



Niagara Catholic District School Board

SCHEDULED PREVENTION, CONTROL AND INTERVENTION OF STUDENT BEHAVIOUR

ADMINISTRATIVE OPERATIONAL PROCEDURES

300 – School/Students

No 303.5

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In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the following are the Administrative Operational Procedures for prevention, control and intervention of student behaviour.

The Niagara Catholic District School Board prioritizes the safety and well-being of all staff and students. Occasionally, students may pose a genuine risk of harm to themselves, other students and staff. Implementing well-thought-out prevention and safety intervention strategies, coupled with continuous program reviews, can significantly diminish, or eliminate the risk of injury.

Addressing safety and behavioural concerns necessitates awareness, collaboration, and planning involving the student, parents/guardians/caregivers, school and Board staff and where applicable community agencies. These administrative operational procedures offer guidance to assist principals and school staff in addressing the safety and behavioural concerns of students.

DEFINITIONS

Behaviour: Behaviour is defined as a way in which an individual acts or conducts oneself, especially towards others.

BMS Theory Training: This training emphasizes prevention and non-physical interventions, knowing the child, acting on “early warning signs” or indicators, and the effective use of calming and de-escalation techniques are some key strategies used in the BMS Theory Training, in addition to personal safety techniques (avoidance, releases, blocks).

BMS Physical Training: This training emphasizes student containment methods (an absolute last resort) and self-protective skills coupled with calming and de-escalation techniques. Maintaining mutual safety for all stakeholders.

Behaviour Support Plan: A comprehensive plan to support a positive change in behaviour in a student. The plan describes specific behaviours of a student, identifies a student’s triggers, contributing factors, perceived function of the behaviour, hypothesized lagging skills and the appropriate strategies and interventions used by staff working with the student.

Containment: When imminent risk is present, staff trained in both BMS Theory and Physical may need to limit a student’s mobility until imminent risk is reduced and/or removed.

Escort: To accompany the student from one location to another without force or restricting the student’s movements. This may be as simple as walking beside the student or perhaps holding the student’s hand or with a hand on the student’s arm or shoulder. Escorting provides gentle guidance and/or support for a student without force. Therefore, escorting is not considered a form of physical containment. Note:

Escorting vs. Transporting (This information is taken from BMS Position Paper: Transporting vs. Escorting)

Student Safety Plan: A planned response to escalating behaviour that emphasizes prevention, de-escalation, and the use of non-verbal and verbal responses. A Student Safety Plan is not intended to remediate behaviour and, therefore, works in conjunction with a Behaviour Support Plan.

Transport: To move a student from one location to another by means of physical force where the student is actively resisting being moved. Staff use their hands/arms to control and restrict the student's freedom of movement. Physically moving a student against their will increases safety risks for both the student and the staff, especially when the student is highly agitated and physically out of control. Transporting students is not supported or trained as part of physical intervention.

POSITIVE AND PROACTIVE BEHAVIOUR SUPPORTS

Positive and proactive behaviour supports shall be used as an approach to working with all students, including those exhibiting challenging behaviours.

Positive behaviour supports require that staff:

- Adopt a Whole Person Approach and understand the learner profile (e.g., identity, exceptionality, diagnosis, developmental and medical considerations) and the impact these have on a student's behaviour or stress response;
- Consider the interconnection of appropriate and achievable goals, programming and student behaviour;
- Adopt a posture of practice with a commitment to eliminating implicit bias of our assessment and expectation of student behaviour;
- Understand the intersectionality of identities and how this influences staff assessment of behaviour and student's behaviour;
- Co-regulate with students and strive to be emotionally well-regulated;
- Use trauma-informed strategies;
- Understand the student's mental health and well-being, and how this may be expressed behaviourally;
- Understand and support individuals in their behaviour change process, without controlling or coercing them;
- Apply an evidence-based approach of observation and data collection (e.g., Functional Behavioural Assessment, Behaviour Management Systems);
- Recognize and value positive parent/guardian engagement and partnership as an essential condition to supporting students exhibiting challenging behaviours;
- Analyze the environment/context in which the behaviour occurs, reduce environmental triggers and/or risks;
- Identify a relationship between the behaviour and the context to determine the function behind the behaviour and/or lagging skills;
- Reduce potential triggers or contributing factors for the individual in the environment and teach new skills;
- Provide and teach the individual in the use of alternative behaviours;
- Create a safe and supportive class environment that is identity affirming, and provides culturally relevant and responsive classroom instruction and materials;
- Create a Circle of Support with the student at the center, inclusive of culturally relevant and responsive board and community resources and supports as needed.
- Proactive Planning for School Entry or New and Developing Behaviours

PROCEDURE

Where a student is entering a school (i.e., from another school / program or beginning school for the first time) and the school staff is made aware that the student has behaviours that pose a significant safety concern and/or risk of injury, or where new and developing behaviours have been identified.

