

The Board believes that children, as a matter of right, should be safe, secure and adequately cared for at home, at school, and in the community.

The Board believes that acceptable and appropriate behaviour must be maintained to promote a positive learning environment in Division schools. In addition, the *School Act* requires that the Board “shall ensure that each student enrolled in a school operated by the Board is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviour”.

The Board further believes that when physical, emotional or sexual abuse occurs or there is persistent neglect, children are traumatized and their development is adversely affected. The consequences of abuse and neglect are often far-reaching.

In the interests of health and safety, the Board supports programs and procedures from Kindergarten to Grade Twelve that will promote the personal welfare, security, health, adequate care and supervision of the student.

The safety of students during their presence in school is paramount. It is essential that the risk for student safety in areas such as those used for career and technology studies, for example, be managed and organized to minimize the possibility of accidents.

Every laboratory/shop must have an effective safety program in place. Every student shall be taught, in each and every course offered within such facilities, the "how's" and "whys" inherent in the safety program. It is the responsibility of the teacher to give continuous and vigilant supervision to ensure that all students are aware of and use safe practices.

Students' health and well-being must also be considered in the context of their interactions in and with technology resources. Effective and age appropriate monitoring, guidance and supervision of students during their use of technology resources and in their participation with digital social environments are necessary. Division technology resources will be accessible through a secure digital environment described by AP 80-01 Digital Citizenship.

Important Guide

Safety Guidelines for Physical Activities in Alberta Schools (2014). The intent of the Safety Guidelines for Physical Activity in Alberta Schools is twofold:

1. to focus teacher attention on safe instructional practices in order to minimize inherent risk and
2. to encourage school authorities* to develop policies, and schools to develop plans and procedures, for the safety and security of their students.

It is available at: <http://acicr.ca/resources/safety-guidelines-for-physical-activity-in-alberta-schools>.

Scope

This Administrative Procedure addresses the following elements of Student Health and Safety:

- I. [Student Health and Immunization Certificate](#)
- II. [Exclusion for Communicable Diseases](#)
- III. [Acquired Immune Deficiency Syndrome \(AIDS\) - Staff and Students Infected with HIV](#)
- IV. [Illness or Injury at School](#)
- V. [Hygienic Practices in Handling Blood and Body Fluids](#)
- VI. [Welfare of the Students - Neglect and/or Abuse](#)
- VII. [Personal Welfare Program for Students](#)
- VIII. [Threat Assessments](#)

I. Student Health and Immunization Certificate

All schools are expected to cooperate with government health authorities (e.g. Alberta Health Services) to promote the health and welfare of the students.

II. Exclusion for Communicable Diseases

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1. The School Principal shall exclude from school any student affected by or exposed to or suspected of being affected by or exposed to infectious or contagious disease, negatively impacting the operation of the school and/or in accordance with the Public Health Communicable Diseases Regulations until:
 - 1.1 the School Principal is provided with a written statement from a physician or the local health authority that the contagious or infectious disease does not exist, or that all danger from exposure is ended, or,
 - 1.2 the School Principal is satisfied, where no physician or representative of the local health authority is available, that the proper period of isolation has elapsed and that the student has apparently completely recovered or that all danger from exposure has apparently ended.

III. Acquired Immune Deficiency Syndrome (AIDS) - Staff and Students Infected with HIV

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Definition and Medical Information:

- Acquired Immunodeficiency Syndrome (AIDS) is the end stage of the human immunodeficiency virus (HIV) which seriously disrupts the body's immune system. Without the protection of the immune system, people with AIDS suffer from fatal infections and cancers.
- Medical and scientific evidence has demonstrated that neither HIV Infection nor AIDS can be spread through casual contact. There have been no infections caused by shaking hands, hugging, crying, coughing, sneezing, sharing utensils, or from toilet seats, straws, food, water fountains or telephones. There is no evidence that being in the same office, working in the same facility or using the same equipment as someone with HIV Infection - AIDS, even for a long period of time, puts a non-infected person at risk of becoming infected with HIV.
- There are five known ways the human immunodeficiency virus (HIV) can spread:
 - through unprotected sexual contact with an infected person
 - through penetrating injuries caused by sharp objects contaminated with the blood of an HIV infected person (sharing contaminated needles or syringes)

