



Staff members and volunteers of the Edmonton Catholic Separate School District No. 7 shall report suspected cases of children in need of intervention services to the proper authorities.

Background:

Any person who has reasonable and probable grounds to believe a child is in need of intervention services is legally required to report the matter to a Child and Family Services Authority office. The *Child, Youth and Family Enhancement Act* R.S.A. 2000, c. C-12 (hereinafter the “*Enhancement Act*”). The duty to report applies notwithstanding that the information upon which the belief is founded may be confidential and the disclosure of that information could otherwise be legally prohibited. The *Enhancement Act* prescribes penalties for those who fail to report such situations, and provides protection from legal action against a person making a report unless the reporting “is done maliciously or without reasonable and probable grounds for the belief.”

All District school staff including teachers, teacher assistants, administrators, school custodians, support staff, social workers, school counselors, consultants and volunteers (hereinafter any “Person”) shall be familiar with and guided by this Administrative Policy and Administrative Regulation.

The school principal shall conduct an annual review of this Policy and Administrative Regulation with staff/volunteers so that they are knowledgeable about the Policy and Administrative Regulation procedures as well as the importance of confidentiality in matters relating to reporting children in need of intervention services.

The obligation to report is not discharged until the Person, who has reasonable and probable grounds to believe a child is in need of intervention services, has reported directly to a caseworker. A Person does not need specific permission from a supervisor and/or administrator before making a report. However, it is the intent of this policy that an internal discussion occur prior to the actual reporting by a Person to a caseworker. As a result, prior to taking any reporting steps, a Person who suspects a child is in need of intervention services, must discuss the matter with the school principal of the school where the child attends. Ultimately, however, the final decision to report lies with the Person who believes a child is in need of intervention services pursuant to the *Enhancement Act*.

Definitions:

The *Child, Youth and Family Enhancement Act*, R.S.A. 2000, c. C-12 section 1 (2) states:

... a **child is in need of intervention services** if there are reasonable and probable grounds to believe that the survival, security or development of the child is endangered because of any of the following:

- a) the child has been abandoned or lost;
- b) the guardian of the child is dead and the child has no other guardian;
- c) the child is neglected by the guardian;
- d) the child has been or there is substantial risk that the child will be physically injured or sexually abused by the guardian of the child;
- e) the guardian of the child is unable or unwilling to protect the child from physical injury or sexual abuse;
- f) the child has been emotionally injured by the guardian of the child;
- g) the guardian of the child is unable or unwilling to protect the child from emotional injury;

Reporting Children in Need Of Intervention Services



EDMONTON CATHOLIC SCHOOLS

Administrative Policy 121

- h) the guardian of the child has subjected the child to or is unable or unwilling to protect the child from cruel and unusual treatment or punishment;

Sections 1(2.1) and 1(3) further state:

... a child is **neglected** if the guardian:

- a) is unable or unwilling to provide the child with the necessities of life,
- b) is unable or unwilling to obtain for the child, or to permit the child to receive, essential medical, surgical or other remedial treatment that is necessary for the health or well-being of the child, or
- c) is unable or unwilling to provide the child with adequate care or supervision.

... a child is **emotionally injured** if there is:

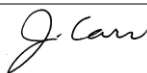
- a) impairment of the child's mental or emotional functioning or development, and
- b) reasonable and probable grounds to believe that the emotional injury is the result of:
 - i. rejection,
 - ii. emotional, social, cognitive or physiological neglect,
 - iii. deprivation of affection or cognitive stimulation,
 - iv. exposure to domestic violence or severe domestic disharmony,
 - v. inappropriate criticism, threats, humiliation, accusations or expectations of or toward the child,
 - vi. the mental or emotional condition of the guardian of the child or of anyone living in the same residence as the child;
 - vii. chronic alcohol or drug abuse by the guardian or by anyone living in the same residence as the child;

... a child is **physically injured** if there is:

substantial and observable injury to any part of the child's body as a result of non-accidental application of force or an agent to the child's body that is evidenced by a laceration, a contusion, an abrasion, a scar, a fracture or other body injury, a dislocation, a sprain, hemorrhaging, the rupture of viscous, a burn, a scald, frostbite, the loss or alteration of consciousness or physiological functioning or the loss of hair or teeth.

... a child is **sexually abused** if:

the child is inappropriately exposed or subjected to sexual contact, activity or behaviour including prostitution related activities.

Reference: Child, Youth and Family Enhancement Act School Act Section	Approved: 
	Date Approved: April 3, 2000
Cross-reference: AP 124	Date(s) Revised: June 12, 2002, June 22, 2004, June 3, 2005