



# Parent Policy Handbook

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## **Child Abuse and Neglect Reporting Policy**

### **Responsibility**

Coast Karma Academy has a duty to ensure the safety and well-being of all children in its care. All children have the right to be protected from abuse, neglect, harm, or the threat of harm. All staff members, contract service providers, and volunteers share an equal responsibility to provide a safe learning environment and to take action when they suspect a child is at risk.

In accordance with the BC Handbook for Action on Child Abuse and Neglect, every adult in the school community has a legal duty to promptly report any suspected abuse or neglect to the Ministry of Children and Family Development (MCFD) or local law enforcement. This duty applies to all areas of school operation, including classrooms, field trips, extracurricular activities, online communication, and any other school-related context.

### **Purpose**

The purpose of this policy is to provide specific guidance to the employees of Coast Karma Academy in fulfilling the commitment to assist in child abuse prevention and in providing reporting protocols if child abuse is suspected or known to have occurred.

Coast Karma Academy may add, modify, or remove portions of this Child Abuse and Neglect Policy for Employees when it is considered appropriate to do so, and any such changes will be effective upon giving notice of the revised policy. The most recent update of this policy can be found in the Staff Policies and Procedures Manual of Coast Karma Academy or is available from the principal.

### **Guiding Principles**

The following guiding principles are provided to inform all parties serving children and families:

- The safety and well-being of children are the paramount considerations.
- Children are entitled to be protected from abuse, neglect, harm or threat of harm.
- A family is the preferred environment for the care and upbringing of children and the protection of children rests primarily with the parents.

### **Designated Roles**

To ensure clarity of responsibilities and continuity of response:

- Appointed School Official (ASO): Donna Lomax, Principal.
- Alternate Appointed School Official (AASO): Sabrina Demedeiros, Head Teacher. The ASO and AASO coordinate the school's response to child protection concerns. Their roles do not replace the individual legal duty of any adult to report directly to MCFD or the RCMP. When the ASO is unavailable, the AASO fulfills all ASO responsibilities.
- In the event that an allegation of abuse is made toward the school principal (ASO), the AASO will assume the role of ASO during an investigation (Section 14 of the CFCSA). In fulfilling the role as a school's Appointed School Official, the

AASO may be required to:

- investigate where appropriate on behalf of the school authority;
- ensure a safe school environment during investigations;
- consult with the child welfare worker and/or police;
- ensure that no school employee interferes with any investigations;
- communicate with parents with respect to actions taken by the school authority.

### **Roles and Responsibilities of the ASO/AASO**

- Receive and document reports of suspected child abuse or neglect from staff, volunteers, or service providers.
- Ensure immediate contact is made with MCFD or the RCMP, as appropriate.
- Support and guide staff in understanding their duty to report; ensure individuals recognize they must make the report themselves.
- Coordinate follow-up actions within the school, while maintaining confidentiality and respecting the investigative role of MCFD or law enforcement.
- Ensure ongoing staff training and awareness of child protection obligations.
- Ensure a safe school environment during investigations and that no employee interferes with any investigations.
- Consult with child welfare workers and/or police, and communicate with parents where appropriate and safe to do so.

### **Duty to Report**

Any staff member, volunteer, or service provider who has reason to believe that a child has been or is likely to be harmed or neglected must make a direct report to MCFD or the RCMP without delay. Notifying the ASO/AASO assists school coordination but does not replace the individual's legal duty to report.

Reports must be documented, dated, and stored confidentially in accordance with privacy legislation. If a child is in immediate danger, the RCMP must be contacted immediately.

### **Protocols: Allegations Involving Parents/Parental Failure to Protect**

Where concerns involve a parent/guardian or a parent's failure to protect, school personnel must notify the ASO/AASO and contact a social worker at MCFD (or the Delegated Aboriginal/Indigenous Child and Family Services Agency). Staff must not contact parents/guardians alleged to be involved; MCFD assumes this responsibility. Staff will cooperate fully with investigations and maintain confidentiality.

### **Protocols: Allegations Involving School Staff, Service Providers, Volunteers, or Others**

Independent school officials have the primary responsibility for dealing with allegations involving employees, volunteers, contract service providers, or others on school property or supervising an independent school activity outside of the school. The principal (or AASO when the principal is unavailable) gathers information, contacts MCFD, and consults the RCMP when warranted.

Where presence threatens student safety, the principal may suspend a staff member or issue a No Trespass Order to volunteers/others as authorized under the Trespass Act.

#### **Reporting to Police and to a Child Welfare Worker**

- Police: Consult/contact the RCMP where there is reason to believe a criminal offence may have been committed or the child is in imminent danger.
- Child Welfare Worker: Report to MCFD where there is reason to believe a child is in need of protection under the Child, Family and Community Service Act (CFCSA).

#### **Duty to Report Professional Misconduct**

An authorized person must promptly report to the commissioner of the Teacher Regulation Branch (TRB) if there is reason to believe another authorized person has engaged in sexual abuse or sexual exploitation of a student (Teachers Act, s.38(1)(b)). If an authorized person is suspended, dismissed, or disciplined for misconduct involving physical harm or significant emotional harm to a student/minor, the principal must report to the commissioner without delay (Independent School Act ss. 7.2–7.3).

#### **Relationships with Partner Agencies**

The school maintains contact information for local partner agencies (MCFD, Delegated Indigenous Child and Family Services Agencies, and the RCMP) and informs staff of local protocols. Staff will promote a collaborative working relationship with these agencies and access training support to recognize signs of abuse and fulfill reporting obligations.

#### **Staff Training and Review**

The principal ensures annual training is provided to all school staff, contracted specialized staff, and volunteers working with children, including recognition of child abuse/neglect, required actions, prevention measures, and reporting protocols. Training resources include the BC Handbook for Action on Child Abuse and Neglect (Service Provider edition).

Coast Karma Academy will provide annual training to staff prior to the first student attendance day each September.

#### **Quick Reference: Possible Indicators of Child Abuse and/or Neglect**

Indicators may include, but are not limited to, the following:

- Unexplained injuries (bruises/welts/cuts/burns/bite marks), injuries at different stages of healing.
- Injuries with patterns or inconsistent explanations; frequent complaints with no medical basis.
- Lack of proper hygiene, persistent hunger, clothing inappropriate for weather conditions.
- Irritation, bleeding, pain or itching near genitals/anus; signs of sexually transmitted infections or pregnancy.
- Sudden behavioural changes (nightmares, bedwetting, fear of the dark, self-harm), fear of going home or running away.

- Age-inappropriate sexual knowledge or behaviour; unexplained gifts/money; secrecy around new relationships or internet use.
- Extreme withdrawal/aggression, mood swings, depression, suicidal ideation, poor school attendance.

#### **Definitions (Summary)**

- Physical Abuse: Deliberate physical assault or unreasonable force resulting in or likely to result in harm.
- Sexual Abuse/Exploitation: Using a child for sexual gratification, including coercion, exposure to sexual activity/material, or exchange for goods/services.
- Emotional Abuse/Harm: Acts/omissions likely to have serious negative emotional impact; includes witnessing domestic violence.
- Neglect: Failure to provide for basic needs to the extent the child's health, development, or safety is or is likely to be harmed.

#### **Making a Child Protection Report (Contacts)**

- MCFD Centralized Screening: 1-800-663-9122 (24/7)
- Delegated Indigenous Child & Family Services Agency: 1-800-663-7867 (ask for the agency near you)
- MCFD Local Office (Parksville): 1-250-954-4737
- If a child is in immediate danger, call 9-1-1.
- Local RCMP Detachment (Parksville): Please verify current non-emergency phone number prior to publication.

Helpline for Children (24/7, no area code needed within B.C.): 310-1234

## **Student Records Policy**

At Coast Karma Academy we establish and maintain our student records (both digital and hard copy) in accordance with the Personal Information Protection Act (PIPA). Appropriate procedures around the collection, storage, confidentiality and access of student files is a priority in order to maintain both legal and confidential integrity.

- On or before collecting personal information about an individual from an individual, Coast Karma authorities will disclose to the individual verbally or in writing the purposes for the collection and, on request, contact information.
- Coast Karma authorities will collect, use or disclose personal information for the purposes that a reasonable person would consider appropriate in circumstances and that fulfill the purposes of an independent school.
- Under the Student Records Order, records may be disclosed without parental consent to persons delivering or planning health, social, legal or other support services.

**Student records consist of a Permanent Student Record and a student file.**

### **Permanent Student Record Card Contains:**

Student legal name proof (copy of birth certificate, passport, or First Nations Status Card) must be included in all student files. Registration information containing student information, names and contact information of the child's parent(s) or guardian, legal alerts, medical information, record of schooling, record of student inclusions, a brief description of annual student progress in relation to expected outcomes and annual attendance records.

### **Student File Contains**

Copies of a minimum of the two most recent years of student progress reports are required and retained in the PSR.

- Copies of student progress reports
- Document inclusions pertaining to medical and legal inclusions (court orders, immigration papers), health services information, outside agency reports and assessments (psychoeducational testing, speech and hearing assessments, etc.) and in-school support summaries and assessments used in the planning and administration of the student's educational program
- A copy of the student's Individualized Education Plan (if applicable)
- A copy of the student's Learning, Behaviour or Support Plan (if applicable)

### **Storage, Access, Appropriate Use and Transfer of Student Records**

Coast Karma Academy maintains both physical (paper) and digital records. Digital records are created, stored, and managed securely using Google Workspace for Education, including Google Drive.

- If a student withdraws from Coast Karma and enrolls in another school, upon request from the enrolling school, Coast Karma must transfer the Permanent Student Record card and will transfer the student file, including inclusions, to ensure the receiving school and staff have a complete profile of the student's health, safety and educational needs.
- Any file inclusions deemed of a sensitive nature (eg. confidential psychiatric reports, family history notes, child protection information, etc.), will be held by the school administrator and will not be transferred with a file without written, signed and dated parental consent.
- In the event that Coast Karma expands to a K-12 Group 1 school, all Permanent Student Records of students who have graduated, obtained a school completion certificate or who have transitioned to Community Living B.C. (C.L.B.C.) will be kept for 55 years as per Ministry guidelines and F.I.S.A. recommendations. Permanent Student Records will be stored securely and protected from the possibility of destruction from disaster. While being stored, under Section 34 of P.I.P.A., Coast Karma will protect "all personal information from any unauthorized access, collection, use, disclosure, copying, modification, disposal or similar risks".
- In the event of a permanent school closure at Coast Karma, all Permanent Student Records will be transferred to the receiving schools at which students will be enrolled.
- In the event that a student will be homeschooled, the Permanent Student Record will be transferred to the school registering the student as a homeschooler.
- Any Permanent Student Records which cannot be transferred will be sent to the Inspector of Independent Schools within 60 days of a closure.
- Parents are entitled to examine all student records kept by the school pertaining to their child, in the presence of the school principal (to help interpret the records) or a designated person.
- Parents are entitled to receive a copy of any student record.
- Access to student records by professionals who are planning for or delivering health, social or other support services to the student will be granted upon assurance of confidentiality. Consent is not required for record access in these situations. Information may be disclosed without parental consent when required for the delivery of health services, social services, or other support services to the student, as authorized by the Independent School Regulation, section 9(6)(1).



- In the event that there is a claim or potential claim against the school, access to student records will be granted to the school's insurer. In this situation, consent for record access is required.
- As per #6 and 7 above, all information pertaining to the student and his/her family will remain private. Additionally, no information in the student record shall be disclosed except for the purpose(s) information is sought.

#### **Transfer of Student Records - GUIDELINES**

1. On receipt of a request for student records from a school, Coast Karma Academy, where the student is (or will be) enrolled, the previously enrolling school must transfer the Permanent Student Record (including declared inclusions) for a student to the requesting school.
2. The QUICK REFERENCE GUIDE will help determine any additional items to be transferred, if any.
3. Coast Karma Academy will retain a photocopy of the Form 1704, indicating the school and date where and when the PSR was sent.
4. When Coast Karma Academy is enrolling a student and requests the student's record from a public school, the public school must transfer a COPY of the Permanent Student Record (including declared inclusions) and current Student Learning Plan (if applicable) and IEP to the requesting school. The original PSR will be retained by the public school as per the Public School Minister's Order entitled Permanent Student Record Order.
5. If the requesting educational institution is outside of B.C., a photocopy of the PSR should be sent. The original PSR should be retained.
6. NOTE: A report to a child protection social worker of alleged sexual or physical child abuse made under section 14 of the Child, Family and Community Service Act should be retained by the independent school in strict confidentiality and the information should not be transferred to another school. Transfer of any sensitive, confidential information should only occur after written, dated and signed parental/guardian and student consent has been obtained to do so (other than section 14 reports – see above).
7. Schools should retain a written record of all student record transfers (e.g. student name, date of birth, name and address of receiving school and date of record transfer).

