a lockdown that was not a drill has been ordered, the school will send home a communication regarding the incident at the earliest possible opportunity.
- 5.22.5 Parents/guardians are encouraged to ensure their contact information at the school is up to date so they can easily be reached by staff in the event of an emergency.

5.23 School Recovery Following a Lockdown

- 5.23.1 A debriefing will occur in all situations following a lockdown. The nature and severity of the incident will dictate who should be included in the debriefing and how any recommendations flowing from the debriefing will be handled.

6. STUDENT ACCIDENTS / INCIDENTS

Rationale

Schools have a duty of care to keep students safe, and Muskoti Elementary School employees will ensure, as far as is reasonably practical, that the school is a safe place and that arrangements are in place to support students injured in accidents or incidents that occur at school or during school-organized activities.

Definitions

- “An accident” is an event or mishap involving a student enrolled in the school that occurs while the student is attending school or involved in an approved school-organized activity, such as field trip or cultural learning activity, where the student is injured, and first aid intervention and/or professional medical services are required.

- “An incident” is an event that results in or is likely to result in injury/illness, including dangerous occurrences and bullying and harassment. It includes a “near miss.”

6.1 Responding to Student Accidents/Incidents

- 6.1.1 Muskoti Elementary School will meet our responsibilities for student safety in several ways including providing first aid and where necessary professional medical assistance to injured students, documenting the circumstances of accidents/incidents, and considering any appropriate steps that may be taken to avoid similar accidents/incidents.
- 6.1.2 School staff will call an ambulance at the earliest suggestion that it may be required if students are injured or suddenly become seriously ill at school or during approved school activities.
- 6.1.3 School staff will communicate pro-actively with parents/guardians in the event of a student accident / serious incident.
 - Muskoti Elementary School will immediately inform the parent/guardian when a serious accident / incident occurs (such as where professional medical services are required).
 - Where a minor incident occurs (which requires first aid but no professional medical services), school staff will inform parent/guardians as soon as possible.
 - In minor cases where no first aid intervention is required, the school staff will use their discretion in determining whether to inform parents.
- 6.1.4 School staff will endeavour to contact parents/guardians within 24 hours following a serious accident / incident to enquire about the well-being of the student and to hear any concerns.
- 6.1.5 School staff will notify the Muskoti Elementary School of any serious accidents / incidents, including a serious injury to any person and dangerous incidents involving students that are attributable to the conduct of school activities.
- 6.1.6 Where an injury or incident occurs, the school has an obligation to determine what has happened and may seek information about the accident or incident from students.
- 6.1.7 The school will document the circumstances of student accidents / incidents, while following the Muskoti Elementary School Privacy Policies.

7. STUDENT MEDICAL CONCERN

Student Medical Concerns

- 7.1 Medical concerns for students include diabetes, seizures, allergies that produce an anaphylactic type of response, blood clotting disorders, heart conditions, high risk of choking, asthma, and any other condition that may require the administration of medication and/or emergency care.
 - 7.1.1 For each student with a medical concern, as defined in 7.1, the student’s Permanent Student Record Form should clearly indicate when a Medical Alert is in effect.
 - 7.1.2 When a Medical Alert is indicated, a form describing the student’s health conditions/medical issue(s) will be included on the student’s Permanent Student Record Form, and a Medical Form will be included in the Student File. An Emergency Procedure Plan (if applicable) will also be attached to the Medical Form.
 - 7.1.3 The Medical Form will include information related to the student’s medical condition, potential problems (including symptoms that might be observed), necessary actions or interventions, and medications required.
 - 7.1.4 The principal will alert teachers if a student in their classroom has a Medical Alert.
 - 7.1.5 Teachers will familiarize themselves with the files of students who have Medical Alerts.
 - 7.1.6 Teachers will contact the principal if they have any concerns or questions regarding students who have Medical Alerts.

- 7.2 Muskoti Elementary School office staff will have an emergency contact person and phone number on file for all students.
- 7.3 In case of a medical emergency, parents/guardians will be notified immediately, if possible, and the child will be taken for medical attention.
- 7.4 Other than for students with medical concerns, medications will normally not be administered in school and students will not be encouraged to bring medication to schools.

8. ANAPHYLAXIS

Anaphylaxis

Rationale and Purpose

- Anaphylaxis is a serious allergic reaction that is rapid in onset and can possibly be fatal. Food or insect stings are the most common allergens to trigger a reaction. The highest incidence of anaphylaxis occurs in school-aged children, making it essential that schools have an anaphylactic safety plan.
- Muskoti Elementary School recognizes its duty to care for students who are at risk from life-threatening allergic reactions while under school supervision, and that this responsibility is shared amongst the student, parents, the school, 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 are identified, strategies are in place to minimize the potential for accidental exposure, and staff and key volunteers are trained to respond in an emergency situation.

