



AGENDA

Wednesday, January 15, 2025. 9:30 AM – 11:00 AM.

Policy Committee – SD 64 (Gulf Islands)

Called to order:

1. Adoption of Agenda

2. Approval of November 27, 2024 Summary (*attachment*)

3. Policy Section

- a. Policy Renovation Project Overview, Section 4.0 (*attachment*)
- b. Section 4 Draft Renovated Policies
 - i. *4.10 Healthy and Safe Environments (to replace Policy 300 Health and Safety)* (*attachments*)
 - ii. *4.20 Student Physical Restraint and Seclusion in Emergency Circumstances (to replace policy and procedure 402)* (*attachments*)
- c. Emergency Response Plan (*attachment*)
Consider the repeal of the following policies and procedures once Emergency Response Plan Manual is ready for publication:
 - Procedure 3050 Emergency Management and Response
 - Form 3050-1 Student Release- Information Form
 - Form 3050-2 Student Release – Action Form
 - Procedure 3051 Fire Management and Response
 - Procedure 3052 Earthquake Management and Response
 - Policy and Procedure 3056 Unwelcome Visitors/Intruders
- d. Policies/Procedures to be Repealed in Favour of Administrative Practices
 - i. Procedures 3053 Critical Incident Management and Response
 - already AP S2 Critical Student Incidents
 - ii. Policy and Procedure 3054 Search and Seizure
 - to be replace by AP S8 Search and Seizure (*attachment*)
 - iii. Policy and Procedure 3055 Weapons and Dangerous Objects
 - Probable cause language moved to Search and Seizure. The rest covered in APS2 Critical Student Incidents
 - iv. Policy and Procedure 3060 Emergency School Closures
 - to be replace by AP F1 Unscheduled School Closures (*attachment*)



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- v. Policy and Procedure 3100 Intoxicating and Controlled Substances
 - to be replace by AP F2 Intoxicating and Controlled Substances ([attachment](#))
 - vi. Procedure 3150 Severe Allergies / Anaphylaxis (and form 3150-1)
 - to be replace by AP S7 Severe Allergic Reaction ([attachment](#))
 - vii. Procedure 3650 Monitoring for the Safety and Security of People and Property
 - to be replace by AP I12 Video Surveillance ([attachment](#))
 - viii. Policy and Procedure 4250 Student Medical Care Plan and Medication (and forms -1,-2,-3,-4)
 - to be replace by AP S6 Student Medical Care Plan and Medication ([attachment](#))
 - ix. Policy and Procedure 3550 First Aid and Accident Reports
 - to be replace by S10 First Aid Administration and Reporting (draft not yet ready)
 - x. Policy and Procedure 4260 Student Illness/Injury
 - to be replace by S9 Student Illness and Injury (draft not yet ready)
 - e. Policies/Procedures to be Repealed Outright
 - i. Policy 303 Accident Prevention and Safety Procedures
 - ii. Policy 3050 Emergency Management and Response
 - iii. Policy 3051 Fire Management and Response
 - iv. Policy 3052 Earthquake Management and Response
 - v. Policy 3053 Critical Incident Management and Response
 - vi. Policy and Procedure 3120 Communicable Diseases
 - vii. Policy and Procedure 3700 School Pest Management
 - viii. Policy 3850 Pediculosis (Head Lice)

4. Other Business / Business Arising

5. Next Meeting: February 26, 2025, Microsoft Teams

6. Adjournment



Summary
Policy Committee – SD 64 (Gulf Islands)
November 27, 2024 | 9:30 am

In attendance:

Committee: Deborah Luporini (committee chair), Tisha Boulter, Chaya Katrensky (chair, ex-officio)

Trustees: Jeannine Georgeson (trustee), Greg Lucas (trustee), Nancy Macdonald (trustee)

Staff: Jill Jensen (superintendent), Jesse Guy (secretary-treasurer), Boe Beardsmore (associate superintendent), Lori Deacon (director of corporate services), Anna Szul (executive assistant)

Guests: Candice Arthur (DPAC), Katherine Hazen (DPAC), Ian Mitchell (GITA), Angela Thomas (CUPE)

Regrets: Rob Pingle (committee member), Lyall Ruehlen (director of instruction), Adrian Pendergast (GIPVPA)

The meeting was called to order at 9:30 a.m. by Committee Chair Luporini. Chair Luporini acknowledged that this meeting is held on the traditional territories of the Coast Salish peoples. – huy tseep q'u.

1. Adoption of Agenda

Adoption of agenda as presented by consensus.

2. Approval of Summary

Summary for the October 30, 2024, Policy Committee Meeting adopted by consensus.

3. Policy Section

Jill Jensen provided an overview of the policy overhaul process, noting that the board engaged the expertise of Anne Cooper to support this initiative. To ensure policies remain relevant and effective, a comprehensive review is underway. Once completed, a regular review cycle will be established to maintain alignment with current needs and legislative requirements.

Policies remain in place when they provide consistent and effective governance, support decision-making, maintain standards, and align with strategic goals. Policies are updated in response to legislative changes, emergent issues, or when improved governance requires adjustment (e.g., roles of the Chair and Vice-Chair, board meeting procedures). Policies are repealed when they are outdated, redundant, misaligned with laws or goals, or offer no substantive guidance.