### Quick Reference Chart

	PERMANENT STUDENT RECORD – PSR (TRANSFERABLE)	ADDITIONAL SCHOOL FILE ITEMS (NON-TRANSFERABLE)
REQUIRED ELEMENTS	<ol style="list-style-type: none"> <li>1. 1704 WITH LIST OF INCLUSIONS (IF ANY)</li> <li>2. STUDENT PROGRESS REPORTS (MOST RECENT 2 YEARS OR TRANSCRIPT)</li> <li>3. COPIES OF INCLUSIONS (IF ANY) <ol style="list-style-type: none"> <li>A. HEALTH SERVICES INFORMATION IN REFERENCE TO THE ‘MEDICAL ALERT’ CHECKBOX</li> <li>B. COURT ORDERS IN REFERENCE TO THE ‘LEGAL ALERT’ CHECKBOX</li> <li>C. SUPPORT SERVICES INFORMATION (PSYCHOMETRIC ASSESSMENTS, ETC)</li> <li>D. IEP OR CMP</li> <li>E. NOTIFICATION OF STUDENT BEING HOMESCHOOLED</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. LEGAL NAME (COPY OF BIRTH CERTIFICATE)</li> <li>2. OFFICIAL NAMES OF PARENTS OR GUARDIANS AND CONTACT INFORMATION</li> <li>3. PARENTAL/GUARDIAN LEGAL RESIDENCY IN B.C.</li> </ol>
OPTIONAL ELEMENTS	<ol style="list-style-type: none"> <li>F. STANDARDIZED TESTS</li> <li>G. RECORDS OF INFORMATION RELEVANT TO STUDENT’S EDUCATIONAL PROGRAM</li> <li>H. AWARD INFORMATION</li> </ol> <p>NOTE; THESE ITEMS ONCE INCLUDED AS PART OF THE PERMANENT STUDENT RECORD, DO BECOME TRANSFERABLE.</p>	<ol style="list-style-type: none"> <li>4. CARECARD/BC SERVICE CARD NUMBER</li> <li>5. OTHER HEALTH OR MEDICAL CONCERNS THAT MAY AFFECT THE STUDENT IN LESS SERIOUS WAYS</li> <li>6. EMERGENCY CONTACT INFORMATION</li> <li>7. FAMILY PHYSICIAN’S NAME AND CONTACT INFORMATION</li> <li>8. OTHER PROGRESS REPORTS</li> <li>9. SERIOUS DISCIPLINE REPORTS</li> <li>10. IMPORTANT MEETING REPORTS</li> <li>11. SENSITIVE INFORMATION</li> </ol>

This Student Records Policy has been operationalized at Coast Karma Academy and is reviewed annually.

## Privacy Policy

This document is Coast Karma Academy's Personal Information Protection Act (PIPA) Policy. The Personal Information Protection Act (PIPA) regulates the collection, use and disclosure of personal information by independent schools and other private organizations. The act states that:

Independent school authorities must not collect, use or disclose personal information without the consent of the individual (unless otherwise permitted under the Act).

On or before collecting personal information about an individual from the individual, independent school authorities must disclose to the individual verbally or in writing the purposes for the collection and, on request, contact information.

Independent school authorities will collect, use or disclose personal information for the purposes that a reasonable person would consider appropriate in the circumstances and that fulfill the purposes the independent school disclosed or are otherwise permitted under the Act.

PIPA – Chapter 63, Part 4 – Collection of Personal Information.

It is important to note that the Student Records Order allows for information to be disclosed without parental consent to persons delivering or planning health, social, legal or other support services.

Coast Karma Academy may add, modify or remove portions of this Personal Information Privacy Policy when it is considered appropriate to do so, and any such changes will be effective upon giving notice of the revised policy. You may ask for the most recent update of this Personal Information Privacy Policy at the school office. This Personal Information Privacy Policy may be supplemented or modified by agreements entered into between Coast Karma Academy and an individual from time to time.

As part of Coast Karma Academy's commitment to meet or exceed the privacy standards established by British Columbia's Personal Information Protection Act (PIPA), the Ten Privacy Principles govern the actions of the school as they relate to the use of personal information.

### Principle 1 – Accountability

Coast Karma Academy is responsible for maintaining and protecting the personal information under its control. In fulfilling this mandate, the Board of Directors has appointed an individual who is accountable for the school's compliance with the Ten Privacy Principles. This individual is the Privacy Officer of the school.

The Privacy Officer also serves as the school's Privacy and Information Sharing Officer (PISO). The PISO is responsible for:

Overseeing compliance with PIPA and related regulations, maintaining this policy, and responding to access/correction requests and privacy complaints.

Advising staff on appropriate sharing of personal information, including disclosures without consent when authorized by law (e.g., for the delivery of health, social, or other support services, or in emergencies).

Coordinating privacy breach response (containment, assessment of harm, notification to affected individuals, and reporting to the OIPC as a best practice).

Providing staff training and maintaining records of privacy practices.

You may contact our Privacy Officer as follows:

COAST KARMA ACADEMY

Attention: Privacy Officer

Address: 744 Primrose Street, Qualicum Beach

Phone: 250-240-4934

Email: glenn@coastkarma.net

## **Principle 2 – Identifying Purposes**

Coast Karma Academy will, before or at the time personal information is collected, identify the purposes for which the information is collected, used and disclosed.

What Information is Collected?

Coast Karma Academy collects and uses personal information to provide students with the best possible educational services enunciated by the Mission Statement of the school. Most of the information the school collects comes to the school directly from parents and students or is information regarding the student's school activities, performance or behaviour, such as attendance records or grades. For example, when a student applies to register in the school, the school will ask you to provide the information that enables it to complete the registration process. This also includes information on academic, health and personal matters needed by the school to provide the best possible education and extra-curricular programs. Coast Karma also collects information in connection with the use of its computer systems.

(Personal information may also be collected and used and disclosed in the course of the operation of building security systems, including video and other surveillance systems.)

## **Principle 3 – Consent**

Coast Karma Academy will obtain consent of the individual for the collection, use or disclosure of personal information except where the law states exemptions, grants permission, or creates a requirement for collection, use or disclosure of personal information.

Requirements for consent to collection, use or disclosure of personal information vary depending on circumstances and on the type of personal information that is intended to be collected, used or disclosed. In determining whether consent is required and, if so, what form of consent is appropriate, Coast Karma Academy will take into account both the sensitivity of the personal information and the purposes for which Coast Karma Academy will use the information. Consent may be express, implied (including through use of “opt-out” consent where appropriate) or deemed. For example, if an individual provides his/her mailing address and requests information regarding a particular service, consent to use the address to provide the requested information may be implied.

On giving reasonable written notice to Coast Karma Academy, an individual may withdraw consent to the collection, use or disclosure of his or her personal information. Upon notice of withdrawal of consent, Coast Karma Academy will notify the individual of the likely consequences of withdrawing his or her consent and, except where otherwise required or permitted by law, Coast Karma will stop collecting, using or disclosing the personal information as requested.

If a person provides Coast Karma Academy or its service providers or agents with personal information about an individual, the person represents that it has the necessary authority and/or has obtained all necessary consents from such individual to enable Coast Karma Academy to collect, use and disclose such personal information for the purposes set forth in this Personal Information Privacy Policy.

#### **Principle 4 – Limiting Collection**

Coast Karma Academy will only use, disclose and retain personal information for the purpose for which it was collected unless the individual has otherwise consented or when its use, disclosure or retention is required or permitted by law.

#### **Principle 5 – Use, Disclosure and Retention**

Coast Karma Academy will only use, disclose and retain personal information for the purpose for which it was collected unless the individual has otherwise consented or when its use, disclosure or retention is required or permitted by law.

#### *How is Information Used?*

Coast Karma Academy uses personal information as follows:

To communicate with parents and students, process applications and ultimately to provide students with the educational services and co-curricular programs you expect.

To enable the school to operate its administrative function, including payment of school fees (if applicable) and maintenance of non-educational school programs including parent and volunteer participation and fundraising.

Health, psychological or legal information to provide certain specialized services in those areas or as adjunct information in delivering educational services.

If, for any reason, personal information is required to fulfill another purpose, the school will, where appropriate, notify you and ask you for your consent before the school proceeds.

Coast Karma Academy may use anonymous information, such as information collected through surveys or statistical information regarding students, to constantly improve our school.

#### *When May Information be Disclosed?*

Coast Karma Academy may disclose an individual's personal information to others in connection with the purpose for which it was collected, as consented to by the individual, or as required or permitted by law. The following are some examples of how Coast Karma Academy may disclose personal information.

#### *When Authorized by You*

Other educational institutions routinely contact the school for personal information about students. For example, if a student moves to another school, college or university, student records are requested by the enrolling institution. Your permission to pass on these records is usually obtained when the student is registered and you authorize the school to disclose such information to other appropriate educational institutions for the ongoing education of the student.

Contact information may be used to enable the school to provide the para-educational and administrative services usually operated by the school. These services include phoning committees, participation groups, parent meetings, fundraising, events, annual general meetings, etc.

In some cases, when communication is over the telephone, your consent to the use and/or disclosure of your information will be obtained verbally. In other cases, such as when you communicate through email, your consent will be obtained electronically.

#### *When Required by Law*

The type of information the school is legally required to disclose most often relates to family court issues, legal proceedings, court orders and government tax reporting requirements. Student information as per Form 1701 is annually filed with the Ministry of Education.

Only the information specifically requested is disclosed and the school takes precautions to satisfy itself that the authorities making the request have legitimate grounds to do so.

The school does not sell, lease or trade information about you to other parties.

#### *Outside Service Suppliers*

At Coast Karma Academy, the school sometimes contacts outside organizations to perform specialized services such as printing, student assessments, market research or data processing. [For example, if the school was creating a Memory book for students, it would give the publisher the information required to produce the Memory book.] Suppliers of specialized services are given only the information necessary to perform those services, and Coast Karma Academy takes appropriate steps to ensure that such information is securely transferred and stored and is used only to fulfill the purposes for which it was disclosed to the service provider.

#### *Restricting Sharing Information*

If you choose to limit the sharing of your personal information, please contact the school office and submit a written letter specifying which items of personal information you wish to limit, and to whom you wish these items to be restricted. Please remember that certain agencies, by law, have access to certain types of personal information.

#### *How Long Is Personal Information Retained?*

Personal information will only be retained for the period of time required to fulfill the purpose for which it was collected. Once the personal information is no longer required to be retained to fulfill the purposes for which it was collected and is no longer required or permitted to be retained for legal or business purposes, it will be destroyed or made anonymous.

### **Principle 6 – Accuracy**

Coast Karma Academy will take appropriate steps to ensure that personal information collected by Coast Karma Academy is as accurate and complete as is reasonably required in connection with the purposes for which it was collected, used or disclosed.

#### *How May I Update Outdated or Incorrect Information?*

An individual may, upon written request to Coast Karma Academy, request that Coast Karma Academy correct an error or omission in any personal information that is under Coast Karma's control. Coast Karma Academy will, as appropriate, amend the information as requested and send the corrected personal information to each third party to which it has disclosed the information during the preceding year.

### **Principle 7 – Safeguarding Personal Information**

Coast Karma Academy will protect personal information by security safeguards that are appropriate to the sensitivity level of the information.

#### *The School's Employees*

In the course of daily operations, access to personal information is restricted to authorized employees who have a legitimate reason for accessing it. For example, teachers will have access to personal information about students but not your account with the school.

Employees are appropriately educated about the importance of privacy and they are required to follow the school's policies and procedures regarding handling of personal information.

#### *Student Files*

Student files are stored in secured filing cabinets. Access is restricted to only those employees (teachers, educational assistants, service providers such as a speech-language pathologist or counselor, secretaries, etc.) who, by nature of their work, are required to see them.

#### *Electronic Security*

The school manages electronic files appropriately with passwords and security measures that limit access by unauthorized personnel. The school's security practices are reviewed periodically to ensure that the privacy of personal information is not compromised.