The principal/designated staff shall:

- a) Through signed consents, collect and review all relevant documentation from the parent/guardian, previous school / program, daycare, community agencies and other relevant partners;
- b) Host a student entry case conference to gather and share information:
 - School history
 - Family information
 - Identity considerations
 - Student's successes and areas of strength and need
 - Relevant health and physical information, diagnosis and medication
 - Identification of risk and protective factors
 - Current and previous supports and/or interventions (including medical, social-emotional)
 - Current or past agency involvement
 - Academic background
 - Recent history of violent or aggressive events
 - Known or possible contributing factors and triggers to aggressive or unsafe student behaviour
 - Effective and ineffective strategies that have been used to support the student's needs
- c) Include the Student Support Coordinator and the relevant personnel from Student Support Services to a school entry case conference for a student with a history of aggressive or unsafe behaviour. Student Services may identify additional staff to attend (e.g., Program/ Coordinator of Health and Safety). The case conference, in addition to parent/guardian, may include key agency and support personnel, where appropriate and consent from the parent/guardian has been provided;
- d) Develop an appropriate transition plan for the student, including dates for school and/or classroom visits;
- e) Consult with Family of Schools Superintendent should delay entry be required, length of day modified, or, in consultation with the Superintendent(s) of Student Support Services/Safe Schools, exclusion considered;
- f) Identify any staff training requirements and develop a plan to provide for training;
- g) If applicable, create a draft Individual Education Plan; and Determine the need for Personal Protective Equipment (PPE) and arrange for such provisions.

Behaviour Support Plan

A Behaviour Support Plan is a comprehensive plan to support a positive change in behaviours for a student. The purpose of this document is to be proactive in addressing student needs, to deescalate behaviours before and or/during an episode, and/or to reduce the frequency and intensity of episodes.

The principal/designated staff shall:

- a) Use the Behaviour Support Plan form which includes:
 - Description of specific behaviours of a student;
 - Identified student's triggers;

- Identified contributing factors;
 - Considers perceived function of the behaviour;
 - Hypothesized lagging skills; and
 - Description of appropriate strategies and interventions to be used by staff working with the student.
 - Input from the Student Support Services Team members, but may also include staff such as Child and Youth Workers or Social Workers.
- b) Develop the Behaviour Support Plan in collaboration and consultation with school-based staff, the parent/guardian and with the support of board resource staff, if necessary. Student voice should be considered.
 - c) Review the Behaviour Support Plan with the Student Support Services Team and revise at least once per term/semester, more often if necessary, and share with all staff working with the student;
 - d) Review the Behaviour Support Plan as part of debriefing an incident;
 - e) Ensure all staff, including regular and occasional staff, working with a student are familiar with the Behaviour Support Plan and its contents prior to working with the student;
 - f) Maintain a signed record of permanent and occasional staff acknowledging their review of the Behaviour Support Plan; and
 - g) Develop plans that are inclusive of the travel environment, and articulate planned supports and responses while in transit, if a student requires the support of a Travel Assistant.

Behaviour Log

A behaviour log is used to collect individual student data to understand the context of the behaviours, to make improvements to support student's learning and reduce risk of staff or student injury.

The principal/designated staff shall:

- a) Use a behaviour log to record the events that occur before and after the student's aggressive or unsafe behaviour to develop an understanding of the student's needs;
- b) Provide a secure location at the student's school to keep the behaviour Log, ensuring it remains at school, and the staff attending should complete the entry; and
- c) Review behaviour Logs, minimally, at least once per term or as part of a Behaviour Support Plan review. Regular review of a behaviour Log by the classroom educators*, and other staff as appropriate, is required to:
 - Identify factors that trigger, sustain or reduce the behaviour
 - Reveal patterns of behaviour
 - Determine if the behaviour is escalating or improving
 - Prioritize target behaviour(s)
 - Identify effective strategies to reduce aggressive behaviours
 - Provide a basis for further investigation of lagging skills and Functional Behavioural Analysis
 - Inform ongoing revisions to the Behaviour Support Plan and the Safety Plan

*Classroom Educators are defined as classroom or teacher, early childhood educator and/or educational assistant.