Operational matters are best addressed through Administrative Practices (APs). APs allow for greater flexibility and adaptability, enabling staff to manage procedures effectively. They provide clear and consistent guidance ensuring district-wide alignment while allowing adjustments as operational needs evolve.

(a) Policy Renovation Project Overview

Lori Deacon provided an overview of the timelines, noting that the majority of the work being undertaken with Anne Cooper is expected to be completed by the end of the school year.



Chaya Katrensky emphasized the value of including associated Administrative Procedures alongside policies under review when possible.

(b) Section 3 Update

i. Policy 400 Student Behaviour and Discipline / AP L4 Student Behaviour and Discipline

The AP incorporates most of the language found in the current policy, includes clear expectations of student behaviour, and outlines process for suspension from school and transportation services.

Parents who have questions regarding an administrative practice, should speak with their school principal.

Action: The Policy Committee recommends Policy 400 Student Behaviour and Discipline go to the January 15, 2025, Board Meeting for repeal.

(c) Policies and Procedures to be Repealed

i. 4.30 Severe Allergic Reaction (to replace Policy 3150 Severe Allergies/Anaphylaxis)

This policy is mandated through Ministerial Order and will have a supporting administrative practice.

Action: The Policy Committee recommends that Policy 4.30 Severe Allergic Reaction will be moved to the January 15, 2025, for approval.

ii. 4.40 Provision of Menstrual Products (to replace 4270 Provision of Menstrual Products to Students)

This policy is mandated by legislation, and an administrative practice will be published in advance of the January Board meeting.

Action: The Policy Committee recommends that 4.40 Provision of Menstrual Products will be moved to the January 15, 2025, for approval.

iii. 4.50 Video Surveillance (to replace Policy 3650 Monitoring for the Safety and Security of People and Property)

Staff have drafted a comprehensive Administrative Practice to accompany the policy. It is important to note that no video surveillance is in place on water taxis.

Action: Add Water taxi surveillance to the next FAF committee meeting agenda.

Action: The Policy Committee recommends that 4.50 Video Surveillance will be moved to the January 15, 2025, for approval.

4. Other Business / Business Arising



5. Next Meeting: January 29, 2025, Microsoft Teams

6. Adjournment: 10:32 a.m.

SD 64 (GULF ISLANDS) POLICY REVISION PROJECT



POLICY RENOVATION WORKING SESSION JANUARY 15, 2025

A. SECTION 3 POLICIES – UPDATE

An updated draft Policy 3.30 Fee Paying Students will be brought to the January Board meeting for consideration. Once Fee Paying Student policies are addressed, Section 3 Students, Instructions and School Operations of policy renovation will be concluded.

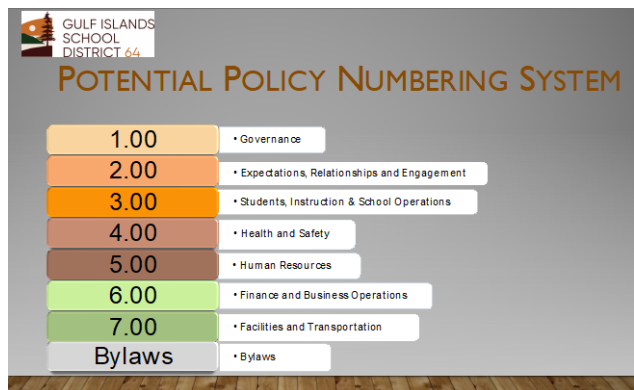
B. SECTION 4.00 HEALTH AND SAFETY – ANALYSIS AND INITIAL ORGANIZATION

The committee may recall our tentative organization for the overall policy manual, as summarized to the right. Section 4.00 content is to be considered at this meeting.

All current policies have been reviewed and those that would be suitable for Section 4.00 Health and Safety have been identified. Current documents exist in Sections 300, 3000 and 4000.

For this meeting, we also wish to have a robust discussion regarding the prevalence of documents within current policy and procedures that can be repealed or established as Administrative Practices. The suggested organization of policies to be retained within this section is outlined below.

Groupings have been made with the first decimal place flagging a key topic. Policies reviewed by the committee are highlighted in green. *Current procedures are noted in italics.* Policies for consideration at this meeting have blue highlighting with the corresponding current documents hyperlinked in the right column.



Suggested Policy Number and Name	Previous Policy or Procedure
4.10 Healthy and Safe Environments	300 Health and Safety
4.20 Student Physical Restraint and Seclusion in Emergency Circumstances	402 Student Restraint and Seclusion <i>Procedure 402 Student Restraint and Seclusion</i>
4.30 Severe Allergic Reaction	3150 Severe Allergies/Anaphylaxis
4.40 Provision of Menstrual Products	4270 Provision of Menstrual Products to Students
4.50 Video Surveillance	3650 Monitoring for the Safety and Security of People and Property

C. SECTION 4 POLICIES/PROCEDURES THAT ARE RECOMMENDED FOR REPEAL IN FAVOUR OF ESTABLISHING THE CONTENT AS AN ADMINISTRATIVE PRACTICE:

The current policies and *procedures* below are recommended to be repealed and the content moved to an Administrative Practice to provide the necessary guidance to the system. References to related 'written guidance' is provided in red italics, as a hyperlink, to assist with drafting of administrative practices.