Digital records are created, stored, and managed within the school's secure Google Workspace for Education environment, including Google Drive; access is limited to authorized staff.

### **Principle 8 – Openness**

Coast Karma Academy will make information available to individuals concerning the policies and practices that apply to the management of personal information. Individuals may direct any questions or enquiries with respect to the school's privacy policies or practices to the Privacy Officer of Coast Karma Academy.

### **Principle 9 – Individual Access**

Coast Karma Academy will inform an individual, upon the individual's request, of the existence, use and disclosure of the individual's personal information, and shall give the individual access to it in accordance with the law.

#### *How May I Access my Personal Information?*

Individuals may access and verify any personal information with appropriate notice so that the office is able to supply the information required. Most of this information is available in the registration forms and other forms that you filled out.

#### *Parent Access to Student Personal Information*



A parent may access and verify school records of the student, with appropriate notice during normal school hours. In situations of family breakdown, the school will grant access to records of students in accordance with the law.

#### *Student Access to Student Personal Information*

A student may access their own personal information, with appropriate notice during normal school hours with a secretary or other staff member present.

### **Principle 10 – Complaint Process**

Individuals may question compliance with the above principles.

#### *Questions, Concerns and Complaints*

Questions, concerns, and complaints about privacy, confidentiality and personal information handling policies and practices of the school should be directed to the school's Privacy Officer (who has been appointed by Authority/Board). The individual with the question, concern and/or complaint should contact the Privacy Office by phone or email at the school.

The Privacy Officer will address such questions, concerns and complaints in a timely manner.

Managing privacy breaches properly is an important step towards alleviating harms – and preventing future breaches of personal information. Where there has been a privacy breach, the Privacy and Information Sharing Officer will:

**Report/Notify:** Assess risk and notify affected individuals without unreasonable delay where there is a risk of significant harm; report the breach to the OIPC as a best practice using the OIPC webform.

**Recover:** Make every effort to recover the confidential or personal information to lessen the impact on the individuals involved.

**Remediate:** Investigate, mitigate, and document the incident; determine follow-up actions and, if necessary, inform affected individuals.

**Prevent:** Implement improvements to processes and staff training to reduce the likelihood of recurrence.

### **Addendum: Employees & Volunteers (Application of this Policy)**

- **Purposes (Principle 2 & 5):** We collect, use, and disclose employee/volunteer information to establish, manage, and (if applicable) terminate the relationship; administer payroll/benefits; meet legal and regulatory obligations; and operate school programs (e.g., scheduling, training, safety). Typical data includes contact details, SIN (for payroll), pay/benefits details, qualifications/certifications, performance records, and

required background checks.

- **Consent (Principle 3):** For most employment/volunteer administration, consent is not required because the collection/use is for managing the relationship or otherwise authorized by law. In other cases we will seek express or implied consent where appropriate.
- **Disclosures (Principle 5):** We may disclose to government bodies (e.g., CRA, WorkSafeBC), payroll/benefit administrators, banks (payroll), professional regulators (e.g., TRB when applicable), and advisors (accountants, legal). We do not sell personal information.
- **Safeguards (Principle 7):** Employee/volunteer records are stored in secured filing cabinets and in **Google Workspace for Education (Google Drive)** with access restricted to authorized staff. Security practices are reviewed periodically.
- **Access & Correction (Principle 9):** Employees/volunteers may request access to and correction of their personal information with reasonable notice.
- **Complaints & Breaches (Principle 10):** The **Privacy and Information Sharing Officer (PISO)** receives and manages privacy complaints and breach response (contain, assess, notify affected individuals without unreasonable delay where there is risk of significant harm, and report to the OIPC as a best practice).

## **Anaphylaxis Policy and Procedures**

As stated in the Anaphylactic Protection Order (September, 2007), which arose from the development of the provincial Anaphylactic and Child Safety Framework, the definition of anaphylaxis is as follows:

*Anaphylaxis is a sudden and severe allergic reaction which can be fatal; it requires that immediate medical emergency measures be taken.*

The Ministry of Education supports the following description of potential triggers, signs and symptoms of anaphylaxis:

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

### **\*AWARENESS, AVOIDANCE AND ACTION ARE KEY\***

#### **Identification of Anaphylactic Students**

1. Parents are responsible for informing the school about their child’s risk for anaphylaxis and provide up to date medical information, supplies (Epipens) and health care.
2. A section on the school registration form asks parents to indicate whether their child has a potentially life threatening allergy and, if yes, to what. Parents need to indicate the allergens, what the child’s symptoms are if exposed to the allergen, and what the immediate treatment is.
3. The school and parents will collaborate on an emergency response plan that clearly states the steps to follow in an anaphylactic emergency.
4. The school will ensure all office staff and teaching and support staff are aware of which students are anaphylactic (medical alert to all staff and documented in file).
5. All teacher sub-books (used by a teacher-on-call in the event of a teacher absence) will indicate which student(s), if any, in the class have a medical alert/anaphylaxis and the details that pertain to a potential emergency situation (signs to watch for, where the EpiPen is kept and how to get help).

### **Access to Medication**

1. All allergy medication (adrenalin auto-injectors or EpiPens) will be kept in the staff only resource room in the outside wall cupboard (inaccessible to students) for quick access.
2. Medication will be labelled with each student's name.
3. Older students who are trained in administering their own EpiPen and carry it on their person, will do so as per the public health nurse/parent. Otherwise, all students' EpiPen(s) will be kept in the staff resource room. All liquid medication (eg. Benadryl) for all ages will be kept in the cupboard in the staff resource room.
4. All medication will be taken on field trips and administered as/if needed.

### **Record Keeping**

1. Medical alerts will be noted on each Permanent Student Record with respect to specific allergies.
2. Following an anaphylactic episode, the following procedures will be adhered to:
  - a. The student's parent/guardian will be called to report the incident.
  - b. Office staff or administrative staff will record the date and time of the incident, name of the student, and outcome (eg. EpiPen administered, parent called, 911 called, etc.)
  - c. The parent will be asked to take their child for medical follow-up and replace the used EpiPen before the child returns to school if a second EpiPen is not in the medical cupboard.

### **Monitoring and Reporting**

1. The school and parents will collaborate on an emergency response plan that clearly states the steps to follow in the event of an anaphylactic emergency. This document will form part of the student's file and should be signed by the parents, the school administrator and the family doctor or public health nurse.

### **Procedures for Storage and Administration of Medications**

1. All anaphylactic medication will be kept in a secure but accessible location (staff only resource room).
2. Older students who have assumed more responsibility for their own allergy management will keep their EpiPen on their person. Adult help may be necessary depending on the severity of the situation.

### **Allergy Awareness and Prevention Strategies**

1. Coast Karma is an “allergy aware” school as it is impossible to completely eliminate all potential allergens from a school environment. Parents are encouraged to keep high allergen food items (such as tree nuts and peanut butter) at home.
2. Regular hand washing before and after eating and cleanup of the eating area will help minimize risk.

### **Staff Training**

1. Make staff aware of, and provide access to, The B.C. Anaphylactic and Child Safety Framework information.
2. All staff will know where a child’s EpiPens are located.
3. All staff will be provided training in how to administer an EpiPen injection and will do so at the first sign of a reaction.
4. The school and parents will collaborate on an emergency response plan that clearly states the steps to follow an emergency. All staff working with the student will be made aware of the steps.
5. Arrangements will be made prior to the beginning of each new school start up for the parent of the anaphylactic child and/or the community health nurse to meet with all school staff to relay anaphylactic symptoms and demonstrate proper EpiPen use.

## **Student Harassment and Bullying Prevention Policy**

Coast Karma Academy is committed to providing a safe, caring and orderly school environment that is free from discrimination, bullying and harassment. It is imperative that all students at Coast Karma Academy feel safe and accepted. Building a caring community amongst students, staff and parents is an integral part of our school philosophy. Our neurodiverse students have come from environments where they may not necessarily have felt safe or successful at school. Understanding the unique challenges of persons with autism and focussing on our students' academic, communication and sensory processing needs, as well as social connectedness, contributes to each child feeling comfortable, accepted and respected.

Coast Karma Academy believes in the protection of students' physical safety, social connectedness, inclusiveness and protection from all forms of bullying, regardless of their gender, race, culture, religion, sexual orientation or gender identity.

Acceptable behaviour is named, taught, modelled and expected. We strive to ensure our students are respectful, kind, caring, tolerant and non-judgemental. Unacceptable behaviour will not be tolerated. Such behaviour includes: bullying, cyberbullying, harassment, intimidation, threatening, or violent behaviours while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school environment.

Unacceptable behaviour will be dealt with promptly. Considerations for consequences will include the offending student's age, maturity and neurodiversity (if applicable). Repeated offences will be dealt with using an escalating model of discipline/consequences.

Coast Karma Academy will not tolerate any retaliation by an individual against a student who has made a complaint regarding their unacceptable behaviour. Steps will be taken to inform the offending student that taking responsibility for their actions is the desirable outcome and anything less, including any form of verbal, written or physical retaliation, will result in additional consequences.

At Coast Karma, we are cognisant that incidents of special needs students' inappropriate physical or verbal behaviour toward others are often autism related and are not directed toward others in a deliberate, conscious, repeated manner that would constitute bullying or harassment. In these situations, the occurrence of inappropriate behaviour is best addressed using low arousal techniques and weaving behavioural objectives into IEP goals as needed.

All children deserve to be protected from bullying, threats, harm and fear of harm. Staff at Coast Karma Academy understand autism and are well trained in working with children who display challenging behaviour. There is no tolerance for staff who do not possess a consistently caring approach and delivery of effective strategies in response to a behaviour. Anything less will be

addressed promptly and corrective action will be taken.

It is imperative that all students at Coast Karma Academy feel safe and accepted. Building a safe, caring community amongst students, staff and parents is an integral part of our school philosophy. Understanding the unique challenges of persons with autism and focussing on our students' academic, communication and sensory processing needs, as well as social connectedness, contributes to each child feeling safe, accepted and respected.

All students are entitled to experience healthy social relationships at school, free of fear and intimidation. Intentional bullying will not be tolerated. Teachers will access resources and ideas from the Healthy Schools B.C. website to foster school connectedness and well-being. Additionally, Erase is a key resource for teachers in their effort to build safe and caring school communities and contains important resources on the topic of bullying, amongst others.

<https://healthyschoolsbc.ca>  
<https://www2.gov.bc.ca/gov/content/erase>

## **Inclusive Education Policy (Disabilities and Diverse Abilities)**

Coast Karma Academy is an inclusive, specialized school created to meet the complex needs of a neurodiverse student population. We enroll students diagnosed with autism who have a range of diverse abilities and needs in addition to enrolling neurotypical students. We are fortunate to be able to provide many unique local and on-site services for our students.

**Alignment:** Coast Karma Academy designs and delivers inclusive education in accordance with the *Inclusive Education Services: A Manual of Policies, Procedures and Guidelines* (BC Ministry of Education and Child Care), including parent/guardian consultation in placement and program planning, flexible delivery across a continuum of settings, and clear local procedures for IEP development, review, reporting, and record-keeping.

Each of our students with ASD has been assessed and diagnosed by a qualified professional and has an Individualized Education Plan. IEP goals and objectives address Academics and Functional Academics, Social Interaction, Communication, Behaviour/Emotional Development, Self-Determination/Independent Living Skills, Health and Personal Care. Our skilled Behaviour Interventionists and Educational Assistants assist with ensuring students are working on their IEP goals. Teachers work collaboratively with these support staff to track and assess students' progress on their goals.

**IEP review & consultation:** Each IEP is reviewed at least once each school year and revised as needed; parents/guardians (and the student where appropriate) are offered the opportunity to be consulted in the preparation and review of the IEP.

Many of our students work on provincial learning outcomes with adaptations where needed while others require learning outcomes that differ from the expected learning outcomes. All students have access to support services which include but are not limited to: POPARD-trained education assistants, behaviour consultants, behaviour interventionists, a Board Certified Behaviour Analyst (BCBA), occupational therapists, physiotherapists and speech-language pathologists (specialists are contracted out) who work on site. Learning Support Services and Counselling services are also available at Coast Karma Academy.

**Transitions:** Programming and services include planning for key transitions (e.g., grade-to-grade, program changes, and post-school pathways) in collaboration with families and relevant service providers.