Student Safety Plan

A Student Safety Plan is a planned response to escalating behaviour and is not intended to remediate behaviour. It emphasizes prevention, de-escalation, and the use of non-verbal and verbal responses.

The principal/designated staff shall:

- a) Develop a Safety Plan as soon as there is evidence that the student's current behaviours pose a risk of injury to the student and/or others when the student is at school;
- b) Ensure a student with a Safety Plan also has a Behaviour Support Plan.
- c) Ensure the Safety Plan is inclusive of the travel environment, and articulate planned supports and responses while in transit, including emergency communication, if a student requires the support of a Travel Assistant, Staff must receive training specific to the Safety Plan in this new environment and sign-off when training has occurred;
- d) Share the Safety Plan with staff members who have direct contact/support for the student (e.g., teachers, early childhood educator, educational assistant, board staff supporting the student), including regular and supply staff, prior to the student's school entry;
- e) Share an abridged version of the Safety Plan with other staff with indirect contact with the student (e.g., office staff, support staff, custodian) for awareness of risk;
- f) Share with the parent/guardian. Although parent/guardian agreement with the plan is preferable, agreement and parent signature are not required.
- g) Identify the Core Team responsible for implementing and reviewing the Safety Plan, which include school-based staff (e.g., Principal, Vice-Principal, Education Resource Teacher, Classroom Teacher, Educational Assistants, Specialized Behaviour Support Worker);
- h) Ensure the Safety Plan has the signature of each Core Team member;
- i) Ensure Core Team members have current BMS training before working within the Safety Plan: i. BMS Theory for a supporting role; ii. BMS Physical for use of physical containments and sign-off when training has occurred;
- j) Consult with Student Support Services Team, if needed, in the development of the Safety Plan;
- k) Consider seeking input from the relevant Student Support Services personnel in determining the actions recorded in the response to escalating behaviours of the Safety Plan;
- l) Ensure only staff who have been trained/have practiced physical containments in the Safety Plan are assigned to that role in the plan;
- m) Hold a meeting of the Core Team on the plan's designated review date, at least once per term/semester, maintain minutes of the meeting and a signed record of participating staff;
- n) Review and revise the Safety Plan as necessary, and as part of an effective Transition Plan when moving:
 - from elementary to secondary
 - to a new school/placement/program
 - to a new grade/division
- o) Host Debrief Meeting after every incident causing injury, or threat of injury, to review the Behaviour Support Plan, Behaviour Log, and the Safety Plan;
- p) Maintain a record of Core Team meetings and signatures of participating staff; and
- q) Ensure a Physical Containment Form is completed by the staff member using physical containment.

Continuum of Physical Interventions

Planned physical interventions, such as blocks, releases and containment strategies may be required in the student's Safety Plan where there is evidence that preventive and non-physical intervention strategies are not sufficient to ensure safety and prevent injury.

The principal/designated staff shall:

- a) Consider situations warranting planned physical containment, including:
 - Assault of another person who cannot leave the area
 - Serious self-injurious behaviour