- 8.1 Muskoti Elementary School will work closely with parents/guardians to build a plan for students at risk of anaphylaxis that:
 - Ensures a safe school environment free of allergens
 - Outlines student responsibilities for carrying their EpiPen
 - Defines specific actions to be taken in emergency situations
- 8.2 While Muskoti Elementary School cannot guarantee an allergen-free environment, school staff will take reasonable steps to provide an allergy-safe and allergy-aware environment for students with life-threatening allergies.
- 8.3 Muskoti Elementary School's procedures for anaphylaxis will address:
 - a process for identifying anaphylactic students;
 - a process for maintaining records with information relating to the specific allergies for each identified anaphylactic student to form part of the student's Permanent Student Record form;
 - a process for establishing an emergency procedure plan, to be reviewed annually, for each identified anaphylactic student to form part of the Student Record;
 - an education plan for anaphylactic students and their parents/guardians to encourage anaphylactic students' use of Medic-Alert identification;

- procedures for the storage and administration of medications, including procedures for obtaining preauthorization for employees to administer medication to an anaphylactic student.

Procedures:

- Signs and symptoms of a severe allergic reaction can occur within minutes of exposure to an offending substance. Reactions usually occur within two hours of exposure, but in rarer cases can develop hours later. Specific warning signs, as well as the severity and intensity of symptoms, can vary from person to person and sometimes from reaction to reaction in the same person.
- An anaphylactic reaction can involve any of the following symptoms, which may appear alone or in any combination, regardless of the triggering allergen:
 - 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/light-headed, shock
 - Other: anxiety, feeling of “impending doom”, headache, uterine cramps in females
- Because of the unpredictability of reactions, early symptoms should never be ignored, especially if the person has suffered an anaphylactic reaction in the past.
- If an allergic student expresses any concern that a reaction might be starting, the student should always be taken seriously. When a reaction begins, it is important to respond immediately, following instructions in the student’s Emergency Procedure Plan. The cause of the reaction can be investigated later.
- The following symptoms may lead to death if untreated:
 - breathing difficulties caused by swelling of the airways; and/or
 - a drop in blood pressure indicated by dizziness, light-headedness, or feeling faint/weak.

8.4 Identifying Individuals at Risk

- 8.4.1 At the time of registration, parents/guardians will be asked to report on their child’s medical conditions, including whether their child has a medical diagnosis of anaphylaxis. Information on a student’s life-threatening conditions will be recorded and updated on the Permanent Student Record form annually.

- 8.4.2 Parents/guardians will be informed that it is their responsibility to:

- Inform the Principal when their child is diagnosed as being at risk for anaphylaxis.
- In a timely manner, complete medical forms and approve a Student Emergency Procedure Plan that includes a photograph, description of the child’s allergy, emergency procedures, contact information, and consent to administer medication. Only with parental permission, the Student Emergency Procedure Plan will be posted in key areas such as in the child’s classroom, the office, the teacher’s daybook, and food consumption areas (e.g. lunchrooms, cafeterias, other ____).
- Provide the school with updated medical information at the beginning of each school year, and whenever there is a significant change related to their child.
- Inform providers of programs delivered on school property by non-school personnel of their child’s anaphylaxis and care plan, as these programs are not the responsibility of the school.

- 8.4.3 The school will contact anaphylactic students and their parents/guardians to encourage the use of medical identifying information (e.g. MedicAlert® bracelet). The identifying information could alert others to the student’s allergies and indicate that the student carries an epinephrine

auto-injector. Information accessed through a special number on the identifying information can also assist first responders, such as paramedics, to access important information quickly.

8.5 Record Keeping – Monitoring and Reporting

- 8.5.1 For each identified student, the principal will keep a Medical Form on file.
- 8.5.2 The principal is responsible for collecting and managing information about a student's life-threatening health condition(s) and reviewing that information annually to form part of the Student Record.

8.6 Student Level Anaphylaxis Emergency Procedure Plan

- 8.6.1 The Principal will ensure that the parents/guardians and student (where appropriate) are provided an opportunity to meet with designated staff, prior to the beginning of each school year or as soon as possible, to develop/update a Student Emergency Procedure Plan. The Plan must be signed by the student's parents. With parental permission, a copy of the Plan will be placed in readily accessible, designated areas, such as the classroom and office.
- 8.6.2 The Plan will include at minimum:
 - The medical condition;
 - The potential problem / symptoms that might be observed;
 - Necessary actions or interventions; and
 - Any medications needed.