- through the transfusing of infected blood or blood products (since October, 1985, all blood donations have been tested for HIV antibodies)
 - through open wounds coming into contact with infected blood, or
 - from an infected mother to her child during pregnancy or childbirth or in rare instances through breast-feeding.
1. On receipt of information that a student or staff member has AIDS, the School Principal or supervisor shall notify the medical officer of health with Alberta Health Services. This shall be on a need to know basis pursuant to the directives of the medical officer of health.
 2. School Principals and supervisors shall make staff aware of precautionary procedures for those individuals who may be exposed to HIV Infection-AIDS or who may come into contact with blood or other body fluids.
 3. In the event that concerns arise about a Division staff member or student with HIV Infection-AIDS, the School Principal or immediate supervisor shall:
 - 3.1 provide those concerned with an opportunity to freely discuss these concerns
 - 3.2 attempt to alleviate the concerns by providing current information about the illness
 - 3.3 emphasize the expectations of the Board that all staff members and students will be treated with compassion and without discrimination
 - 3.4 inform those concerned of the necessity of ensuring staff members' and students' rights to privacy and medical confidentiality.
 4. The identity of any staff member or student with HIV Infection-AIDS shall be protected by the following:
 - 4.1 School Principals and supervisors shall not distribute information about the medical condition of a staff member or a student with HIV Infection-AIDS unless written consent is given by the staff member, parent or guardian, or in the case of an independent student, by the student.
 - 4.2 Staff members with HIV Infection-AIDS shall be permitted to work as long as they are able to perform job requirements and do not pose a safety and health hazard to themselves or others. If a staff member with HIV Infection-AIDS is unable to perform job requirements for health reasons, or wishes to be assigned alternate duties, a reasonable effort shall be made to place the staff member in an appropriate job assignment.
 - 4.3 A staff member with HIV Infection-AIDS shall seek and follow the medical advice of the medical officer of health.
 - 4.4 Neither students nor staff shall engage in harassment or discrimination against any individuals who have been infected or who associate with individuals with HIV Infection-AIDS.
 - 4.5 Students with HIV Infection-AIDS shall be permitted to attend school and take part in school activities as long as they do not pose a safety and health hazard to themselves or others. If the medical officer of health determines that the physical condition or behavior of a student/staff infected with HIV Infection-AIDS poses a health or safety risk to others, the medical officer of health may exclude the student/staff from class or school. Alternate arrangements for instruction shall be made.
 - 4.6 The Division shall obtain and communicate current and authoritative medical information for the purposes of educating and protecting its staff and students.

IV. Illness or Injury at School

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1. First Aid

- 1.1 Each school will provide trained first aiders and first aid kits to meet or exceed the requirements of the Alberta Occupational Health and Safety Legislation.
- 1.2 In addition to the requirements of the Alberta Occupational Health and Safety Legislation, each science laboratory, machine, fabrication, woodworking, electronic and automotive shop, cosmetology, food prep, fashion and sewing labs and gyms shall be equipped with a minimum of an Alberta No. 2 First Aid Kit with contents as specified in the Alberta Occupational Health and Safety Legislation ([Page 258 of Division's Occupational Health and Safety Handbook](#)).
- 1.3 Employees are encouraged to take an accredited First Aid Course. The Division shall reimburse course fees to any employee who successfully completes such a course, when administration has requested or directed the individual to do so.
- 1.4 When confronted with a situation of injury or sudden illness, the employee shall be expected to take the necessary steps to:
 - sustain life,
 - prevent the worsening of the condition and/or
 - promote recovery
- 1.5 The employee shall report any injuries or illnesses of students to the School Principal or designate as soon as possible and ensure that the School Principal is provided with a written copy of [Form 5-8 School Injury Report](#).

2. Administration of Medicine and Drugs

Please refer to AP 50-25 Administration of Medicine and Drugs

3. Transportation of Student - Due to Illness or Injury

- 3.1 If it becomes necessary, because of illness or injury, to transport a student to appropriate medical facilities, the following options should be considered:
 - Contact the parent or other family members to pick up the injured or ill child to provide the necessary transportation.
 - If the parents or another family member cannot provide the necessary transportation, call for ambulance service. The Blanket Accident Insurance provided by the Division will cover the ambulance charges incurred as a result of 'injury', no limit, and ambulance charges incurred as a result of 'sickness and non-injury emergencies' to a maximum limit of \$1000. It is important that parents/guardians submit a claim form within 90 days (see IV.4 below).
 - In the event ambulance service is not available, use a private vehicle or Division-owned vehicle to provide transportation.
- 3.2 Where a private vehicle is used to provide transportation, the Division insurance applies only beyond the limits of the individual driver's insurance.
- 3.3 Where an ambulance is called, all associated costs shall be the responsibility of the injured party, his or her parents and/or the family.