Parents do not pay additional costs for on-site services such as speech therapy, physiotherapy and occupational therapy but rather use their Autism Funding and At Home Funding to utilize these support services. Coast Karma Academy facilitates the organization and implementation of these services with the Ministry of Children and Family Development.



Support provided to students to help meet their IEP goals ranges from minimal–moderate–full support from Educational Assistants trained in a variety of methodologies, including low arousal techniques. With a full complement of staff, our student-adult ratio varies from 1:1 to 4:1. Students are grouped by need; their instruction (content) and assessment (product) is differentiated on an ongoing basis.

Coast Karma Academy students in grades 10–12 will complete their coursework and/or educational program through Traditional Learning Academy and obtain either a Dogwood Diploma, an Evergreen School Completion Certificate or will work toward obtaining an Adult Dogwood. Some high school students will eventually be connected with Community Living B.C. supports.

**School Completion (Evergreen) Certificate:** Where appropriate, the Authority will recommend to the Inspector that a student be awarded a British Columbia **School Completion (Evergreen) Certificate** if the student (a) has an **IEP**, (b) is enrolled in an **educational program not designed to meet graduation requirements**, and (c) **meets the outcomes** in the IEP (or has successfully completed the educational program where the IEP does not contain all outcomes), consistent with **Educational Standards Order s.5.3**. *(Note: the Evergreen is a school-leaving certificate, not a graduation diploma.)*

Our operating budget will always include funds for teachers and support staff to purchase the resources they need to support their students' learning.

### **Operationalization & Evidence (1701)**

For students reported on **1701** as having disabilities or diverse abilities, the school maintains:

1. **Diagnostic/assessment documentation** meeting ministry criteria.
2. A **current IEP** with goals, services, and **methods for measuring progress**.
3. **Annual IEP review** records with **parent/guardian consultation** opportunities.
4. **Progress reporting** consistent with provincial reporting requirements.

## **Emergency Drills Policy & Procedures and Emergency Response Plan**

Emergencies are unpredictable and can occur at any time so preparation for the unexpected is of paramount importance. With 98% of our students on the autism spectrum, preparedness is critically important due to the heightened behavioural response of our students. Individuals with autism can have a spectrum of responses to dangerous situations, loud noises as well as to first responders.

Policies are in place to ensure adequate:

- Emergency Drill and Response
- Student Safety
- Student Supervision

Five basic all-hazard approaches will be adapted as an appropriate response to most emergencies, disasters or critical incidents. These are:

1. Drop/Cover/Hold On
2. Evacuate
3. Lockdown
4. Lockout
5. Shelter in Place

These five terms will be used and practiced within our regular school drills. The Ministry of Education endorses the following best practices which Coast Karma Academy will adhere to:

- Six fire drills each school year (B.C. Fire Code requirement)
- Three earthquake drills (B.C. Earthquake Alliance recommendation)
- Two lockdown drills (R.C.M.P. recommendation)
- Additionally, preparedness procedures will be in place for:
  - Intruder
  - Evacuation
  - Controlled dismissal

All safety-related inspections and drills will be logged by the school principal. All accidents, incidents and medical alert situations will also be logged by the school principal and 9-1-1 will be called if/when needed.

## **Administrative Responsibilities**

- The school principal is responsible to ensure the health and safety of all staff and students and any others present at their workplace (e.g. those providing outside services and those volunteering or attending meetings).
- The principal will establish a School Safety Committee (SSC) composed of teaching and non-teaching staff and clearly outline its duties.
- The school principal will ensure all staff are well versed in the procedures to follow in the event of an emergency; these include regular fire, earthquake and lockdown drills. S/he will debrief with all staff on the same day as the drill.
- The school principal will ensure each teacher has an up to date class list on a clipboard in a designated spot near the exit door in every classroom. The class list will be used for attendance during a fire drill and in the event of a real emergency situation.
- Emergency backpacks will contain emergency contact lists for the class roster, first aid supplies, fidget objects for students and other suitable items.
- Education assistants/inclusive support workers will be assigned designated students they are responsible for during drills.
- The principal will be responsible for locking the interior hallway door and exterior door during a lockdown drill.
- All communication with the fire department, R.C.M.P. and other emergency personnel is the responsibility of the school principal.
- The school principal will maintain order and work with community agencies in the event of a real emergency. S/he will ensure students are reunited with parents or guardians as soon as possible.

## **Emergency Drills**

### **Fire Drills - Before, During and After**

1. Staff will plan ahead for drills and allow any needed information to be given to students.
2. Social stories will be taught and reviewed regularly to help prepare students for a practice fire drill. The narrative will explain why the drill will happen, how it might make them feel and information related to how to respond appropriately.
3. A visual schedule will lay out the steps that will take place during the drill. For example, we will hear the alarm, we will line up, we will walk outside, we will stand and wait quietly, we will walk back inside and we will check our schedule to see what is next.

4. "First/then" will be used as a motivator e.g. "First, the fire drill, then a game (or preferred activity).
5. Expectations will be made clear using visuals and key words to define the expected behaviour and allow time for processing. A physical reminder (on a card) will be used as needed during increasing anxiety to help support children.
6. Sensory issues to loud sounds will be accommodated by using headphones to help block out an alarm sound and reduce anxiety.
7. A countdown board or stoplight (visual cue) will help children understand the amount of time remaining to lessen anxiety.

#### **In the Event of a Real Fire**

1. The closest fire alarm will be activated for building evacuation.
2. The principal will confirm the location of the fire.
3. Call 911 for the Fire Department, providing details of the incident (location, nature).
4. The principal determines whether staff and students have safely evacuated the building.
5. Check access routes, gates and fire lanes to ensure they are not obstructed.
6. Inform Fire Department of any students/staff waiting in secure areas of the school who require assistance to be removed from the building.
7. Inform Fire Department of names, ages, and possible locations of any accounted for students/staff.
8. Teacher in Charge notifies the Principal of the fire if s/he is not on site.
9. Stand by and be of assistance to the Fire Department as required.
10. Ensure that staff and students remain in designated waiting areas until the Fire Department gives "all clear".
11. Activate School Safety Committee as necessary

#### **Earthquake Drills – Before, During and After**

1. Staff will plan ahead for earthquake drills and allow any needed information to be given to students. Students need to understand what an earthquake is.
2. Social stories will be taught and reviewed regularly to help prepare students for an earthquake drill. The narrative will explain why the drill will happen, how it might make them feel and information related to how to respond appropriately.

3. We teach Listen, Stop, Drop, Cover, Hold as: listen for the announcement, stop what you are doing, go under your desk/table (drop down), take cover/cover your head, hold on to the desk/table legs, count to 60 altogether, listen for instructions.
4. We teach/model the action and expected behaviour regularly. Visual cues and key words are used to teach the sequence of steps.
5. We provide multiple opportunities for practice. Frequent practice of procedures (getting students to assume a protective position) is required. Prompts, modelling and correction are used to facilitate the desired response.

### **In the Event of An Actual Earthquake**

If staff and students are indoors:

1. Stay under desks, in doorways, away from windows, against walls.
2. Cover head for at least one minute or until safe to vacate the building.
3. Hold on to the object you are under so that you remain covered. If you cannot get under something strong, flatten yourself against an interior wall. If one is in a wheelchair, lock the wheels and protect the back of head and neck.

If staff and students are outdoors:

1. Stay outside.
2. Go to an open area away from buildings or trees
3. If you are in a crowded public place, take cover where you won't be trampled.

Avoid the following:

- Doorways
- Windows
- Bookcases
- Tall furniture
- Light fixtures
- Elevators
- Downed power lines
- Ocean coastline

The school administrator will be responsible for a comprehensive list of additional tasks once the shaking has stopped. Staff will have this information in their staff handbook. The school will remain open indefinitely until every child has been released to a parent/guardian.

### **Lockdown Drills – Before, During and After**

1. Staff will plan ahead for lockdown drills and allow needed information to be given to students. We explain the purpose of a lockdown drill; there may be an emergency (problem/danger) in the building or outside in the community. Word choice and relayed message is an important consideration; emphasis will be on “we will keep you safe in the classroom”.
2. Staff use social stories to preload and teach purpose and procedures.
3. Staff and admin will practice proper procedures: direct any students (and support staff) in hallways, the washroom or other rooms back to their classroom. Blinds/shutters are to be closed, the classroom door locked, any classroom door windows covered, lights turned off. Adults and students sit along a wall, out of sight and wait quietly. Wait for the “All Clear” announcement. Debrief with students in a straightforward, positive way and resume normal activities.

### **Emergency Response Plan**

#### *Duty of Care – In Loco Parentis*

Educators are expected to use the same standard of care towards their students – both within the school and on school-sponsored field trips – as a prudent parent would in the same circumstances.

Teachers are expected to exercise special skills, abilities or experience during certain school activities, even though a careful, prudent parent might not be in a position to do so. For example, a special standard of care expected of teachers occurs during outdoor classes, in the gymnasium, and in science labs.

In an emergency, educators must ensure that students are cared for until they can be safely reunited with their parents or transferred to an appropriate medical or protective facility.

#### *Safety Trumps Privacy*

Given that teachers are in a unique position of responsibility towards their students, B.C.’s privacy laws allow disclosure to next of kin, school officials and health care providers of information that would normally be protected if it affects the health or safety of a student or students. Teachers and principals are allowed the flexibility needed to deal with discipline problems in school, and to perform searches and seizures of prohibited items.

### *Accident Investigation*

All serious accidents resulting in medical attention and close-call incidents will be investigated immediately after occurrence. The school principal or supervisor will lead the investigation and may involve other employees in it. The purpose of the accident investigation is to find the causes rather than to establish fault.

### **Procedure For Accident Investigation**

#### *Immediate Investigation*

1. The principal must immediately initiate the investigation of any incident by:
  - a. Summoning the employee most suitable to assist with the investigation
  - b. Using the WorkSafeBC form found at <https://www.worksafebc.com/en/claims/report-workplace-injury-illness>
  - c. Inspecting the scene of the accident and taking notes of all equipment, materials, weather and environmental conditions, etc., that were being used or may have contributed to the occurrence
  - d. Interviewing eyewitnesses
  - e. If the incident was serious, obtaining written statements from witnesses and other people who may have been involved in the incident
  - f. Taking pictures, if appropriate
  - g. Completing the Incident Investigation Report and forwarding it to the Health and Safety Officer or Principal.

#### *Implement Remedial Actions*

The principal must implement all necessary measures to prevent further consequences or similar future occurrences.

#### *Discuss the Investigation Results*

The administrator must provide a report of the findings of the investigation to the SSC.

#### *Reporting Procedures for Workers Compensation Act*

The Workers Compensation Act makes the school responsible for reporting accidents within set time frames, as follows:

## **Required Procedures**

- Serious Procedures: Must be reported immediately via phone call to WCB
  - Include serious injuries or sudden health changes that may result in death or severe incapacities, such as heart attacks, strokes, explosions, collapse of structures, etc.
- Accidents Requiring Medical Attention: Must be reported within three days via WCB Form 7 or Employer Connect, Employer's Report of Injury form.
  - First Aid Attendants must record in first aid log and assist in filling of Form 7.
- Communicable Diseases causing illness in 10% or more of the student population: Must be reported to the Regional Health Authority (Island Health) at 1-877-370-8699

## **Risk Assessment**

The school principal is required by law to control or eliminate hazards. The principal and SSC (School Safety Committee) will be responsible for the following:

- Conducting workplace inspections and identifying risks/hazards inside and outside of the school.
- Making an inventory of hazardous materials kept on the premises and their location.
- Establishing procedures for a variety of emergency situations and inform staff of appropriate actions to be taken in each type of emergency.
- Develop safety plans, responses, and reporting of incidents.
- Provide orientation for staff members including:
- Emergency procedures, including alarm announcements, communication strategies, exits and meeting points, off-site meeting points, fire alarm and extinguisher locations, earthquake kits, and lockdown procedures
- Procedures for emergencies involving hazardous materials
- Procedures for reporting an accident, violent incident or injury
- Procedures for cleaning up blood and other bodily fluids
- Provide the name(s) of First Aid Attendant(s) and location of medical room and supplies.