- C.1. [3050 Emergency Management and Response](#)
- C.2. [3050-1 Student Release- Information Form](#)
- C.3. [3050-2 Student Release – Action Form](#)

- C.4. [3051 Fire Management and Response](#)

- C.5. [3052 Earthquake Management and Response](#)

- C.6. [3053 Critical Incident Management and Response \(already AP S2\)](#)

- C.7. [3054 Search and Seizure](#)
- C.8. [3054 Search and Seizure](#)

- C.9. [3055 Weapons and Dangerous Objects](#)
- C.10. [3055 Weapons and Dangerous Objects \(probable cause moved to search and seizure AP– rest captured in critical incident APS2 content\)](#)

- C.11. [3056 Unwelcome Visitors/Intruders](#)
- C.12. [3056 Unwelcome Visitors/Intruders](#)

- C.13. [3060 Emergency School Closures](#)
- C.14. [3060 Emergency School Closures](#)

- C.15. [3100 Intoxicating and Controlled Substances](#)
- C.16. [3100 Intoxicating and Controlled Substances](#)
Tobacco and Vapour Products
Coastal Health resources

- C.17. [3150-1 Severe Allergies/ Anaphylaxis](#)
- C.18. [3150-1 Severe Allergies/ Anaphylaxis Action Form](#)
Reporting Child Abuse
BC Handbook for Action on Child Abuse and Neglect

- C.19. [3550 First Aid and Accident Reports](#)
- C.20. [3550 First Aid and Accident Reports](#)

- C.21. [4260 Student Illness/Injury](#)
- C.22. [4260 Student Illness/Injury](#)
WorkSafe: Report a workplace injury and disease

- C.23. [3650 Monitoring for the Safety and Security of People and Property](#)
- C.24. [4250 Student Medical Care Plan and Medication](#)
- C.25. [4250 Student Medical Care Plan and Medication](#)
- C.26. [4250-1 Care Plan for Serious Medical Condition Form Form](#)
- C.27. [4250-2 Administration of Oral/Topical Medication Form Form](#)
- C.28. [4250-3 School Log of Actions and Administration of Medications Form](#)
- C.29. [4250-4 Diabetes Support Plan Form](#)
Coastal Health School Health Medical Management Resources
Island Health – Healthy Schools

D. POLICIES/PROCEDURES INFORMED BY PROVINCIAL LEGISLATION, MINISTERIAL ORDERS, OR MINISTRY POLICY RECOMMENDED FOR REPEAL:

The policies noted below are informed by Ministry of Education and Child Care Policy, Ministerial Orders, Coast Health guidance and Worksafe BC guidance. They are recommended for repeal. The reference to related 'written guidance' is provided in red italics, as a hyperlink.

- D.1. [303 Accident Prevention and Safety Procedures](#)
WorkSafe BC Health & Safety Programs
Managing Safety from the Supervisor's Perspective
- D.2. [3050 Emergency Management and Response](#)
Emergency Management Planning for Schools, Districts and Authorities
- D.3. [3051 Fire Management and Response](#)
Fire Prevention Officers' Association of BC Fire Safety Planning
- D.4. [3052 Earthquake Management and Response](#)
BC Earthquake Preparedness
- D.5. [3053 Critical Incident Management and Response](#)
- D.6. [3120 Communicable Diseases](#)
- D.7. [3120 Communicable Diseases](#)
Provincial Communicable Disease Guidelines for K-12 setting
Island Health – Communicable Disease Prevention and Control
- D.8. [3700 School Pest Management](#)
- D.9. [3700 School Pest Management](#)
WorkSafeBC Pesticides & Fumigants
- D.10. [3850 Pediculosis \(Head Lice\)](#)
Island Health Head Lice

E. ADMINISTRATIVE PRACTICES TO BE DEVELOPED:

Administrative Practices will be developed and shared for information in accordance with our Administrative Practice A1 Development of Administrative Practices section 4.3 "For Administrative Practices that have broad affect and are replacing existing policy, and represent a significant change to policy or Practice, the Superintendent will provide an overview, or a walk-through of the practice, with the Policy Committee of the Board."

- *Emergency Response Plan – Manual*
- *Unscheduled School Closure – District Operations*
- *Intoxicating and Controlling Substances*

- *Search and Seizure*
- *Video Surveillance*
- *Student Medical Care Plan and Medication*
- *Severe Allergic Reaction*
- *Student Illness and Injury*
- *First Aid Administration and Reporting*



Policy 4.10 Healthy and Safe Environments

The Board of Education recognizes the importance of healthy and safe learning and working environments.

The Board supports standards and practices that are in compliance with, but not limited to, legal and regulatory requirements, to prevent accidents, injury and ensure appropriate responses in emergency situations.

The Board supports partnering with other community agencies including fire, public health and police departments to:

- develop crisis-management procedures;
- conduct health, safety and security assessments;
- provide health-related services to students and staff; and
- make educational resources available to employees and classrooms.