- Attempts to leave a supervised area such that the student's personal safety is at imminent risk
- b) Prior to employing physical containment as a planned response to behaviour, consider the following:
- imminent risk (all three must be present):
 - injury of self or others
 - all other strategies have been exhausted
 - the physical intervention will be less of a risk than the behaviour
 - student history
 - staff relationship to the student
 - staff training
 - physical environment
 - use of Non-verbal and Verbal Strategies
 - redirection
 - determining what is motivating the behaviour
 - remaining calm
 - answering questions
 - offer alternatives
 - allow for venting
 - give time and space
- c) Reinforce and uphold that a physical containment may never be used to manage defiant behaviour that does not meet the above criteria, nor used to punish or discipline a student;
- d) Ensure staff employing such a technique receive BMS Physical training and always follow approved procedures;
- e) Ensure an incident that includes the use of planned physical containment is reported by the staff member(s) to their assigned Board Certified Behavior Analyst (BCBA) using the Physical Containment Form within 24 hours of the incident.
- f) Consider emergency containment only when in a crisis in which a student poses an immediate and serious risk to self or others. Staff may move the student out of danger or contain the student to prevent imminent injury. Use of an emergency containment requires a principal to consider a need for a Safety Plan;
- g) Inform immediately the parent/guardian if a physical containment has been used;
- h) Consider calling 911 for Emergency Services when student and staff safety cannot be ensured, or as part of the Safety Plan response.
- i) Request a BMS Student Consultation, if needed, to problem-solve and refresh strategies by contacting Student Services. This consultation must occur in consideration of planned physical containments;
- j) Ensure staff regularly review and practice all components of their BMS Training. The actions recorded in the response to escalating behaviours of the Safety Plan shall be practiced at least once a year. It shall be practiced as part of the Safety Plan development, prior to the student being readmitted after a violent incident, and when the membership of the Core Team is changed.

Employee Incident/Accident Investigation Process

A student may exhibit regular injurious, aggressive and/or unsafe behaviour that has been accounted for and planned for in the student's Safety Plan. These occurrences, if handled correctly and appropriately and when the employee feels that no changes to a Safety Plan is warranted, can be recorded on a student's Behaviour Log only.

The following should be addressed with the principal:

- If an employee feels the behaviour the student is exhibiting would require additional or alternative procedures, training, resources or support to manage the behaviour

- A student is exhibiting a new and unplanned behaviour not already identified in the student's Safety Plan
- The student is exhibiting behaviours that have increased in frequency or severity

If the incident of aggressive or unsafe behaviour results in an injury, both the Safe Schools Reporting Form and the Employee Incident/Accident Investigation Form are required to be completed for documentation.

When an incident occurs that is reported on the Safe Schools Reporting Form, the School Principal will review the circumstances that led to the incident with the employee and determine if modification(s) to the student's IEP and/or Safety Plan is required.

If required, the School Principal will contact a Student Support Services Coordinator or other board resources for assistance for corrective/preventative action(s).

For severe violent incidents, Safe Schools Incident Reporting is required as well as the Employee Accident/Incident Report completed for Occupational Health and Safety. Once the forms have been received by the Health and Safety Team, the incident will be reviewed, and it will be determined if further corrective/preventative action or involvement is required. If the incident is of an unsafe nature, is an emergency, severe injury (or what could have been deemed a severe injury) or if deemed necessary (i.e. after repeated occurrence of incidents) the stakeholders associated with Health and Safety will forward copies of the completed Employee Incident/Accident Investigation Form(s) to the Superintendent of Student Services and Safe Schools for the purpose of developing/editing a student's Safety Plan and ensuring that appropriate action has been taken.

Reporting Employee Incidents:

Employee must submit incident/accident report and notify their supervisor as soon as possible if first aid or transportation of medical care is required, or if there is an on-going health and safety hazard to staff and students. Employee receives first aid treatment and transportation to medical care if required. Supervisor must complete an investigation and put in place immediate corrective actions based on risk. If the incident is deemed high-risk, long-term corrective actions must be put in place to address root cause. If injury meets critical injury definition, Supervisor must inform the Safety and Prevention Supervisor immediately to notify the Ministry of Labour. All evidence must be preserved and the scene must remain secured.

DEBRIEF OF INJURY OR ASSAULT OF A STAFF MEMBER

Upon injury or assault, the employee or co-worker shall notify the Principal, Vice Principal or designated teacher-in-charge immediately. The School Administration shall conduct, within 24 hours, a debriefing, keeping a Principal's record where there is evidence of escalating behaviour, health care or lost time accidents and/or the receipt of a Safe Schools Report. Strategies to reduce the risk to staff and students shall be identified. The debriefing should include all members of the Core Team.