## **Child Abuse Reporting / Attempted Suicide**

Refer to FISA BC Child Abuse and Neglect Policy Template for Detailed Information



#### Procedures for Reporting Child Abuse and/or Neglect by a Parent/Guardian or Other Person:

- If any employee of Coast Karma Academy has reason to believe that a student is in need of protection, this employee must promptly report by phone the matter to the local child protection office where the child has residence (see phone numbers listed in the Emergency Numbers section of this document). It is the responsibility of the child protection worker to assess and, if needed, investigate, not the responsibility of the person doing the reporting.
- When making the report, inform the Principal or Counselor in a timely manner.
- Document the report and maintain confidentiality of the report.
- Do not contact the alleged person involved in the abuse.

#### Cleaning up Body Fluid Spills – Standard Precautions

- Spills of body fluids such as blood, feces, nasal and eye discharges, saliva and vomit must be cleaned up immediately.
- Wear disposable gloves. Be careful not to get any of the spilled fluid in your eyes, nose, mouth or open sores.
- Clean and disinfect any surfaces on which body fluids have been spilled. An effective disinfectant solution is Virox AHP.
- Discard fluid-contaminated material in a plastic bag along with the disposable gloves. The bag must be securely sealed and disposed of according to local guidance.
- Non-disposable mop heads and contaminated clothing should be laundered at a minimum of 60 degrees C. in water and detergent.

#### Concussion

A concussion is an injury to the brain caused by a blow or jolt to the head, face or neck. A concussion causes disruption of normal brain functioning. An individual does not have to lose consciousness to sustain a concussion.

Concussions can occur in sports, as a result of a motor vehicle crash, from an assault or in a fall. If the victim exhibits any of the following symptoms, call 911 immediately:

- Is vomiting repeatedly
- Has unequal pupils
- Is confused or agitated
- Has weakness on one side of the body
- Passes out or is unconscious
- Is very drowsy or unable to wake up

- Has neck pain after a fall
- Has slurred speech
- Has a seizure

Further information regarding symptoms and strategies for recovery can be found at:

<https://www.childhealthbc.ca/initiatives/concussion>

### **Death and Serious Illness**

- Confirm details.
- Call 911.
- Notify the Principal.
- Where death or serious injury occurs to a non-employee in connection with a school activity, contact the Business Administrator to appoint an insurance investigator.
- Activate the SCC.
- Create a communication plan for staff, students, parents and media.
- Media communications are coordinated by the Principal.
- Meet with staff.
- Prepare a statement for staff to read to students (do not use a PA system).
- Prepare a letter to be sent home to parents/guardians.
- Encourage students to stay in school unless they are released to parents; emphasize the process of caring and grieving, which can be facilitated best in school.
- Make sure that students sign out before they are released to go home.
- Ensure students are supervised until they are picked up or released.
- Circulate among students and staff as they eat lunch, change rooms, etc.
- Obtain assistance o community agencies as required.
- Re-establish routine as quickly as is reasonably possible.
- Complete an accident report if incident occurred at school or en route to or from school.

### **Disposal of Sharps**

Never place loose needles and other sharps (those that are not placed in a sharps disposal container) in the household or public trash cans or recycling bins and never flush them down the toilet.

Place all needles and other sharps in a sharps disposal container immediately after they have been used and follow FDA guidelines to dispose of sharps containers.

## **Emergency School Closure**

### *Closure Before School Day Begins*

In the event of a power outage prior to the start of school, all parents/guardians will be notified by email and text as soon as possible that the school will be closed. Teachers and support staff will also be notified. In the event of widespread illness, a building safety issue or inclement weather conditions that make travel dangerous, all parents/guardians and staff will be notified by email and text the night before the closure whenever possible, or by 6:00 am the morning of, that the school will be closed. During widespread illness and inclement weather situations, school closure will be reviewed on a day by day basis and parents/guardians and staff will be notified by early evening of the plan to either remain closed or to resume attending.

### *Closure During the School Day*

In the event that the school needs to close during the day due to a power outage, the school principal or Teacher in Charge will ensure all staff and students remain in or return to their assigned classroom after ensuring that if students are outdoors, there are no risks such as fallen trees. The principal will contact B.C. Hydro and if the outage may be prolonged, arrangements will be made with parents/guardians for students to return home. All students will be supervised in the classroom until they are picked up.

## **Hostile Individuals/Intruders**

Hostile individuals are usually unpredictable and often individuals are uncertain how best to respond to their aggressive behavior. While each incident is unique and will require modifications as the level of hostility increase, staff are aware of general safety considerations that will make such interventions easier. In the event that an intruder poses a threat, the school principal will follow intruder alert procedures and initiate a school lockdown alert for all staff and students. Staff and students will remain in their classroom with the doors secured until further notice. When the situation is safe, an "All Clear" will be provided by the R.C.M.P.

General safety considerations:

- Model control, don't demand it. Maintain a calm, professional demeanor. By demonstrating self-control, you may avoid increasing anger and anxiety in others.
- Assess as you approach. Approach overtly.
- Disperse any crowd of onlookers. When possible, assign tasks. E.G. "Go to the office and ask for another teacher to come here."
- Watch the periphery of the area. Any weapons involved will often be passed to individuals on the periphery.
- Work in pairs. Person 1 makes contact and gives direction. Person 2 monitors incident while standing approximately 3 meters from Person 1.

- Ensure you have a clear exit. Prior to entering the area, ensure you can leave easily. Never stand with your back to a door as it blocks the exit for the intruder.
- Allow the intruder a clear exit. Always ensure there is an exit available to the aggressor. If the aggressor chooses to leave, allow him/her to go.
- Keep your hands free. Avoid carrying anything in your hand. It is difficult to appear in control when your hands are not free.
- Identify yourself by name and/or position. Don't assume this will bring about immediate compliance. However, it is less likely to trigger a comment such as, "Who do you think you are?" from the aggressor.
- Listen, listen, listen. Let them talk. If an angry individual is willing to talk, let him/her talk, regardless of whether or not you agree with him/her. It is a great way to "let off steam".
- Maintain casual eye contact. While the issue of eye contact has many variables (gender, culture, etc.) it is important to maintain at least casual eye contact.
- Keep a barrier between yourself and the individual when possible. This will allow you to keep a safe distance away and discourage direct and possibly physically violent contact.
- If you approach a vehicle. Note the licence plate number and description of the vehicle. DO NOT stand in front of or behind the vehicle. DO NOT stand beside the doors. DO NOT lean into the vehicle.

#### Intruders

- Determine the location, description and any other information about the intruder. Initiate Intruder Alert Procedures (below) if there is potential risk to staff and students.
- Advise the office of the incident and where you are going.
- Do not approach the intruder alone.
- Approach in a non-confrontational manner and assess the situation/intruder.
- Maintain a safe distance.
- Identify yourself and ask why the intruder is there.
- Ensure that you do not block the intruder's exit, and identify an exit for yourself.
- Ask the intruder to accompany you to the main office, explaining the safety concerns.
- If the intruder refuses to cooperate, direct the intruder to leave the school site.
- If the intruder refuses to leave, instruct staff to call 911 for police immediately.
- Avoid further confrontation by observing the intruder from a distance.
- Initiate Intruder Alert Procedures (below) if the situation escalates and poses a risk to students/staff.

#### Intruder Alert Procedures:

1. Notify Principal.

2. Instruct main office staff to announce over the PA system "This is a Lockdown Safety Alert – All staff and students report to the nearest classroom. All staff and students must remain in their classroom with the doors secured until further notice."
3. Instruct staff to call 911 immediately for police assistance, providing location, description of intruder, and seriousness of the situation.
4. When authorities arrive, be available to direct them.
5. Ensure contact with all classes.
6. Turn off the bell system if applicable.
7. When the situation is safe, announce "All Clear."
8. Activate SCC as necessary.

## **Medical Emergencies, Communicable Diseases, and Mental Health**

### *Medical Emergencies*

1. Don't move the individual unless there is immediate danger. Don't leave him/her alone.
2. Evaluate first aid needs and send for assistance.
3. Call 911 as necessary.
4. Identify witnesses.
5. Check the health record of the individual to identify any pre-existing medical conditions or allergies to medication
6. Notify the parents/guardians.
7. If the individual is taken to hospital a staff member should accompany him/her.
8. Send pertinent personal and medical information to hospital with the individual.
9. Contact Principal.

### *Communicable Diseases*

1. Report to VIHA (Nanaimo region) all students with a suspected communicable disease (i.e. whooping cough, measles, etc.).
2. For a complete list of communicable diseases and other school health resources refer to the VIHA website at <http://islandheath.ca/our-services/communicable-disease-prevention>
3. Report to the Parksville Health Unit any disease that is affecting a large number (10%) of your school population (e.g. influenza, chicken pox, etc.)
4. Parksville Health Unit is responsible for all communications and for providing information to parents and staff during a communicable disease outbreak.

### *Mental Health*

1. If there is an immediate physical threat, call the police.
2. Don't argue with the individual.

3. If possible, decrease contributing stimuli.
4. Consider moving the individual to a quiet room in the building with someone.
5. Individuals (12-18 yrs.) in an acute crisis state with mental health indicators are to be referred to the Adolescent Crisis Response Program.
6. All other individuals should be referred to Mental Health.
7. Check health cards for pre-existing conditions and medications.
8. Ask individuals if they have a current mental health therapist and contact if possible.
9. Contact a school-based counselor.
10. Notify parent/guardian.
11. Notify the Principal.

### **Removal of a Student from School for Health Reasons**

The B.C. School Act makes the following provision for the removal of a student from school, and the same provision may apply to an independent school:

91(4). If a teacher, principal, vice-principal or director of instruction suspects a student is suffering from a communicable disease or other physical, mental or emotional condition that would endanger the health or welfare of the other students, the teacher, principal, vice-principal or director of instruction must report the matter to the school medical office, to the school principal, and to the superintendent/headmaster, and may exclude the student from school until a certificate is obtained for the student from the school medical officer or from a private medical practitioner, permitting the student to return to school.

The school must continue to make available an educational program for a student removed or excluded from school for health or safety reasons.

# EMERGENCY PHONE NUMBERS

Police	911
Non-Emergency	613-843-5999
Fire	911
Non Emergency	250-248-3242
Kids Help Line	1-800-668-6868
Mental Health Support	310-6789
Reporting Child Abuse	1-800-663-9122
Fortis Gas	1-888-224-2710
BC Hydro/Power Outages	1-800-224-9376
Dangerous Gas	1-800-663-9911
Poison Control Centre	1-800-567-8911
Emergency Animal Control	1-855-622-7722
Oceanside Health Centre Urgent Care (non-emergency)	250-951-9550
Hospital (emergency) – Nanaimo Regional General Hospital	250-755-7691
Ministry of Children & Family Development – Parksville office	250-954-4737
Provincial Emergency Response (earthquake, flood, fire)	250-952-5848
Security Monitoring Company	250-248-4241

### In School Resource Numbers

Donna Lomax, Principal	250-954-7479
Sabrina Demedeiros, Teacher in Charge	250-618-1067
Glenn Sollitt, Director	250-240-4934

Tell the Dispatcher:

- **WHEN:** is the incident in progress, or did it happen in the past, and at what time?
- **WHERE:** school name, exact school address, your name and date of birth, specific location of the emergency (i.e. hallway, classroom, gym, cafeteria, etc.). If outside, bordering street information and direction (north, south, east, west) is very helpful.
- **WHAT:** nature of the incident: fight, drugs, unwanted suspicious person, threat, etc. Is the threat/suspect still present? Are there injuries? If so, extent of injuries?
- **WEAPONS:** if weapons are involved, give specifics on the type and quantity.
- **WHO:** name of suspects if known, and victims. Full descriptions of each suspect.

\*School Address: 744 Primrose Street, Qualicum Beach



## **Student Supervision Policy**

Staff at Coast Karma Academy are responsible for ensuring the safety and supervision of students before, during and after school on the school premises, at school functions and on school field trips.

### **At School**

- Teachers and support staff greet students outside the school entrance in the morning and a direct parent handoff occurs when school begins.
- Teachers and support staff supervise students outside during recess and lunchtime play.
- Students who require 1:1 supervision will have an adult with them at all times.
- Teachers and support staff supervise students outside after school, ensuring there is a direct handoff to the parent or caregiver at the end of the school day.

### **Sensory/Break Room**

- Students who ask for or require a break in the Sensory Room will have adult supervision at all times.
- Students are not allowed to be in the Sensory Room unsupervised.
- The staff member supervising will ensure that all activities are purposeful and safe.
- All large muscle equipment must be used in a safe, appropriate manner.