Policy ~~300-4.10~~ 4.10 Healthy and Safe Environment~~sty~~

The ~~School District No. 64~~ Board of Education ~~believes~~ recognizes the importance of healthy and safe learning and working environments. that:

- ~~a. students are most likely to succeed when they are healthy and safe;~~
- ~~b. the effectiveness of its employees is the most important factor influencing the quality of education provided to district students, and that this depends on employee health and safety; and that~~
- ~~c. a fair, collaborative, inclusive and respectful workplace is a critical prerequisite to the Board's commitment to delivering high quality public education and cultivating a reputation of excellence.~~

~~Because the health, safety and welfare of all students and employees is of primary concern, the board commits to providing and sustaining healthy and safe learning and working environments.~~

~~Policy:~~

The Board ~~supports, in accordance with its overall policy on student and employee health and safety, has adopted and will support~~ standards, ~~procedures~~ and practices that are in compliance with, but not limited to, legal and regulatory requirements, ~~in order to adhere to Ministry of Education guidelines with respect to safe, caring and orderly schools;~~ prevent accidents, ~~and injury~~ and; ensure appropriate responses in emergency situations; ~~and that.~~

The ~~B~~board ~~will supports~~ partnering with other community agencies including fire, public health and police departments, ~~as a natural extension of work they do in the greater community,~~ to:

- develop crisis-management procedures;
- conduct health, safety and security assessments;
- provide health-related services to students and staff; and
- make educational resources available to employees and classrooms. ~~Schools will, with reference to district policy and procedure, establish safety procedures specific to their own circumstances, bring these to the attention~~



~~of students, employees and others, and continually review and revise these
to ensure awareness and appropriate responses.~~



Briefing Note

Title: Physical Restraint / Hold or Seclusion

Date: January 15, 2025

From: Associate Superintendent

Audience: Policy Committee

Purpose

The purpose of this briefing note is to provide background information on the renewed Board Policy 4.20 Student Restraint and Seclusion in Emergency Circumstances. The Board of Education is currently updating its policy manual which includes Policy and Procedure 402 Student Restraint and Seclusion. This policy stems from the Provincial Guidelines-Physical Restraint and Seclusion in School Settings (issued by the Ministry of Education in 2015). The policy has been updated to reflect the new numbering system and is now more appropriately contained within the Health and Safety section of the manual (no longer in section 3.0 Students and Instruction).

Recommendation

For information only

Background

In 2015, the Ministry of Education issued the Provincial Guidelines - Physical Restraint and Seclusion in School Settings. These guidelines were established to limit and control the use of restraint and seclusion practices and to establish accountability standards. The Ministry's purpose in providing these guidelines is to support Boards of Education in creating and maintaining learning environments that are as safe as possible for students and staff. In the rarest of circumstances where restraint and seclusion may be needed, the guidelines are there to ensure the dignity and safety of students and staff involved.

Restraint and Seclusion is only to be used in exceptional circumstances (imminent danger of serious physical harm to self or others when all other interventions have been exhausted and ineffective in mitigating danger); a temporary measure (is promptly discontinued when the imminent danger of serious physical harm to self or other(s) has dissipated); and NOT applied as a means of punishment, discipline, or forced-compliance in an educational/learning setting.



School districts are expected to have in place a physical restraint and seclusion policy and procedures (in which physical restraint or seclusion may potentially be used) that includes:

- Definitions of physical restraint and seclusion.
- Guidelines for physical restraint and for seclusion.
- Clear identification of physical restraint and seclusion procedures as emergency procedures, not treatment procedures.
- Notification, documentation (incident report) and debriefing with school principals, parents, senior district administrator of Inclusive Education and superintendent/designate.
- Training opportunities for staff in areas like positive behaviour interventions and supports / de-escalation techniques.

Gulf Islands School District will make every effort to provide safe and respectful learning environments for all students and:

- Ensure access to an effective educational program.
- Create safe, learning environments that provide positive learning experiences.
- Provide staff with supports/strategies/accommodations to make physical restraint and seclusion unnecessary.
- Offer training opportunities in non-violent crisis intervention, using positive behaviour approach. MANDT training (non-violent crisis intervention training) is offered district-wide to all staff: Education Assistants (EA), District Child and Youth Care Workers (CYCW) and Inclusive Education teachers/program managers have all completed the training. For EAs and district CYCWs, MANDT training is a mandatory requirement for their positions, requiring annual recertification; for all other employee groups, MANDT training is optional.
- Focus on prevention, de-escalation, and if necessary, intervention when behaviour of an individual poses a threat of harm to self and/or others.
- Apply educative, preventative, and restorative interventions to respond to a range of complex student behaviours; every effort will be made by staff to use non-violent crisis interventions, positive behaviours supports to de-escalate situations.

Attachments

Draft Policy 4.20 Student Restraint and Seclusion in Emergency Circumstances



Policy 4.20 Student Physical Restraint and Seclusion in Emergency Circumstances

The Board of Education recognizes that it has a responsibility to maintain safe, orderly and caring school environments for all of its students and employees. The Board further believes that maintaining student dignity and safety is paramount.