Immediate Actions

The principal/designated staff shall:

- Ensure all persons are safely and securely situated and assess for injuries
- Reassure and follow-up with support for student and staff
- Ensure provision of emergency First Aid, if required or requested
- Contact FOS Superintendent
- Inform Health and Safety Department immediately and, for a critical injury, secure site for investigation
- Notify emergency contact/family member of employee, as appropriate

- Contact parent/guardian of student
- Report all incidents using the Safe Schools Incident Reporting Form and Employee Incident and Accident form to the Health and Safety Department within 48 hours
- Complete and submit the Physical Containment Form within 24 hours, as appropriate

A. Student Debrief

The principal/designated staff shall:

- Investigate of the incident and follow appropriate disciplinary or non-disciplinary and re-entry procedures
- Complete Physical Containment Form within 24 of incident, as appropriate
- consult with the FOS Superintendent to determine the timelines for re-entry
- consult with the FOS Superintendent to determine potential for formal discipline or exclusion
- The principal will ensure that the following actions, as appropriate, have been considered:
 - Environmental modifications
 - Modification of program for student (IEP, Behaviour Support Plan)
 - Counselling or other appropriate therapeutic intervention
 - Modified school day for student, in consultation with FOS Superintendent
 - Alternate setting
 - Temporary exclusion, suspension, or expulsion, in consultation with the Family of Schools Superintendent.
- Consult with the Family of Schools Superintendent to assess police and/or CAS involvement
- Review of the IEP
- Other interventions which the Principal may deem appropriate

B. Employee Debrief

The principal shall:

- Conduct a debriefing of the incident within 24 hours with the staff directly impacted and any other pertinent employees, including the Core Team. The principal shall keep a record of the debrief and participating staff sign-off upon completion;
- Ensure all incidents are reported using the Safe Schools Incident Reporting Form and Employee Incident and Accident form to the Health and Safety Department within 48 hours
- Use the Debrief of a Safe School Incident Reporting Form to guide and document the debrief;
- Ensure that the Behaviour Support Plan and Student Safety Plan were followed, and are updated in response to an incident. Conversation at this level would:
 - Attend to the ongoing physical and emotional needs of those involved
 - Review the adult response to the incident and the adult understanding of the plan which may require Behaviour Support Plan and/or Student Safety Plan and/or revisions, or staff training
- Communication Protocol
- Consider student's re-entry plan, in consultation with the FOS Superintendent
- The principal will also ensure the following actions, as appropriate, have been considered:
 - Consult with the FOS Superintendent and Human Resources Services to determine the timelines for return to work
 - Staff training (including revisions to Behaviour Support Plans, Safety Plans, etc.)
 - Provision of Personal Protective Equipment

- Share information with the employee regarding the Employee and Family Assistance Program
- Consideration of re-scheduling assignments
- Other interventions or supports which the Principal may deem appropriate (consultation with FOS Superintendent is recommended)

DATA COLLECTION, RECORD KEEPING AND REPORTING FORMS

Gathering statistical information regarding students with special education needs, violent incidents and related injuries helps a school system assess their practice. The NCDSB collects and uses data to make improvements to support student learning and reduce the risk of staff or student injury.

- The following reporting and record-keeping forms related to student behaviour currently exist:
 - Behaviour Support Plan
 - Behaviour Log
 - Student Safety Plan
 - Debrief Template - Planned Student Behaviour Prevention, Management and Intervention Physical Containment Form
 - Travel Assistant
 - Employee Incident Report
 - Safe Schools Incident Report Form
- These are the only forms that are to be used by NCDSB employees for tracking, planning and reporting purposes;
- The principal shall keep records of communication, meeting minutes, if applicable, and a signed record of staff participation in:
- BMS Student Specific Training
 - Staff training on Behaviour Support and Student Safety Plans
 - Core Team Debrief
 - Communication of Risk of Injury
 - Review of Behaviour Support and Student Safety Plans
- Original copies of signed documents (Behaviour Support and Safety Plans, training and shared communication) must be stored in one binder in a secure, accessible area in the school office. Copies of Behaviour and Safety Plans may be kept in additional offices and educator supply files, with consideration for security of information;
- The Behaviour Support and Student Safety Plans must be filed in the student's OSR. Upon discontinuation of the plans, they may be removed at the Principal's discretion; and
- Retirement of either a Behaviour Support or Student Safety Plan should be done through the School Resource Team, and the final Plan should be noted as retired in the OSR. All previous plans can be removed.