### **Field Trips**

- All students will be supervised on community field trips by a staff member.
- Each staff member will be responsible for direct supervision of a small group of students.
- All staff will be reminded about which, if any, students have a legal or medical alert and will be cognisant of such during the field trip.
- A first aid kit and student medication, including Epipens, will be taken on all outings. A student or students with a medical alert will be directly supervised by their teacher and the teacher will carry any necessary medication.
- Each teacher will carry the parent/guardian and emergency contact information for the students in his/her class in case of an emergency.

## **Student Conduct/Standards/Discipline Policy**

Our students' wide range of physical, verbal and emotional behaviour is closely related to the diagnosis of autism. The manifestation of related behavioural characteristics and challenges may be evident in students' social interactions, communication deficits, sensory responses and repetitive patterns of behaviour.

Consequently, it is imperative that all staff not only have a thorough understanding of autism and each child's strengths and needs but also be able to manage specific behaviour with non-punitive consequences and/or discipline. This is achieved by adhering to fair, effective and consistent procedures and practices when behaviour emerges. Each student displaying inappropriate behaviour will be addressed on an individual basis. Any consequences or restitution will be relative to the child and the context of the event that resulted in behaviour.

A Student Code of Conduct is in place to provide students with behavioural expectations. All Coast Karma students and parents are made aware of the rules of conduct and agree to abide by them. Clear, consistent rules and expectations will be taught, modeled and positively reinforced as needed. Staff will use the low arousal approach to reduce stress, fear and frustration and prevent aggression.

A process of "procedural fairness" is in place to address each individual situation involving a potential discipline situation.

The goal of school discipline is to help the individual develop self-discipline, restore relationships, and protect the other members of the community. A wide range of methods and approaches are used at the discretion of teachers and school principals. Wherever appropriate, parents will be kept informed and involved in any more serious discipline process. Ordinarily, the progression of discipline would be as follows, however, depending on the situation, one or more steps may be omitted.

- Problem Solving/In-school Counselling: The student has the opportunity to discuss behaviour with a staff member to ensure understanding of school guidelines and to develop alternative ways to respond to similar circumstances.
- Progressive Discipline: Repeated occurrences will result in increased consequences.
- Suspension or In School Suspension: Student is removed from the day to day life of the school for a period of time.
- Probation: Student is placed on a behaviour contract with regard to specific behavioural concerns.
- Voluntary Withdrawal: Parents)/Guardian(s) withdraw the student from school.
- Expulsion: Students lose the privilege of attending Coast Karma Academy.

## **Suspensions and Expulsions**

Students who persistently disregard school rules are subject to suspension and, if the situation continues, expulsion.

Students absent from school due to an out-of-school suspension will miss valuable learning and assessment opportunities and as such, their overall progress may be negatively affected.

## **Procedural Fairness and Students**

The following is adapted from *Keeping Students Safe: A Practical Guide for Principals and Vice-Principals* (June 1999)

Basic elements of procedural fairness when dealing with student discipline include:

- Students need to be treated with respect and dignity and to know what is expected of them. Coast Karma Academy and its Board of Directors have established a Student Code of Conduct. Its rules are clear and well communicated.
- In accordance with school policy, a student who is accused of breaching a rule will be notified of that which he/she is accused, with the essential facts of what he/she is alleged to have done.
  - [NOTE: In more serious cases, notification will also be given to a student's parents.]
- An accused student will be given an opportunity to tell his/her side of the story. The right to be heard is a fundamental element of procedural fairness. Where the stakes are minor, the school principal or teacher will ask the student to explain his/her actions. More serious matters may require more formal investigation and documentation.
- Students will be given the opportunity to present witnesses.
- In more serious matters where there is a proposed suspension or expulsion due to the serious nature of the situation, reasonable notice will be given to the student and his/her parents to prepare a response. The grounds for issuing a suspension or expulsion will be clearly outlined.
- The student and parent will be informed of any appeal or review procedure in accordance with school policy (see Appeals Policy).
- Coast Karma Academy provides assurance that there will be no retribution for pursuing an appeal or review.
- In the event that there is an appeals process, a timely decision with written reasons will be provided.

**How can school authorities/boards ensure that they are unbiased?**

The Coast Karma Academy principal and Board of Directors will follow these guidelines to avoid bias or the appearance of bias when dealing with a serious situation:

- We will not prejudge the evidence of the particular circumstances of the student's case, or give the appearance (e.g. in public statements) of having done so, even if one possesses strong convictions on such matters.
- Individuals selected to hear a case or an appeal of a decision will be unfamiliar with the student and/or his/her family and thus have an impartial relationship.

## **Anti-Smoking Policy**

Under the Tobacco and Vapour Control Act, all public and private Kindergarten to Grade 12 schools in B.C. are required to be tobacco and vapour free. This means no tobacco and vapour products are allowed on school property at any time, even when school is not in session.

A person must not smoke or use tobacco, or hold lighted tobacco, in or on school property and a person must not use an e-cigarette, or hold an activated e-cigarette, in or on school property:

- A. In any building, structure, vehicle or any other place that is fully or substantially enclosed and
  - a. is a place to which the public is ordinarily invited or permitted access either expressly or by implication, whether or not a fee is charged for entry
  - b. is a workplace, or
  - c. is a prescribed place, or
- B. within a prescribed distance from a doorway, window or air intake of a place described in paragraph (a)

Subsection (1) does not apply to the ceremonial use of tobacco

- A. In relation to a traditional aboriginal cultural activity, or
- B. By a prescribed group for a prescribed purpose.

Tobacco and vapour free schools support families to adopt and maintain a healthy lifestyle and help schools take a health-promoting approach to tobacco and vapour reduction.

## **Field Trip and Transportation Policy**

The school administrator will ensure that all school field trips are appropriately planned, organized and educationally enriching. He/she will also ensure that adequate supervision, safety precautions and safe transportation have been addressed prior to each trip. School field trips are limited to part of the day or the full school day.

### **Before the Field Trip**

Teachers will complete a field trip planning document for the school principal that will include the following:

- The field trip destination and the educational value of the experience
- Booking details and requirements
- Expected costs
- Identifying the number of support staff and parent volunteers that will be required
- Identifying a designated First Aid attendant who will accompany the class(es)
- Identifying any student(s) who will require medication or special medical care while on the trip
- Number of volunteer drivers required
- Ensuring volunteer drivers meet the necessary requirements; verify that both the vehicle registration and insurance and the driver's license are current with a photocopy of each kept in the office
- Providing verification that the number of passengers does not exceed the number of seatbelts. No child under the age of 13 will travel in the front seat where an air bag could be deployed.
- Confirmation that booster seats secured with a shoulder harness will be used to transport students until their 9th birthday or until they reach 4'9" tall, whichever comes first.
- A draft copy of a letter to parents containing a detailed description of the field trip and a section to provide permission and signed consent.
- Information regarding the vehicle to which a student passenger is assigned will be kept in the office.

- Teachers will have practiced a **Vehicle Evacuation Drill** prior to the departure date (see “Vehicle Safety & Evacuation Procedures” below).

### **When using Coast Karma vehicles (11-passenger van or other support vehicles)**

It is the responsibility of the school principal or field trip supervisor to ensure the following:

- The inspection certification on each vehicle is current and valid prior to being used.
- The 11-passenger van has a **school-bus designation** (seating capacity  $\geq 10$ ) and the driver holds a **Class 4** licence.
- A roster of drivers and passengers is completed for each vehicle and is kept in the office and carried by the teacher.
- Signed parental consent for transportation of students using school vehicles is completed.
- A **vehicle evacuation drill** has been practised with the riding students prior to the field trip departure date.

### **When using a chartered coach (if applicable)**

- The charter company provides a qualified driver and safe, inspected vehicle.
- Prior to departure, the driver (or teacher) gives a **seatbelt/exits safety briefing** and points out emergency exits and equipment.
- Seating plans, headcounts, and supervision ratios are maintained as per this policy.

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## **Vehicle Safety & Evacuation Procedures (11-Passenger Van & Support Vehicles)**

### **Pre-trip safety check (driver/teacher)**

- Visual inspection: tires, lights, wipers, mirrors, horn, fuel level; verify doors open freely from inside/outside.
- Safety equipment present: **first-aid kit, fire extinguisher, reflective triangles**, phone/charger, and (where provided) emergency tool (seatbelt cutter/window break).
- **Passenger restraints**: confirm enough seatbelts; install/verify booster seats as required.
- **Medications**: confirm emergency meds (e.g., epinephrine auto-injectors, inhalers, rescue meds) are on-person with supervising adult(s).

- **Roster & seating:** final roster on board; assign seating to support supervision.

### **Loading / unloading**

- Load/unload from a safe curbside area; engage hazard lights; no crossing behind vehicles.
- Adults exit first and position to guide students. Hand-to-hand release for younger students.
- Perform headcount **before departure**, at destination arrival, **before return**, and on return.

### **Evacuation – when to evacuate**

- Fire/smoke, smell of fuel, collision, vehicle disabled in an unsafe location, or when directed by the driver/Incident Lead.

### **Evacuation – how to evacuate**

1. Driver **parks safely**, sets brake, turns off ignition, hazards on.
2. Adults **direct students to unbuckle** and exit via the **nearest safe door** (front/rear/side).
3. If one exit is blocked, use an alternate door; assist students with mobility/support needs per their plan.
4. Move to the **designated rally point** at least **30 metres upwind** of the vehicle; bring first-aid kit and emergency meds **only if safe to do so**.
5. Conduct a headcount, call **911**, then call the **Principal/Office**.
6. **Do not re-enter** the vehicle; await first responders; complete incident documentation afterward.

### **Students with mobility/support needs**

- Each student has a named adult assigned for both routine loading and emergency evacuation.
- Any adaptive equipment/medical devices are included in the plan; practice with the student during drills where appropriate.

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## **Bus / Vehicle Evacuation Drills — Operationalized**



- **Who drills:** Any students who will regularly ride the 11-passenger van or support vehicles, plus the supervising staff. All students and staff will practice a simulated Coast Karma van evacuation twice annually; once in the fall and once in the spring.
  - **Frequency:** At least **once per school year** (and again after any significant rider or route change), **and** a brief walk-through drill **before the first trip** a class takes each school year.
  - **Content:** Seatbelt release; nearest exit identification; orderly exit; rally point; headcount; role of assigned adults; retrieval of emergency medications.
  - **Records:** Date/time, vehicle, participating classes/students, staff present, issues noted, corrective actions. Drill records are logged and retained by the principal and reviewed by the School Safety Committee.
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## Medical Provisions for Field Trips (Anaphylaxis & Other Conditions)

*Cross-references: Coast Karma Academy's **Anaphylaxis Policy and Procedures, Medication Administration Procedures, and the Emergency Response Plan.***

### Pre-trip medical review

- The teacher compiles a **Student Medical Summary** for the trip (conditions, triggers, medications, emergency action plans).
- A **designated Medical Lead** (first-aid certified) is assigned for the group; all staff review roles before departure.
- **Emergency medications** (e.g., epinephrine auto-injectors, inhalers, rescue meds, diabetes supplies) are confirmed **present, labelled, and not expired**; bring a **backup epinephrine** when available.
- Confirm any **activity restrictions/accommodations** (e.g., low-sensory spaces, rest/shade, access to water/food, avoidance of known allergens).
- Obtain/confirm **parental consent** for medication administration per school procedures.

### Carrying & access

- Epinephrine auto-injectors and rescue inhalers are **carried on the supervising adult's person** (not left in a backpack or vehicle).
- The Medical Lead carries a **first-aid kit, student emergency contacts, and the medical summary**; a second adult knows the location of these items.

### Response quick-steps

- **Anaphylaxis:** Administer epinephrine immediately, call 911, monitor ABCs, be prepared to give a **second dose** per plan, notify the principal; parents are notified by administration.
- **Asthma:** Assist with rescue inhaler; call 911 if symptoms persist or no inhaler is available.
- **Seizure:** Time the seizure, protect from injury, do not restrain; call 911 for seizures  $\geq 5$  minutes, repeated seizures, first-time seizure, head injury, or per the student's plan.
- **Diabetes:** Follow plan for hypo/hyperglycemia; call 911 if unconscious, seizing, or deteriorating.
- After any emergency medication is used or EMS is called, the student is **not** returned to normal activities; follow EMS/medical advice and arrange parent pickup as directed.