The Board expects that behaviour interventions for students emphasize prevention and positive behaviour supports, and every effort is made to employ preventative actions that preclude the need for the use of physical restraint or seclusion.

The Board recognizes that the use of emergency physical restraint or seclusion procedures may be necessary when a student presents imminent danger to themselves or others. However, every effort should be made to structure learning environments and learning supports so that responses like physical restraint and seclusion are rarely necessary.

Guidelines

1. Definitions:

- 1.1. Physical Restraint – is a method of restricting another person's freedom of movement or mobility – in order to secure and maintain the safety of the person or the safety of others. It does not involve:
 - 1.1.1. the provision of a 'physical escort', i.e., temporary touching or holding of a student's hand, wrist, arm, shoulder or back for the purpose of accompanying and inducing a student who is acting out to walk to a safe location;
 - 1.1.2. the provision of physical guidance, or prompting of a student when teaching a skill, redirecting attention, or providing comfort.
- 1.2. Seclusion – is the involuntary confinement of a person, alone in a room, enclosure, or space which the person is physically prevented from leaving. It does not involve:
 - 1.2.1. behaviour strategies, such as 'time out', used for social reinforcement as part of a behaviour plan; these are not considered 'seclusion'; and
 - 1.2.2. does not apply where a student has personally requested to be in a different/secluded location/space.



- 1.3. Time-out – is the removal of a child from an apparently reinforcing setting to a presumably non-reinforcing setting for a specified and limited period of time. Time-out
 - 1.3.1. involves removing a student from sources of positive reinforcement as a consequence of a specific undesired behavior;
 - 1.3.2. is only one option along a continuum of behaviour interventions supporting behaviour change;
 - 1.3.3. can be implemented on several different levels, ranging from quiet time in the regular classroom to a time-out room in the school;
 - 1.3.4. is typically used in tandem with positive interventions that can maximize student learning and assist in the acquisition of replacement behaviours.
2. Physical restraint or seclusion is:
 - 2.1. to be used only in exceptional circumstances where the behaviour of a student poses imminent danger of serious physical harm to self or others, including school personnel;
 - 2.2. used only until such time as the imminent danger of serious harm to self or others has dissipated; and
 - 2.3. where less restrictive interventions have been ineffective in ending imminent danger of serious physical harm;
 - 2.4. conducted in a manner that best preserves the student's dignity, wellness and safety;
 - 2.5. never conducted in a manner that could, in any way, cause harm to a student, i.e., never restricts the breathing of a student; never places a student in a prone position; never employs the use of mechanical devices;
 - 2.6. to be thoroughly documented in each instance where physical restraint or seclusion is applied, with such documentation shared by the school team, the Superintendent or designate, and the parents of the student;
 - 2.7. avoided as a punishment, a form of discipline, or to force compliance.
3. Safety plans will be developed to ensure the health and safety of students and employees working with them.



4. School personnel will implement effective supports and interventions to prevent and de-escalate potentially unsafe situations.

DRAFT



Policy ~~3.604.20-402~~ Student Physical Restraint and Seclusion in Emergency Circumstances

Policy:

The ~~School District No. 64~~ Board of Education recognizes that it has a responsibility to maintain safe, orderly and caring school environments for all of its students and employees. The Board further believes that maintaining student dignity and safety is paramount.

The Board expects that district schools will make every effort to plan for, create structure and sustain learning environments that are safe for all students, employees and others. ~~t~~ behaviour interventions for students emphasize prevention and positive behaviour supports, and every effort is made to employ preventative actions that preclude the need for the use of physical restraint or seclusion.

The Board recognizes that the use of emergency physical restraint or seclusion procedures may be necessary when a student presents imminent danger to themselves or others. However, every effort should be made to structure learning environments and learning supports so that responses like physical restraint and seclusion are rarely necessary. In such learning environments:

~~a. learning supports and behaviour interventions for students~~

- ~~✓ promote the rights of all students to be treated with dignity~~
- ~~✓ are provided in a safe and least restrictive environment~~
- ~~✓ are preventative and make physical restraint and seclusion unnecessary~~
- ~~✓ emphasize prevention and positive behaviour supports~~
- ~~✓ address the underlying cause or purpose of behavior~~
- ~~✓ do not involve restraint or seclusion as common, recurring practice in any student's educational program~~

Guidelines

1. Definitions:

Legislative References: *School Act* Section 6, 17, 20, 76(3), 85(2)

Collective Agreement References: Nil

Date of Adoption: June 13, 2018

Date of Revision:



- 1.1. Physical Restraint – is a method of restricting another person’s freedom of movement or mobility – in order to secure and maintain the safety of the person or the safety of others. It does not involve:
 - ~~1.1.1.~~ the provision of a ‘physical escort’, i.e., temporary touching or holding of a student’s hand, wrist, arm, shoulder or back for the purpose of accompanying and inducing a student who is acting out to walk to a safe location;
 - ~~1.1.2.1.1.1.~~
 - ~~1.1.3.1.1.2.~~ the provision of physical guidance, or prompting of a student when teaching a skill, redirecting attention, or providing comfort.
- 1.2. Seclusion – is the involuntary confinement of a person, alone in a room, enclosure, or space which the person is physically prevented from leaving. It does not involve:
 - 1.2.1. behaviour strategies, such as ‘time out’, used for social reinforcement as part of a behaviour plan; these are not considered ‘seclusion’; and
 - 1.2.2. does not apply where a student has personally requested to be in a different/secluded location/space.
- 1.3. Time-out – is the removal of a child from an apparently reinforcing setting to a presumably non-reinforcing setting for a specified and limited period of time. Time-out
 - 1.3.1. involves removing a student from sources of positive reinforcement as a consequence of a specific undesired behavior;
 - 1.3.2. is only one option along a continuum of behaviour interventions supporting behaviour change-;
 - 1.3.3. can be implemented on several different levels, ranging from quiet time in the regular classroom to a time-out room in the school-;
 - 1.3.4. is typically used in tandem with positive interventions that can maximize student learning and assist in the acquisition of replacement behaviours.

2. Physical restraint or seclusion is:

- 2.1. to be used only in exceptional circumstances where the behaviour of a student poses imminent danger of serious physical harm to self or others, including school personnel;
- 2.2. used only until such time as the imminent danger of serious harm to self or others has dissipated; and



2.3. where less restrictive interventions have been ineffective in ending imminent danger of serious physical harm;

2.4. conducted in a manner that best preserves the student's dignity, wellness and safety;

2.5. never conducted in a manner that could, in any way, cause harm to a student, i.e., never restricts the breathing of a student; never places a student in a prone position; never employs the use of mechanical devices;

2.6. to be thoroughly documented in each instance where physical restraint or seclusion is applied, with such documentation shared by the school team, the Superintendent or designate, and the parents of the student;

2.7. avoided as a punishment, a form of discipline, or to force compliance.

2.3. Safety plans will be developed to ensure the health and safety of students and employees working with them.

3.4. School personnel will implement effective supports and interventions to prevent and de-escalate potentially unsafe situations.

Drafting Note: Section 2 directly from the procedures. The rest of the procedures are updated and retained within an Administrative Practice



Briefing Note

Title: Emergency Response Plan

Date: January 15, 2025

From: Superintendent of Schools

Audience: Public

Purpose

As part of the Board's policy renovation, the policy committee is currently looking at revising Policy Section 4.0 Health and Safety.

The policy committee is asked to consider repeal of specific emergency planning and response policies and procedures in favour of administrative practices. The intent of staff is to create a comprehensive Emergency Response Plan AP Manual to guide operations and provide clear protocols in the event of district and site emergencies.

Recommendation

That the policy committee recommend to the Board the repeal of the following policies and procedures at such time an Emergency Response Manual is updated and ready for district distribution.

- Procedure [3050 Emergency Management and Response](#)
- Form [3050-1 Student Release- Information Form](#)
- Form [3050-2 Student Release – Action Form](#)
- Procedure [3051 Fire Management and Response](#)
- Procedure [3052 Earthquake Management and Response](#)
- Form [3050-1 Student Release- Information Form](#)
- Form [3050-2 Student Release – Action Form](#)
- Policy [3056 Unwelcome Visitors/Intruders](#)
- Procedure [3056 Unwelcome Visitors/Intruders](#)

Background

Staff, in alignment with guidance from policy consultant Anne Cooper, believe that the policies and procedures under consideration for repeal are operational in nature and should be converted to administrative practices. Furthermore, staff feel that a comprehensive manual, distributed and available to all school district sites, is the most effective means of communicating emergency protocols and ensuring preparedness in



emergency situations. An Emergency Response AP Manual would serve to reduce confusion and mitigate risk when facing unexpected emergent conditions.

SD64 sites currently possess an emergency manual titled "*Critical Response Handbook & Fire Plan*." This document requires significant revision and updating. A district committee has been formed to undertake this task and has already met twice prior to the holiday break to work on the project. To date, the committee has reviewed emergency plan resources from multiple school districts, created an outline of desired content, and compiled resources, protocols, and checklists into a cohesively organized and indexed manual. Once the committee completes an initial draft, school principals, site supervisors, and the Joint Health and Safety Committee will be consulted for their feedback.

The manual will be utilized at all SD64 facilities and customized by individual locations with site-specific information to enhance relevance and effectiveness. It will contain significantly more information and far exceed what is currently found in the policies, procedures, and *Critical Response Handbook & Fire Plan* it is intended to replace.

Attachments/Links



AP S8 Search and Seizure

Legislative References: *Youth Criminal Justice Act* 1 Y-1.5; *Canadian Charter of Rights and Freedoms*, Section 8

Policy Reference: None

Collective Agreement References: None

Date:

When a school principal has reason to believe the school code of conduct has been or is being violated, and that a search will produce evidence of that violation, the search and possible seizure of that evidence will be conducted according to principles outlined in the *Youth Criminal Justice Act* and established in the administrative practice.

The purpose of this administrative practice is to ensure the safety and well-being of all members of the school community, while respecting the rights of individuals to be secure against unreasonable search. It provides guidelines for searches or inspections of school lockers on loan to students and their possessions, and for seizing evidence of their violation of the school code of conduct. Such evidence may include, but is not be limited to, illegal substances and dangerous objects.