4. Accident/Injury Reporting
 - 4.1 Every injury must be reported to the School Principal in writing with a full account of the circumstances. Injuries requiring medical treatment or hospitalization shall be reported to Regional Office.
 - 4.1.1 [Complete Form 5-08 Student Injury Report](#) and submit to Regional Office as indicated on the form.
 - 4.1.2 Injuries that occur while off-site in activities including field trips, excursions, national or international tours, also need to have an injury report completed. Also include the parent consent form with the injury report.
 - 4.2 Injury reports and associated documents will be retained for five years providing there is no outstanding litigation.
 - 4.3 In the event of an injury requiring medical, dental or ambulance services, provide a copy of [Form 5-02-A IAP Kids Accident Claim Form](#) or [Form 5-02-B IAP Blanket Student Accident Claim Form](#) to the parent for completion. The parent will need to contact the insurance company directly to proceed with a claim.

V. Hygienic Practices in Handling Blood and Body Fluids [Return to Scope](#)

1. Schools shall adopt routine procedures for handling blood or body fluids.
 - 1.1 Soiled surfaces should be promptly cleaned with disinfectants, such as a household bleach solution (dilute one (1) part bleach to ten (10) parts water).
 - 1.2 Disposable towels or tissues should be used whenever possible, and mops should be rinsed in a bleach solution.
 - 1.3 Staff cleaning soiled surfaces should avoid exposure to their mucous membranes (e.g. eyes) and/or any open skin lesions (e.g. open cuts or sores).
 - 1.4 Wearing disposable gloves is recommended for persons with open skin lesions on their hands.

VI. Welfare of the Students - Neglect and/or Abuse [Return to Scope](#)

1. Legal Requirements

As required by the *Child, Youth and Family Enhancement Act*, Division staff is obliged to report suspected cases of child abuse and neglect to the appropriate authorities and also to cooperate as necessary with Child Intervention Case Workers, RCMP and medical services in the investigation of alleged child abuse and/or neglect.

 - 1.1 Any staff member having reasonable and probable grounds to believe that a student has been subjected to abuse or neglect, or who is concerned about abuse or neglect of a student, shall immediately report the details to the local Child and Family Services Office (or outside of regular working hours to the 24 hour Child Abuse Hotline 1-800-387-5437).
 - 1.2 School staff shall also report the situation to the School Principal or, in the School Principal's absence, to the Associate Principal or teacher acting for the School Principal and complete Form 5-17 Report of Abuse (the school administrator who receives this report is responsible for forwarding Form 5-17 to the Director of Students Services as soon as possible). This reporting to school administration does not absolve or replace the staff member's legal obligation of reporting the incident directly to Child and Family Services.

- 1.3 It is possible that allegations of child abuse may be made against teachers or other school personnel. In all such cases, the School Principal and the Superintendent shall be informed whether the report originates in the school or elsewhere.
 - 1.4 The School Principal shall ensure that appropriate documentation is completed.
2. Identification/Definitions
- 2.1 Legal Definitions:
 - 2.1.1 The current legal definition of 'neglect' and the legal definition of 'a child in need of protective service' are found in the Child, Youth and Family Enhancement Act.
 - 2.2 Operational Definitions:
 - 2.2.2 Child abuse is mistreatment of a child by parent(s), guardian or other person resulting in injury or harm whether by omission or commission and may be physical, sexual or emotional in nature.
 - 2.2.3 Physical abuse includes, among others, beating, burning, shaking and striking.
 - 2.2.4 Sexual abuse includes, among others, sexual intercourse, sexual molestation, exhibitionism, or sexual exploration involving a child. It may be intra- or extra-familial.
 - 2.2.5 Emotional abuse includes, among others, belittling, rejecting, excessive yelling or threatening.
 - 2.2.6 Child Neglect is the failure of the parent(s) or guardian to provide the basic necessities of life for the child. This may include, among others, the non provision of food, clothing, shelter, medical care, cognitive stimulation, hygiene, adequate supervision and loving care. Any child who is abandoned or deserted is neglected.
3. Investigation Guidelines
- Identification of Investigators:
Child Intervention Case Workers carry both an employee identification card with photograph and a letter of authority to investigate under the *Child, Youth and Family Enhancement Act*. RCMP who investigate an alleged incident under the Criminal Code of Canada or the *Child, Youth and Family Enhancement Act* carry identification cards. Special Constables are provided with appropriate authority.
4. Access to Students
- The *Child, Youth and Family Enhancement Act* mandates the investigation of suspected child abuse or neglect and provides authority for Child Intervention Case Workers and RCMP to enter schools. Access to students for investigative purposes is required when the student is an alleged victim of abuse or neglect.
5. Notification of Parents
- The responsibility for notifying parents about an investigation is that of the investigator. While it is important for parents to learn promptly that an investigation is under way, a greater concern is that a child be protected from further abuse. Thus, in cases where intra-familial abuse may be suspected, parent notification by the investigator normally follows an initial contact with the child. The School Principal should clarify with the investigator when contact with the parents will be made, particularly when an investigation commences near the end of a school day as the