### Documentation & restocking

- Record the incident, medication administration times/doses, and actions taken; **replace** any used medication immediately upon return.
- 

## Communications Management of Emergencies on Field Trips

### Roles (set before departure)

- **Trip Incident Lead** (usually the teacher): manages the scene, student accounting, and decisions until the principal/EMS assumes command.
- **Communications Lead:** carries charged cell phone + backup battery; maintains contact with the **Principal/Office**; does **not** contact parents directly unless authorized by the principal.
- **First Aid/Medical Lead:** as above.
- **Supervision Leads:** each with a defined group of students; conduct headcounts at key points.

### Contact methods

- Primary: cell phone; Secondary: another adult's phone. Pre-program **911**, the **school office/principal**, destination/site number, and an **alternate rendezvous point**. Set **check-in times** (arrival, mid-trip, pre-departure).

#### **Emergency sequence (serious incidents)**

1. **Ensure scene safety** and supervise students; move to rally point if necessary.
2. **Call 911** (Communications Lead if possible) with exact location, nature of emergency, hazards, and callback number.
3. **Call the Principal/Office** once 911 is activated or the scene is stabilized.
4. The **Principal/Office** manages **parent/guardian notification** and any external communications.
5. Maintain supervision, conduct **headcounts**, follow first-responder directions.
6. After the incident, complete internal **incident documentation** and debrief.

*Note: In emergencies, limited health information may be shared with first responders to protect a student's health/safety, consistent with our Privacy Policy.*

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#### **During the Field Trip**

- A list of drivers and passengers will be **carried by the teacher**.
- Classroom teachers and support staff will have **designated students** they are responsible for supervising.
- All staff will communicate with each other when/as needed using their phone if not in close proximity to each other.
- The classroom teacher will carry a **first-aid kit** as well as the **emergency contact information** for all students in their care. All staff will be aware of any student medical needs.
- Any student requiring medication will have it **administered by a designated staff member** during the trip in accordance with school procedures.
- Any student with an allergy requiring an **EpiPen** will be placed in a group with his or her teacher who will **carry the EpiPen** on his/her person in the event it needs to be administered.

- Students who would receive **1:1 support** in the classroom will have 1:1 support on all field trips.
- In the event of an emergency while on a field trip, the classroom teacher (or Communications Lead) will **call 911** (if warranted) immediately **followed by** a call to the school administrator who will call the child's parent/guardian.
- If there is a **minor injury** that can be dealt with on-site, the individual qualified in first aid will attend to the child, notify the child's parent and the school administrator if he/she is not on the trip.
- A program of instruction will be provided at the school for those students who do not participate in the field trip due to parent request or student choice.

### **After the Field Trip**

- **Debrief** with staff (what worked/what to adjust) and file any incident/first-aid reports.
- **Restock/replace** any used medical supplies or emergency medications.
- Update the field trip planning template if improvements are identified.

## **Appeals Process Policy**

### **School-Based Decisions**

There may be a time when a parent or staff member disagrees with a decision made at the school level by a teacher, the principal or another staff member. If/when this situation occurs, we encourage both parties involved to meet and try to resolve the situation together.

In the event that the parent or staff member cannot resolve the issue through conversation, an appeals process will ensure that the individual has been heard and a fair decision has been made. An appeals committee, consisting of three externally appointed, neutral parties not affiliated with the school, will meet with the parent(s) or staff member and make a final decision upon hearing the case.

### **Procedural Fairness and Student Discipline**

At Coast Karma Academy, our policies and procedures are designed to keep our students, staff and school community safe. With our neurodiverse students, social skills are consistently being taught, modelled and developed. Our students will learn positive social interactions by practicing in realistic settings where there will inevitably be successes and challenges. Neurotypical and neurodiverse students are expected to follow Coast Karma Academy's student conduct guidelines. Each potential disciplinary situation that arises will be reviewed on a case by case basis. Consideration must be given to awareness, intent, and the severity of the infraction.

### **Procedural Protections For Students**

Minor disciplinary infractions may be dealt with by holding an informal meeting between the school principal and/or teacher and the student. The student will have the opportunity to be heard as well as present witnesses. More serious disciplinary situations will result in escalating consequences appropriate to the situation. The most extreme consequence, suspension or expulsion, have significant implications for the student involved. In these cases, all facets of procedural fairness will be followed. An initial meeting will be held with the school principal, the parent(s) and the student.

Reasonable notice of any proposed suspension or expulsion will be provided which clearly sets out the grounds for such a consideration and provides the parents and student an opportunity to prepare a response.

- If the principal's decision is contested by the parent(s), an appeal may be submitted that will facilitate a hearing by three impartial members of the school's Appeals committee.
- The student and parent(s) will have an opportunity to present reasons why the proposed suspension or expulsion should not take place. Oral and/or written submissions are appropriate for more severe consequences such as a lengthy suspension or expulsion.

- A fair and unbiased decision will be made by three members of the Appeals committee based upon the evidence presented.
- A timely decision will be made, supported by written reasons.

### **Procedural Fairness and Operational Decisions**

The school principal is responsible for making and approving daily operational decisions that involve staff, students and parents. In the event that there is disagreement pertaining to an operational decision, the affected individual(s) may appeal a decision and expect a fair process for hearing and resolving their appeal. It is always our goal to resolve matters and disputes with individuals and families internally.

#### **The process for appealing a decision will be applied with fairness and consistency as follows:**

- If the school principal plans to consider a matter or make a decision which may affect a person's rights or known beliefs, that person should be informed.
- An individual who disagrees with a decision may appeal the decision through a fair appeals process.
- The affected individual will be given a reasonable opportunity to outline their disagreement in the form of a written submission to the school principal in a timely manner.
- The school principal will acknowledge receipt of the submission in the form of a written response.
- The principal is entitled to be informed of the individual's position and will be given the opportunity to respond to all information submitted which might impact a decision, prior to the appeals decision being made.
- The principal will present the submitted appeal to an external Appeals Committee composed of three impartial members who will hear the reasons pertaining to the operational decision in a timely manner.
- A member of the Appeals committee will inform the individual of the reasons for the (principal's) decision prior to hearing their appeal.
- The Appeals committee will, upon hearing the submission, respond to the appeal by making a fair, unbiased decision based on the information presented by both parties.
- The individual making the submission will be informed of the appeal decision.
- Parents will be assured that there will never be retribution for pursuing an appeal.

### **Procedural Fairness for Teachers and Other Staff**

- Individual contracts set out terms of employment between employees and Coast Karma Academy. Each contract of employment clearly sets out the duties and responsibilities of the teacher or other employees as well as those of the school authority.
- Procedural fairness through the appeals process, pertaining to discipline, professional protocols and performance, will be addressed in each employee's contract .

### **In All Cases Involving Procedural Fairness:**

#### *Parents will:*

- make reference to the school's code of conduct guidelines (if applicable in their case)
- be informed of the reasons behind the decision being challenged
- be entitled to an appeals process
- be heard by an unbiased, fair and open-minded decision makers (Appeals Committee)
- be treated with fairness, respect and dignity
- be informed of a final decision and the reasons for the decision

#### *Students will:*

- always know the behaviour expected of them as per the school's student code of conduct guidelines
- always have a right to be heard by being given an opportunity to explain his/her actions or choices
- have their rights respected and procedural fairness followed whether a decision pertains to their educational program or a disciplinary matter
- be treated with fairness, respect and dignity

#### *Employees will:*

- be treated with fairness, respect and dignity
- have clear procedures pertaining to procedural fairness around discipline, practice and appeals outlined in his/her contract
- always have a right to be heard by an impartial members of an Appeals Committee

### **Enrolment Exemption re: Appeals Process**

Given that our student population consists primarily of students with autism, a school principal may, at times, need to make a difficult decision related to a child's enrolment based on the severity of the autism. If a child's behaviour/aggression cannot be consistently reduced using a variety of best practice, low arousal techniques that teachers and support staff employ, the principal must consider the overriding need to re-establish a safe and productive learning environment. In this situation, a family may be asked to attend another school. Similarly, if a family member demonstrates consistently inappropriate behaviour contrary to our Family Conduct Policy, the school principal reserves the right to ask the family to attend another school in order to preserve the dignity and safety of staff and students.

The school principal will always act with fairness in mind as acceptance and inclusion is at the heart of our philosophy. Parents will be informed of concerns well before any decision regarding enrolment is made in addition to being told the reasons for the decision and the steps that were taken to remedy the concern. In the event that a student placement does not work out at Coast Karma Academy, parents will be offered assistance finding a suitable spot elsewhere for their child.



## Teacher and Principal Evaluation Policy

All Coast Karma Academy all teachers and the school's principal hold a valid British Columbia teaching credential issued by the **British Columbia Teacher Regulation Branch** (TRB). All B.C. certificate holders must meet defined standards of professional conduct and competence in order to be issued and maintain a certificate of qualification. We have developed and implemented a cyclical evaluation policy and evaluation tools specific to both our teacher evaluations and principal evaluation to ensure these standards are met.

### Teacher Evaluation Protocols

Effective teacher evaluation is key for the professional and personal growth that leads teachers to improved performance.

- In the first year of employment at Coast Karma Academy, a teacher will undergo a professional, multi-faceted evaluation based on teacher evaluation research and conducted by the school principal.
- Following a first year of employment evaluation, the teacher would subsequently be evaluated every 5 years.
- The evaluation will be a multi-faceted, collaborative approach comprised of some or all of the following: direct and video observation by the principal, colleague observation, self-assessment, a framework for teaching checklist/rating scale, conversation and self-reflection related to British Columbia's Professional Standards for Educators, and goal setting for broadening teaching practice and professional development.

*In the rare event that the school principal must suspend, dismiss or discipline a teacher for misconduct (as defined in Section 7, (2), page H-8 of The Independent School Act, the principal will send the commissioner a report regarding the suspension, dismissal or disciplinary action.*

*Similarly, if the principal considers the conduct or competence of a certified teacher to be in breach of teacher certification standards, s/he will send the commissioner a written report regarding the conduct or competence concern. (Section 7, (6), page H-80)*

### Principal Evaluation Protocols

School administrators have a vast job that requires effective leadership, organizational, problem solving and communication skills. They require a vision and must lead with fairness, integrity and dedication. Above all, a school principal is ultimately responsible for improving teacher effectiveness and student achievement .

- The principal will be evaluated by an impartial administrative colleague from another independent school within the first two years of being appointed principal at Coast

Karma Academy and every subsequent five years unless there is a change in school principal.

- Ongoing professional growth is an important part of personal and professional growth for principals. Professional growth activities and participation will inform the principal's evaluator of work being done in collaboration with administrative colleagues.
- The performance evaluation criteria will be provided by the school's Board of Directors. A framework of knowledge and competencies needed to be a successful independent school leader will be adapted from the **B.C. Principals and Vice-Principals' Association Leadership Standards**. This framework will be collaboratively used by the principal and his/her evaluator to provide and elicit information with respect to professional leadership standards and performance.
- Survey tools will be created and shared with teachers, support staff and the parent community. Results will be used to inform the evaluator.
- The principal will complete a self-assessment in preparation for an interview with the administrative colleague.
- All information garnered from the principal's professional growth activities, framework of knowledge and competencies questionnaires, survey tools and interviews will be compiled into a summative written appraisal presented by the evaluator to the principal and Coast Karma Academy's Board of Directors.

## Educational Resource Policy

Independent school authorities are required to have policies and procedures on how learning resources are chosen for use in schools. The learning resources requirement is authorized under the authority of the Independent School Act, section 4(1)(b). The Education Standards Order leaves the responsibility of recommending learning resources to the school authority.

Educational resources include instructional materials, videos, fiction and non-fiction text and software that teachers use to assist students to meet the learning expectations of provincial curriculum.