Processes

1. Where the principal or designate has reasonable grounds to believe a school rule has been or is being violated by a student, and that a search will produce evidence of that violation and the principal or designate may conduct a search of students and their possessions (including those inside district-owned lockers).
2. Reasonable grounds in this context may include:
 - 2.1. information believed to be credible, received from another member of the school community;
 - 2.2. a staff member's observation
 - 2.3. any combination of information and observation, including that provided by police detection dogs.
3. Where a principal has reasonable grounds to believe that a person on school premises is in possession of a weapon and that a risk of bodily harm exists, they will immediately:
 - 3.1. notify the police (911) and the Superintendent;



- 3.2. make reasonable attempts to minimize risk of injury to any person;
- 3.3. attempt to ensure that the weapon is controlled; and
- 3.4. contact the parents/guardians if the person is a student.
4. Because school lockers are district property, the principal or designate may conduct random locker searches to ensure compliance with Board Policy and District administrative practices.
5. These search guidelines will be followed:
 - 5.1. the reason for conducting the search, and the purpose of it, will be clearly stated;
 - 5.2. the search will be conducted in a private area in a respectful manner which recognizes the right to be treated fairly.
 - 5.3. the use of threats is not permitted;
 - 5.4. searches will be conducted in the presence of a second adult
 - 5.5. where reasonably possible a search will be conducted by a person of the same gender(s) the individual(s) subject to the search;
 - 5.6. school officials should not physically search students. Rather, students should be requested to provide any concealed articles on their person, or in their personal property; and, where students are concerned, a reasonable attempt will be made to contact the parent(s) and/or legal guardian(s) prior to the search.
 - 5.7. illegal substances found during a search must be turned over to the police, and reasonable efforts must be made to notify a parent/guardian.
 - 5.8. generally, dangerous objects seized should be turned over to the police. However, administrators may use discretion when it is clear that an object was not brought to the school for harmful purposes (for example, a pocket knife). In these cases, the item should be confiscated and the parent notified that the object may be picked up from the school.



- 5.9. if no illegal substances are found in the locker, the principal will use his/her judgment to determine if further action is warranted with a student and his/her parents.
- 5.10. principals/vice-principals must exercise due care in interviewing students. It is important to take careful notes of all student interviews, and advisable to have an adult staff member present.
- 6. Police detection dogs:
 - 6.1. may be used to inspect lockers used by students, as part of effort to maintain a secure and orderly school environment.
 - 6.2. may be used to inspect other areas of the school premises, including parking lots and unattended property found on school premises, where there is a reasonable suspicion that illegal substances or dangerous objects are present.
 - 6.3. may not be used on a random basis or in the absence of such reasonable grounds.
- 7. Inspections by drug detection dogs will:
 - 7.1. be conducted by trained personnel and in such a way as to minimize interaction with students;
 - 7.2. be conducted during class times or outside school hours.
 - 7.2.1. The area in which the dog will be present will be blocked off by a staff member, classroom doors will be closed, and only personnel associated with the inspection will be allowed in the area while the dog or dogs are present. Lockers or property indicated by the drug dog will be noted and opened at a later time by the principal or vice-principal.
- 8. Should the Superintendent feel the need to schedule school-wide locker searches (or 'locker sweeps') involving police detection dogs,
 - 8.1. these will be scheduled at the beginning of each school year, and their dates announced to the school community;
 - 8.2. a general announcement will be made immediately prior to the locker sweep;



- 8.3. a school official will accompany the dog team and advise that in the event of an emergency, the dogs must be removed from the hallways immediately, before students are released from classrooms;
- 8.4. students will be confined to classrooms for the duration of the locker sweep.
 - 8.4.1. In this situation the use of drug detection dogs in respect to any other areas of school premises or unattended property found on school premises requires a reasonable suspicion that illegal substances or dangerous objects are actually present.
9. To protect student confidentiality, any videotape recordings made of the search and seizure procedure will be stored, viewed, and handled in the same way as video surveillance recordings (as Administrative Practice AP I11 Video Surveillance).
10. Students shall not use any object in a threatening manner or otherwise use or possess a real, replica or toy weapon, on any school premises or at any activity off school premises that is organized or sponsored by a school, except as a prop in a theatrical production.
 - 10.1. If a replica or toy weapon is used in a school theatrical production, it shall be stored appropriately when not required for the production.
11. Any weapons seized will be considered forfeited and may be surrendered to the police.
12. Any resulting disciplinary action taken by the principal or designate will be consistent with the needs and developmental abilities of the student(s) and the severity of the behaviour in question.



AP F1 Unscheduled School Closure – District Operations

Legislative References: *School Act*, Section 73

Policy Reference: None

Collective Agreement References: GITA Article G25.10; CUPE Article 25.04

Date:

Clear protocols are required to ensure the safety of student and staff during unpredictable weather or unforeseen events. This administrative practice outlines processes related to district operations during temporary, unscheduled school closures including those due to inclement weather.