child may have been apprehended or his/her return home delayed because of the investigation. If the investigator has not yet contacted the parents and they call the School Principal indicating the child has not yet returned home, the School Principal shall provide the parent only with the investigator's name and telephone number.

6. Threats
In the event that threats are made against school personnel or the child, the School Principal is advised to call the RCMP.
7. RCMP Notification
In all cases of sexual abuse or physical abuse causing bodily harm, Child Intervention Case Workers are required to notify the RCMP who will investigate to determine whether charges should be laid.
8. Joint Interviews
Joint interviews involving both Child Intervention Case Workers and RCMP may occur during investigation but are not a requirement. Decisions about joint interviews are worked out collaboratively between Child Intervention Case Workers and RCMP. The School Principal discharges his responsibility for the safety and welfare of his students by cooperating with and assisting Child Intervention Case Workers and RCMP in their investigations. Child Intervention Case Workers and RCMP advise that in the interests of confidentiality and full and undistorted disclosure it is appropriate for students and investigators to be alone. Usually, following the interview investigators will summarize for the School Principal what their assessment was and how they plan to proceed. While no child is required or pressured to make a statement or provide information he/she is not prepared to reveal, occasionally a student may request or require the reassuring non participating presence of a familiar teacher or staff member.
9. Interviews with School Staff
Child Intervention Case Workers or RCMP may wish to interview teachers or other school personnel having regular contact with the student or having other specific information pertinent to the investigation. The School Principal will assist the investigators by identifying and facilitating these contacts. Potential informants should be advised that the Child, Youth and Family Enhancement Act provides explicit protection against legal actions unless reporting is done maliciously or without reasonable and probable grounds for the belief. Since they may be required subsequently to give evidence under oath in Court and to produce relevant documents, it is recommended that information provided to the investigator be summarized in writing by the informant immediately after the interview and retained for possible future reference.
10. Medical Examination
When suspected child abuse or neglect is reported, the investigator will determine whether a medical examination is required. If it is required the investigator will coordinate arrangements for the child to be seen by a medical practitioner.
11. Information Feedback to Schools
The *Child, Youth and Family Enhancement Act* allows for greater flexibility regarding the sharing of information. Therefore, Child Intervention Case Workers will normally be in a position to keep the School Principal apprised of significant developments

regarding students who have status with Child and Family Services. This information should be shared with staff and those directly involved on a "need to know" basis.

12. Case Monitoring and Follow-up

It may be possible that school personnel are involved in the provision for case monitoring and follow-up in their schools together with Child Intervention Case Workers.

VII. Personal Welfare Program for Students

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1. Goals

A personal welfare program is one that promotes student safety by providing students, teachers and parents with the knowledge, skills and attitudes necessary to recognize, prevent or otherwise respond to physical, emotional, sexual abuse and neglect. Such a program is consistent with the goal of our Division of providing learning experiences that nurture the self-worth and dignity of each student. Two main goals of the program are identified. They are:

- 1.1 to provide all children with specific knowledge about personal welfare.
- 1.2 to support the efforts of other agencies, e.g. Child and Family Services, FCSS, and RCMP, in the prevention of child abuse and neglect in the community.

