

North Okanagan-Shuswap Board Meeting

Safer Schools for Students & Staff

March 12, 2024

District Education Support Centre



SCHOOL DISTRICT NO. 83 (NORTH OKANAGAN-SHUSWAP)

Staff Safety at Work

- SD83 Violence Prevention Program (updated 2024)
 - Incident reports updated
 - Verified WorkSafe compliance Aug. 2023
 - Workplace Violence Risk Assessments currently being completed at every site by JOHSC Committee (site specific)
- SD83 Employee Safety Planning Manual (last updated March 2022)
- Safety planning works within the frameworks of Safe, Caring and Orderly Schools and WorkSafe BC
- District Policy – Violence in the Workplace
- NVCi Designated Training (Non-Violent Crisis Intervention)
- Updated Information located on the HUB for all employees

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Student Safety at School

- Safe, Caring and Orderly Schools: A Guide
- Guidelines for Maintaining Order on School Property
 - Supporting Section 177 of the School Act
- Additionally there are guiding documents for anaphylaxis, diabetes, other medical conditions, communicable diseases, food & meal programs, heat events and emergency management planning
- ERASE strategy: Expect Respect & a Safe Education
 - online safety, mental health and wellbeing, bullying, racism, school safety, sexual orientation and gender identity, substance use, Compassionate Systems Leadership, and gender-based violence

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Today's Focus Area: Responding to Staff Incidents

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Responding to an Incident

- Incident occurs
- Principal ensures employee safety & immediate supports
- Staff fill out an Employee Incident Investigation Report and/or Reportable Behaviour Form
- Human Resources Incident Response Team goes to the school to provide support to staff and investigate significant incidents
- If incident involves student(s), Student Support & Wellness staff are involved to help the school team write an Employee Safety Plan (ESP)
 - To ensure responsive and preventative practices are in place to reduce (ideally prevent) the likelihood of reoccurrence
- Other plans involving the student(s) may also need adjustments (behaviour plan, workflows, etc.)
- HR Staff follows up afterwards with employees to offer Telus Health Support and WorkSafe support, and to see if they need any additional assistance

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The Employee Safety Plan

- A safety plan is for the employee and is different than a student behaviour support plan
- The priority is to keep staff safe while maintaining a positive focus on the student
- The plan is part of a process:
 - to respond consistently to incidents in a fair and reasoned manner, using interventions that repair harm, strengthen relationships and restore a sense of belonging
 - uses behavioural principles to identify the environment and triggers for behaviours
 - identifies the stages of escalation and plans appropriate responses with the goal of preventing or reducing

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The Employee Safety Plan: When to Write One

- When there is reasonable cause to believe a student may injure a school district employee
- An incident has occurred that required physical intervention as a last resort to prevent harm to self or others (i.e.: running into traffic) or injured a staff member
- The Reportable Behaviour Form indicates a risk of injury to a staff member
- The frequency and/or intensity of the student's challenging behaviour extends beyond an established baseline
- If a staff member requests one

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The Employee Safety Plan in Action

- Trained staff, *that are removed from the immediate situation*, guide the process (NVCI trainers – Inclusion Helping Teacher and District Principal of Inclusion)
- Principal's role:
 - Engage in the planning process
 - Inform all staff about when an ESP is needed
 - Ensure staff working directly with the student have an opportunity to read the plan before resuming duties with the student
 - Keep ESPs accessible in the office for all staff who work directly with the student
 - Ensure a signed copy of the ESP is uploaded into the student file and shared with the District Principal of Inclusion

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The Employee Safety Plan in Action

- District and School leadership:
 - NVCI-trained district staff:
 - Guide the creation of the ESP
 - Provide Nonviolent Crisis Intervention training to all CEAs, all LRTs, all PVPs, and to any other staff who need it on a cyclical basis (multiple opportunities per year)
 - Site-based refreshers also available by request
 - Principal and District Team ensure that, in any situation of violence toward staff members, appropriate supports and follow-up is provided

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Reportable Behavior

- When no injury exists and imminent safety is addressed, the staff member completes the **“Reportable Behaviour Form”**.
- The principal or designate must initiate an investigation immediately following a report of violence directed toward a staff member or district employee. **When an injury is not present**, the principal completes side two of the Reportable Behaviour Form with the employee. Then the principal completes the Workplace Risk Assessment and Recommendations – also on side two of the Reportable Behaviour Form.
- During the investigative process it may be appropriate to send home or suspend the student in question for behaviours that are concerning and/or violent.
 - Note: On a case-by-case basis, it may be necessary to restrict the student from returning to school until a Safety Plan is developed or amended. Please consult with the District Principal of Inclusive Education.

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Reportable Behavior

- Depending on the Workplace Risk Assessment and Recommendations (side two), the completed **Reportable Behaviour Form** might be forwarded to the Inclusive Education Administrative Assistant for processing as per instructions. If so,
 - The District Principal of Inclusive Education will be in direct contact with the principal of the school regarding the report.
 - The District Principal of Inclusive Education will review all *Reportable Behaviour Form* reports, the student's file, consult with school-based staff as needed and provide recommendations.
 - The District Principal of Inclusive Education will review the *Reportable Behaviour Summary* with the Director of Instruction for Inclusive Education.
 - The District Principal of Inclusive Education will send a copy of the completed *Reportable Behaviour Summary* to the HR Safety & Wellness Coordinator and the school principal.
 - The Inclusive Education Administrative Assistant will upload the Reportable Behaviour Summary report to the student's e-file.

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Reportable Behavior

- The school principal will confirm whether a Safety Plan is already in place.
- Based on the results of the investigation and, if required, the principal or designate will call a meeting to design a Safety Plan, as an action to control risk.

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Questions



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