8.7 School Level Anaphylaxis Emergency Procedure Plan

- 8.7.1 Muskoti Elementary School will post and follow a School Level Emergency Procedure Plan, as follows:
 - Administer the student's auto-injector (single dose) at the first sign of a reaction. The use of epinephrine for a potentially life-threatening allergic reaction will not harm a normally healthy child, if epinephrine was not required. Note time of administration.
 - Call emergency medical care (911 – where available).
 - Contact the child's parent/guardian.
 - A second auto-injector may be administered within 5 to 15 minutes after the first dose is given IF symptoms have not improved (i.e. the reaction is continuing, getting worse, or has recurred).
 - If an auto-injector has been administered, the student must be transported to a hospital (the effects of the auto-injector may not last, and the student may have another anaphylactic reaction).
 - One person must stay with the child at all times and one person must go or call for help.
- 8.7.2 The principal or designate must ensure that emergency plan measures are in place for scenarios where students are off-site (e.g. bringing additional single dose auto-injectors on field trips).

8.8 Provision and Storage of Anaphylaxis Medication

- 8.8.1 Students at risk of anaphylaxis who have demonstrated appropriate maturity should carry one auto-injector with them at all times and have a back-up auto-injector stored at the school in a central, easily accessible, unlocked location. For children who have not demonstrated maturity, their auto-injector(s) will be stored in a designated school location.
- 8.8.2 The location(s) of student auto-injectors must be known to all staff members and caregivers.
- 8.8.3 Parents/guardians will be informed that it is the parents' responsibility:

- to provide the appropriate medication (e.g. single dose epinephrine auto-injectors) for their anaphylactic child;
- to inform the school when they deem the child competent to carry their own medication(s) (children who have demonstrated the necessary maturity should carry their own auto-injector), and ensure their child understands they must carry their medication on their person at all times;
- to provide a second auto-injector to be stored in a central, accessible, safe but unlocked location;
- to ensure anaphylaxis medications have not expired; and
- to replace expired medications.

8.9 Allergy Awareness, Prevention and Avoidance Strategies

8.9.1 The principal will:

- Ensure that all employees and persons reasonably expected to have supervisory responsibility of school-age students and preschool age children participating in early learning programs (e.g. food service staff, volunteers, bus drivers, custodians) receive training, annually or biannually, in the recognition of a severe allergic reaction and the use of single dose auto-injectors and the school's emergency procedure plans.
 - Efforts will be made to include the parents, and students (where appropriate), in the training.
 - Experts (e.g. public health nurses, trained occupational health and safety staff) will be consulted in the development and implementation of training. Training will be provided by individuals qualified to teach anaphylaxis management.
 - Participants will have an opportunity to practice using an auto-injector trainer (i.e. a device used for training purposes) and will be encouraged to practice with the auto-injector trainers throughout the year, especially if they have a student at risk in their care.
- Ensure that all members of the school community including substitute employees, employees on call, student teachers and volunteers have appropriate information about severe allergies, including background information on allergies, anaphylaxis and safety procedures.
- With the consent of the parent, provide the student's classmates with information about severe allergies in a manner that is appropriate for the age and maturity level of the students, with strategies to reduce teasing and bullying incorporated into this information.

8.9.2 Posters that describe signs and symptoms of anaphylaxis and how to administer a single dose auto-injector will be placed in relevant areas. These areas may include the office, staff room, lunchroom, and/or the cafeteria.

8.9.3 Muskot Elementary School will strive to create an “allergy-aware” environment, with special care taken to avoid exposure to allergy-causing substances. parents/guardians will be asked to consult with the teacher before sending in food to classrooms where there are food-allergic children.

8.9.4 Given that anaphylaxis can be triggered by minute amounts of an allergen when ingested, students with food allergies will be encouraged to:

- Eat only food which they have brought from home unless it is packaged, clearly labelled and approved by their parents.
- If eating in a cafeteria, ensure food service staff understand the life-threatening nature of their allergy, and when in doubt, avoid the food item in question.
- Wash hands before and after eating.

- Not share food, utensils or containers.
 - Place food on a napkin or wax paper rather than in direct contact with a desk or table.
- 8.9.5 Non-food allergens (e.g. medications, latex) will be identified and restricted from classrooms and common areas where a child with a related allergy may encounter that substance.

9. STUDENT HEALTH AND ACCESS

Student Health and Access

- 9.1 Depending on their health, hospitalized students should continue with an educational program as similar as possible to the program they would receive in school. Students who are hospitalized due to medical conditions such as injury, disease, surgery, pregnancy, or psychological disability should, with authorization from the attending physician, receive education services as soon as the student's medical condition permits.
- 9.2 Students who are absent from school for periods during the school year because of illness or related medical/psychiatric reasons should receive homebound education services that provide an educational program as similar as possible to the program they would receive if attending school. Contact with the student will be on a regular basis, and of sufficient duration that the student is able to maintain their educational program to the extent that the medical condition allows. Regular contact will be made between the homebound program liaison, the principal, the classroom teacher(s), and the parents/guardians. However, ***this approach will not be used routinely as the only option for students with severe behavioural or emotional problems.***

These policies and procedures may undergo periodic updates.