The present curricula contain many objectives that are consistent with the two goals that have been identified. These include:

- 1.2.1 Students will acquire specific knowledge about personal welfare.
- 1.2.2 Students will develop and exhibit feelings of positive self-worth.
- 1.2.3 Students will develop appropriate decision making skills which they can apply confidently to complex family and societal events.
- 1.2.4 Students will appreciate the contributions made by all community agencies, including the school, in assisting them to lead happy and productive lives.

2. Scope of the Program

It must be recognized that child abuse and neglect is not confined to students of elementary school age. The program will be presented at various grade levels (Kindergarten to Grade 12). Direct instruction will be given at the Kindergarten level and also at one grade level in the primary level and one grade level in Division 2. However, the needs of a particular school population, parents, and community will dictate how frequently the program should be offered. At the junior and senior high school levels, the health programs will include sections on personal welfare. All teachers, counsellors and administrators must be aware of the issues involved in personal welfare and elements that can be introduced in many learning situations.

3. Curriculum Support Materials

The Child Abuse Research and Education (CARE) Kit may be used at the Kindergarten and primary levels. This kit includes teaching cards, puppets and teacher guides. The CARE Kit program may be supplemented by the Little Ones Program at the Kindergarten level in specific communities, if requested. These materials form the basis of the Kindergarten and primary student safety program resources. Other materials may be used as seen fit by program administrators and teachers and approved by the Division. At the upper elementary level, the National Film Board of Canada program, "Feeling Yes, Feeling No - A Sexual Assault Prevention Program", including four films for teaching children should be used.

These films are available from the National Film Board office in Edmonton. The film content may be complemented with other resources as approved by the School Principal and Board. Curriculum resources for disabled student populations may be identified and brought to the attention of the School Principal. The School Principal is responsible for choosing the most appropriate delivery method, identifying the staff to be involved, and allocating adequate resources for the program. It should be noted, however, that to avoid fragmentation of the elementary curriculum, the objectives of the personal welfare program be incorporated into several existing programs, such as the elementary health curriculum.

VIII. Threat Assessments

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Should a situation arise that threatens the safety of the school environment, the following measures must be taken to assess the risks involved.

Definitions:

Student Threat:	A student threat is defined as any comment or action by a student with intent to cause serious physical harm or injury to themselves or others.
Threat Assessment:	An information gathering process to determine which factors create a risk of a student causing harm to themselves or others and the development of a management plan to control and reduce these risk factors.
School-Based Threat Assessment Team:	Is composed of the school administration and other on-site staff who may provide information and assistance in deciding the immediate level of concern presented by a student threat.
District Threat Assessment Team:	The Division's Threat Assessment team will be multi-disciplinary and multi-agency in composition, and may include, but not be limited to, Division Student Services staff, Alberta Mental Health Workers, Child Intervention Case Workers , physicians and the RCMP.

Procedures:

1. Any staff or students who become aware of a threat are to inform the School Principal immediately.
2. The School Principal must report a student threat to the Division's Regional Student Services immediately.
3. The School-Based Threat Assessment Team must decide on the need for immediate intervention before the student leaves the school and may conduct a brief screening of the student without parent/guardian consent to ensure the safety of the student and his/her immediate threat to others.
4. The Division's Threat Assessment Team may be asked to participate in the Threat Assessment.

5. The student and his/her parents/guardians must agree, in writing, to have the student undergo a “Threat Assessment” to determine the risk to him/herself or others.
6. A student who has been recommended for a Threat Assessment may not register in another Division school or board a Division bus until the assessment has been completed.

Reference

[Child, Youth and Family Enhancement Act](#) (current as of July 23, 2014)

[Alberta Health Services](#)

[School Act](#) - Section 45(8)

[Policy 19 Welcoming, Caring, Respectful, and Safe Environments](#)

[AP 50-25 Administration of Medicine and Drugs](#)

[AP 80-01 Digital Citizenship](#)

[Form 5-02-A IAP Kids Accident Insurance Claim Form](#)

[Form 5-02-B IAP Blanket Student Accident Insurance Claim Form](#)

[Form 5-08 Student Injury Report](#)

[Form 5-17 Report of Abuse under the Child, Youth and Family Enhancement Act](#)

[www.iapkidsplus.com](#).

[Occupational Health and Safety Handbook](#)