RISK OF INQUIRY

The principal/designated staff shall:

- Ensure that employees (permanent and occasional) who have direct or indirect contact/support for students who have the potential for aggressive behaviour are informed of the risk of injury when interacting with these students;

- Ensure that staff members who have direct contact/support for the student with a Safety Plan (e.g., teachers, early childhood educator, educational assistant, board staff supporting the student), including regular and supply staff, have access to the plan prior to the student's school entry.
- Ensure that an abridged version of the Safety Plan must be available to other staff with indirect contact with the student (e.g., office staff, support staff, custodian) for awareness of risk. This information should be reviewed regularly, at least once per term/semester, or as plans are revised.
- Maintain a signed record that staff have read these plans and training records where applicable;
- Identify, where applicable, safety and/or Personal Protective Equipment (PPE) that employees will wear in the Safety Plan. Information on PPE is available through Special Education Services and the Health and Safety Department;
- Review health and safety concerns by staff as per the Occupational Health and Safety Administrative Procedure and, where the employee does not believe that the concern is resolved.
- Convene a meeting to review the Behaviour Support Plan Log and revise the Behaviour Support Plan and Safety Plan, as appropriate, in response to escalating violent aggressive Behaviour and/or employee concern of risk of injury; and
- If an employee indicates that they refuse to work with a student(s), they must immediately notify their supervisor and in the presence of a Worker Rep from the Joint Health and Safety Committee as required by the Occupational Health and Safety Act. In addition, the principal will inform their FOS Superintendent and Coordinator of Health and Safety. A teacher may not refuse work where the circumstances are such that the life, health or safety of a student is in imminent jeopardy. While a work refusal investigation is initially under way, the Principal shall not assign another employee (from any employee group) to supervise the student unless the employee is fully informed of the prior work refusal and agrees to perform the work. This can only be a teacher or ECE member of the Core Team.

TRAINING AND ADDITIONAL INFORMATION

The principal/designated staff shall:

- Ensure that Core Team members have BMS training before working within the Safety Plan:
 - BMS Theory (online) for a supporting role
 - BMS Physical (in-person) for use of a physical containment
- Ensure that BMS training occurs prior to the staff member working with a student who has a Student Safety Plan. Training will typically be completed during the employee's regular day. In some instances, additional training opportunities may be available to employees outside of work hours;
- Ensure that an occasional/casual/temporary employee has the BMS training and/or experience to meet the physical requirements of the assignment, or the remaining staff members in the classroom can safely supervise the student who presents a "risk-of-injury";
- Ensure that only BMS Physical trained staff members use a containment with a student who has a Student Safety Plan;
- Ensure that Core Team members receive instruction and appropriate training to implement the Student Safety Plan. A record of any training undertaken to support the student should also be signed and retained by the principal;
- Develop contingency plans with staff and parents/guardians/caregivers for those situations in which occasional/casual/temporary employees are not available, or the occasional/casual/temporary employee does not have the training and/or experience to meet

the physical requirement of the assignment. This planning should be done before the student begins a program and will include alternative safety measures to be implemented in case of staff absence. Alternatives could include temporary reassignment of existing site staff, or temporarily placing the student in another classroom or location in the school. Alternative plans developed with the parents/guardians/caregivers are part of the ongoing management process for risk of injury.

SCHOOL AND CLASSROOM SAFETY AUDIT

As part of the ongoing Management of Risk-of-injury Process, the School Principal should conduct a Classroom and School Safety Audit specific to the student's needs. Potential threats to the student's own safety or to others in the general school environment and playground need to be identified and precautionary procedures established.

An initial safety checklist specific for students with high behaviour needs should be used to ensure that:

- IEP (Safety Plan) emergency procedures have been established
- Access to the school emergency communication system is available
- A two-way communication system (for staff in direct contact with the student, as determined in the Risk

Review process is in place

- Emergency procedures for moving the class away from student/situation of risk (or removal of the student from class, when possible) have been established
- Transitions to and from the classroom have been established and practiced
- In-class movement procedures have been established
- Movement between staff and student (furniture placement) has been established
- A quiet area has been established
- Clear routines for material/equipment use have been established
- Equipment has been secured (i.e., computer hardware)
- Alternative learning materials (i.e., safety compass, safety scissors) are being used
- Washroom access and supervision has been established
- A safety audit of the classroom and other rooms frequented by the student and the playground have been conducted and supervision has been arranged for all activities and transition times
- School arrival and departure procedures (i.e., busing) have been established

If the School Principal requires assistance with the safety audit they should contact Student Support Services.

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