



## **AP 1 – 27 Life Threatening Health Condition Response Plan**

<b>Related Policies:</b>	<b>Initial Approval:</b>
<b>Related Procedures:</b>	<b>Last Amended:</b>
<b>Exhibits:</b>	<b>Last Reviewed: 2019 November 25</b>

### **PURPOSE**

The procedure ensures the safety of students with life threatening health conditions.

### **SCOPE**

This procedure applies to all staff.

### **DEFINITIONS**

Life threatening health condition – a life threatening medical issue, includes, but is not limited to, allergic reactions, diabetic monitoring, asthma attacks, epileptic seizures, anaphylactic shock, and GI feeding tubes.

### **PROCEDURES**

1. Upon becoming aware that a student has a life threatening health condition, the principal develops a response plan and communication plan as quickly as possible.
2. As a first step in the development of the response plan and communication plan, the principal informs the Safety Manager of the situation and the intention to develop the plans.
3. The Safety Manager provides the principal with guidance and support as required, including providing the principal with current resources and templates for medical diagnosis, response plans and communication plans.
4. In developing the response plan, the principal requires the student's parent or guardian to provide a current medical diagnosis that indicates:
  - 4.1 The environmental conditions and circumstances under which the student's life may become endangered
  - 4.2 The nature of the student's reaction (how quick, how severe)
  - 4.3 The doctor's recommended response once a reaction is triggered.
5. The principal shall develop an appropriate response plan based on the diagnoses of the doctor, recommendations from nurse specialists and specialized medical practitioners, and input from parents. When developing the plan, the principal shall consider:
  - 5.1 How the student's environment might be adapted to reduce the risk of triggering the health condition. This may require adapting the student's environment and limiting where the student goes.
  - 5.2 Who is best to respond on any given day and where key supplies are stored should a reaction be triggered.
  - 5.3 The age, maturity and training of the student in being able to monitor their own condition and advocate for themselves.
  - 5.4 The proximity to and availability of professional health services.
  - 5.5 Training of staff who may be supervising or responding when a reaction is triggered. When deciding who should be trained, the principal shall take into account all parts of the student's day including:
    - 5.5.1 The travel time between home and school, including busing

- 5.5.2 Regular class time and time in other classes
- 5.5.3 Recess and break times
- 5.5.4 Time spent with substitute teachers and playground supervisors
- 5.5.5 Extracurricular and off campus activities.

6. Once the response plan is developed, the principal develops a communication plan. In developing the communication plan the principal gives due consideration to:

- 6.1. How to clearly convey the response plan to staff (including but not limited to teachers, administrative assistants, educational assistants, family wellness workers, custodians, and bus drivers) and parents
- 6.2. How temporary and new staff members will be informed of the response plan
- 6.3. How stakeholders will be reminded of the response plan on a continuing basis
- 6.4. How the updates to the response plan will be communicated
- 6.5. How communication to stakeholders will be documented
- 6.6. How the effectiveness of the communication plan will be assessed.

## **REFERENCE AND LINKS**

### **HISTORY**

- Reviewed: 2012 Sept 27
- Reviewed: 2017 Oct 04
- Reviewed: 2018 July 03
- Reviewed: 2019 Nov 25