1. Given the range of students with intellectual and communicative challenges, Coast Karma will, upon receipt of a Group 2 classification, apply to receive materials and services through SET-BC (Special Education Technology – British Columbia Provincial Resource Program).
2. Learning resources chosen by teachers will support the learning standards or learning outcomes of the B.C. Curriculum. Teachers will select, where appropriate, resources and links from the following Ministry of Education site:  
<https://curriculum.gov.bc.ca/curriculum/tools>
3. Teachers are encouraged to access Training and Teaching Tools/Resources for Teachers to support and supplement instruction:  
<https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers#tools>
4. Given that the majority of students at Coast Karma Academy have been diagnosed with autism, and thus have unique abilities, needs and challenges characteristic of autism, resources used in classrooms will be chosen with consideration given to curriculum relevance, developmental appropriateness, and sensory and social value.
5. All staff will access supplemental resources as needed through Autism B.C., Autism Community Training, Autism Support Network, POPARD and Odin Books, amongst others.
  - a. Social thinking, social skills, life skills, behaviour management strategies such as the low arousal approach, self-regulation, anxiety/OCD, executive function and sensory issues are some of the key resource topics pertinent to staff working with our students.
6. A committee consisting of the school principal and classroom teachers will decide upon new resources to be purchased for Coast Karma.
7. In the event that a parent disagrees (for any reason) with a resource being used, an appeals process is in place to fairly hear their concerns.

## Appeals Process

- The parent challenging the educational resource in question will present a written submission to the school principal outlining the reason(s) for their disapproval of the resource .
- The school principal will acknowledge receipt of the submission in written form.
- The administrator will present the parent's submission to the school's Appeals Committee comprised of three appointed, impartial community members who are not affiliated with the school.
- The Appeals committee will inform the parent, in writing, of the reasons why the principal and teaching staff chose the resource in question.
- The Appeals committee will, upon hearing and/or reviewing the parent's submission, respond to the appeal by making a fair, unbiased decision based on the information presented by both parties.
- The individual making the submission will be informed of the appeal committee's decision and the reasons for it.

## Policy for Testing Drinking Water for Lead Content

Independent school authorities are expected to test for lead content in drinking water in their school facilities to ensure it meets provincial requirements established by the Ministry of Health, such as the **Guidelines for Canadian Drinking Water Quality** for lead. Coast Karma Academy **has developed a policy requiring testing at least once every three years** (with annual testing as our ideal where feasible), and this policy **has been updated to reflect the revised Health Canada guideline** for lead in drinking water (**Maximum Acceptable Concentration (MAC) = 0.005 mg/L (5 µg/L)**, measured at the tap). [Canada.ca+1](#)

School authorities will work with appropriate health authorities to address other issues that affect the quality of water as prescribed under applicable provincial and federal legislation. Coast Karma Academy will consult with our **Regional Health Authority** to develop a water quality lead testing program for drinking water in our school facility to ensure that we are meeting all testing requirements. The testing procedure and number of samples will be determined in consultation with the Health Authority. **Testing will occur minimally once every three years**, with annual testing as our ideal. The testing program will outline the following:

- Risk Assessment
- Water Testing
- Communication Plan
- Mitigation Strategies [Gov BC](#)

### Mitigation Strategies

If sample results indicate that lead levels **meet or exceed** the **Maximum Acceptable Concentration** for lead as set out by Health Canada in the **Guidelines for Canadian Drinking Water Quality**, Coast Karma Academy—in consultation with the **Regional Health Authority**—will undertake mitigation strategies which may include:

- Flushing regimes
- Deactivation of water sources and supplemental signage
- Installation of filtration systems
- Plumbing upgrades
- Other steps that reduce exposure to acceptable levels (at or below the MAC) [Canada.ca](#)

## Communication and Reporting Requirements

If testing finds drinking water concentrations of lead **at or above** the MAC, Coast Karma Academy will:

- **Notify the Regional (local) Health Authority and the Ministry of Education and Child Care (Independent Schools Branch) without delay**, and continue to work with both bodies until the issue is resolved. [Gov BC](#)
- Work collaboratively with the Health Authority to communicate the results to parents, students and staff, describing:
  - The rationale for testing lead in drinking water
  - Our partnership with the Health Authority to resolve the issue
  - The sampling results
  - The mitigation strategies implemented or being considered
  - Contact information for the school authority and the Regional Health Authority for anyone seeking further information [Gov BC](#)

Ongoing monitoring visits and external evaluations will confirm Coast Karma Academy's compliance with this policy. For general background information provided to the school community, we may reference Health Canada's **Lead Information Package – Some Commonly Asked Questions About Lead and Human Health**

## **School Closure Policy**

School closures can have a significant impact on students, families and staff as decisions are often made with minimal notice. Two types of school closure may occur – short-term closure (generally related to emergent conditions such as widespread illness, weather related issues or school building health and safety related issues) or a long-term/permanent closure.

### **Short Term Closure**

In the event of a short-term closure, all parents, guardians and staff will be emailed with details as soon as possible. Additionally, our staff and each parent/guardian will be contacted via text. In the event of a power outage, parents will receive a phone call. Students will be released to a parent, caregiver or other adult listed on the parent emergency contact list. In the event that a parent or emergency contact cannot pick up, the parent will provide the name of an individual known to the child who will pick him/her up.

Examples of incidents that may warrant a short-term closure include, but are not limited to the following:

- **Inclement weather**
- A contagious viral outbreak
- A critical incident in the Coast Karma community
- Power outage prior to morning arrival or a long-term power outage during the school day.

### **Permanent Closure**

In the event that Coast Karma Academy faces an inevitable permanent closure, whether planned or unplanned, all staff, parents and guardians and students (age appropriate consideration given) will be notified as soon as possible to lessen the impact over time. A closure will be impactful for our families and students (who already experience heightened anxiety and thrive on predictability).

Whatever the unforeseen circumstance(s) that may result in a permanent school closure will be conveyed by the school administrator if it is prior to acquiring full Independent School Certification. If a school closure occurs after acquiring Independent School Certification, the closure will be initiated by the Independent School Authority under the Independent School Act.

### **Coast Karma Procedures Related to a Long-Term School Closure:**

- Parents will be advised of the processes and options for transferring to another school. Guidance will be provided for navigating both the public school system as well as other independent schools.

- All staff will be advised of options for employment with public boards of education as well as other independent school authorities in the event of a closure.
- The school administration will submit a closure plan to the Independent Schools Office at the Ministry of Education and Child Care. Plan details submitted to the Independent Schools Office will include (but is not limited to) the following:
  - information pertaining to the continued focus on the health and safety of students during the duration of the school's operation
  - communication details related to notifying the Inspector of Independent Schools about the school closure
  - confirmation of communication to school families
  - confirmation that the local school district has been advised
  - communication with the Ministry of Education that appropriate course work has been completed (grade level applicable) and progress assessments have been submitted
  - assurance that educational continuity and student records have been transferred to new schools and/or the Ministry of Education and Child Care
  - Contact will be made with My Education BC Independent School Group regarding proper transfer of electronic records.
  - Records not in My Education BC will be sent securely to the Ministry of Education



## Communicable Disease Plan and Illness Policy

This information outlines the recommended measures K-12 schools should have in place to reduce the risk of transmission of communicable disease, as determined by the BC Centre for Disease Control and Ministry of Health. It provides guidance for educators, administrators and support staff of what communicable disease prevention measures should be implemented to prevent the spread of communicable diseases, including COVID-19 and influenza.

### *Communicable Disease Guidelines*

The Provincial Communicable Disease Guidelines for K-12 School Settings are developed by the Ministry of Education and Child Care, in collaboration with the B.C. Centre for Disease Control (BCCDC), Indigenous rights holders and education partners, including teachers, parents and school leaders.

These guidelines build on public health guidance, and are used by boards of education, independent school authorities and schools to support communicable disease prevention planning.

- [ECC Provincial Communicable Disease Guidelines for K to 12 Settings \(PDF\)](#)
- [Public Health Communicable Disease Guidance for K-12 School Settings \(PDF, 1.3MB\)](#)

### *Communicable Disease Activity at School*

Communicable diseases circulate in our communities. As long as cases occur within our communities, K to 12 students and staff members may be affected. Schools have communicable disease prevention measures in place and will contact public health if they have concerns about communicable disease transmission within schools and require additional support.

### *Prevention Measures*

Prevention measures are in place to reduce the spread of communicable diseases. These include effective personal practices like health awareness, staying home when sick and regular hand cleaning. All students and staff should:

- Follow routine [Immunization Schedules](#)

Vaccines are important tools to protect against serious outcomes of many communicable diseases. Students and staff are encouraged to ensure they are up to date on all recommended vaccines for communicable diseases.

- Practice health awareness
- Stay home when sick

- [Online](#) and [homeschooling](#) programs are available to students if alternative learning options are needed.

### *Hand Hygiene*

Rigorous hand washing with plain soap and water or using an effective hand sanitizer reduces the spread of illness. Everyone should practice diligent hand hygiene and schools should facilitate regular opportunities for students and staff to wash their hands.

### *Respiratory Etiquette*

Parents and staff should teach and reinforce good respiratory etiquette practices among students, including:

- Cough or sneeze into their elbow or a tissue. Throw away used tissues and immediately perform hand hygiene.
- Refrain from touching their eyes, nose, or mouth with unwashed hands.
- Refrain from sharing any food, drinks or unwashed utensils.

### *Health Awareness*

Health awareness reduces the likelihood of a person coming to school when they are sick. This includes staff, other adults entering the school, parents, caregivers and students checking regularly for symptoms of illness to make sure the adult or child don't come into a school while sick.

Students, staff and other adults should follow [public health guidance](#) and the recommendations of their health care provider when they are sick. Health information is also available from [Healthlink BC](#) or by calling [8-1-1](#).

### *Food Safety*

Staff, students or other persons in the school setting will follow routine food safety practices, including diligent hand hygiene. Food services and cooking activities will adhere to the required measures (e.g. a FOODSAFE trained staff member, a food safety plan, etc. ).

### *Masks*

The decision to wear a mask or face covering is a personal choice for everyone. People can choose to continue to wear a mask throughout the day or during specific activities. This choice will be supported and treated with respect.

### *Ventilation*

Schools will ensure heating, ventilation and air conditioning (HVAC) systems are designed, operated and maintained to Occupational Health and Safety and WorkSafeBC standards.

Expert guidance is being applied to improve indoor air quality and reduce the risk of virus transmission.

### *Cleaning and disinfecting schools*

Regular cleaning and disinfection can help prevent the spread of communicable diseases. General cleaning of schools will occur regularly, with frequently touched surfaces cleaned in line with regular practices and when visibly dirty.

### *Communicable Disease Protocols*

#### **What to Do When Sick**

Staff, students or other persons in the school setting who are exhibiting symptoms of illness, such as respiratory illness, should stay home until they are well enough to participate in regular activities or otherwise advised by a healthcare provider. Those experiencing certain illnesses such as gastrointestinal illness caused by norovirus, may be advised to stay home for longer.

Staff, children, or other persons can attend school if their symptoms are consistent with a previously diagnosed health condition (e.g., seasonal allergies) or symptoms have improved, and they feel well enough to return to regular activities or otherwise advised by a healthcare provider.

#### **Students and Staff Who Become Sick at School**

If a student or staff member develops symptoms at school:

- Make arrangements for student/staff to go home as soon as possible.
- Schools will have an area where people are separated from their classmates or colleagues and can wait comfortably
- Younger children will be supervised when separated
- Students may choose to wear a mask if they are experiencing respiratory symptoms.
- The student's parent or guardian will be contacted and asked to have their child picked up as soon as possible
- Staff will be asked to go home as soon as possible

- Appropriate infection control precautions should be taken while the person is preparing to leave the school premises, including use of appropriate hand hygiene and cleaning/disinfection of surfaces soiled with bodily fluids. They may use a mask if they are experiencing respiratory symptoms.
- Custodial staff should be instructed to follow up with cleaning and disinfecting the areas the person used.
- The person should stay home and follow public health advice on when to return to activities. Most people can return to school when their symptoms have improved and they feel well enough to participate in regular activities.

### Public Health Order

Public health orders may be put in place for the province, entire regions or certain communities. This can include schools, or specific settings or activities.

Public health orders are implemented at the discretion of the local Medical Health Officer or the Provincial Health Officer in response to the broader risk of communicable disease transmission in the community.

### *In and Outside the Classroom*

#### School Visitors

Schools can follow normal practices for welcoming visitors and the community use of schools. Visitors and community groups using school premises should follow applicable communicable disease presentation measures, including staying at home when sick. After-hours use of school facilities is determined by school districts, independent school authorities or schools.

### *Added Supports*

#### Mental Health

Resources on Mental Health for K-12 are available on the [erase website](#).

#### Education Programs

Parents have options for their child's education. Talk to your local school district or independent school authority about specific options and program or course details.