Processes

Authority to Close Schools

1. School buildings shall be open and in session in accordance with the prescribed school calendar unless:
 - 1.1. the Superintendent of Schools grants the principal or designate permission to close temporarily.
 - 1.2. the Superintendent of Schools is unavailable to grant such permission and, in the opinion of the principal or designate, an emergency situation is serious enough to proceed with such permission being obtained retroactively.
2. A school may be closed temporarily when in the opinion of the Superintendent and/or a school principal or designate, the health or safety of students is immediately endangered, or would likely be endangered if the school remained open with students in attendance.
 - 2.1. The final decision as to whether or not a student should attend school resides with the parent.
3. Every effort should be made to keep schools open during inclement weather or other event in which there is no immediate threat to the safety of student and staff in attendance, to benefit the educational opportunities of students.

Determination of School Closure Category

4. District operations during inclement weather or other events will be driven by a determination of School Closure Category.



- a. The Superintendent is responsible for making the determination of School Closure Category in consultation with the Secretary Treasurer and Director of Operations (and school principal if applicable).
- 4.1. The Superintendent will consider weather severity and event impact when making their decision.
 - 4.1.1. Separate category determinations may be made for Mayne, Galiano, Pender, Saturna, and Salt Spring islands.
 - 4.1.2. Each day of a multi-day weather event, will be assessed separately.
- 5. Temporary School Closures will be categorized as follows:
 - 5.1. Category 1 (One): Schools are open, and buses are running on main road routes only.
 - 5.2. Category 2 (Two): Schools are open, and buses are not running.
 - 5.3. Category 3 (Three): Schools are closed.
 - 5.4. Category 4 (Four): All worksites are closed, for all district employees.
- b. Information on school closures or threats of closures due to inclement weather or other events, will be posted on the District and/or school websites and telephone answering services (voice message) at the earliest possible opportunity, and ideally before 6:30 am.
 - 5.5. Schools may use other regular communications such as telephone trees and/or email distribution lists to notify families.

Work During Unscheduled School Closure

- 6. In the event of a temporary unscheduled school closure, usually associated with inclement weather, educational support staff, teachers, and school-based administrators should focus efforts to connect with students to ensure continuity of learning. Temporary school closures may provide opportunity to accomplish non school-based tasks.
 - 6.1. It is expected that, when safe to do so, plant services employees will work to ready schools for reopening.



7. All employees are expected to make every effort to report to work when schools are open. This may include walking, public transit, carpooling, or other preplanned options.
 - 7.1. Safety of staff during inclement weather is a priority. Individual employees must make their own determination, based on best judgment, whether it is safe for them to report to work.
8. Expectations for attendance at work location and of employee pay shall align with the determined School Closure Category as follows:
 - 8.1. Category 1 (One): All employees are expected to report to work. If they determine they are unable to attend their location, they may request a personal emergency leave (GITA, article G.25) (CUPE, article 25.04).
 - 8.2. Category 2 (One): All employees are expected to report to work. If they determine they are unable to attend their location, they may request a personal emergency leave (GITA, article G.25) (CUPE, article 25.04).
 - 8.3. Category 3 (Three): Schools are closed, and employees are expected to make a reasonable effort to work from home. All employees will be paid their regular rate if scheduled to work. See clause 10 for exceptions regarding grounds maintenance workers and trades.
 - 8.4. Category 4 (Four): All worksites are closed and expectations to reach your work location are suspended. All employees will be paid their regular rate if they were scheduled to work.
9. To ensure readiness of schools for reopening to students, during Category 3 days, grounds maintenance workers and trades will be paid at time and half for hours worked to ready schools.
10. The Director of Operations will use their discretion to engage/callout employees to work during school closure days due to inclement weather.
 - 10.1. The Director will maintain an Inclement Weather Callout List open to Bus Drivers and Building Service Workers. This list will be used for employee callout at the discretion of the Director of Operations, should additional labour be required to ensure readiness of schools.



- 10.2. Employees will be called out from the list based on need, location and the discretion of the Director.
- 10.3. Employees called out from the list will be paid time and a half for hours worked.
- 11. Should a building service worker choose to leave their worksite before their regularly scheduled shift is completed due to worsening weather conditions, that employee must contact their supervisor. Regarding incomplete hours of work for the day, the employee may:
 - 11.1. request a personal emergency leave for the shift;
 - 11.2. ask for the incomplete hours of work to be unpaid; or
 - 11.3. arrange, where practical and with agreement from their supervisor, to flex the hours to a subsequent shift.



AP F2 Intoxicating and Controlled Substances

Legislative References: *Controlled Drugs and Substances Act; Tobacco and Vapour Products Control Act; Liquor Control and Licensing Act*

Policy Reference: None

Collective Agreement References: None

Date: DRAFT

This administrative practice is intended to provide clear guidance and expectations around prohibited use of liquor, tobacco, and other intoxicating and controlled substances in order to maintain safe and healthy learning and working environments.

Definition

Mood-altering substances refers to alcohol, tobacco and tobacco products, and other controlled substances identified, and prohibited or restricted under The Tobacco Act, The Controlled Drugs and Substances Act and the provincial Liquor Control and Licensing Act, excluding drugs prescribed by a physician and used according to instructions. This includes the acts of smoking and vaping. For the purposes of this administrative practice, caffeine and sugar are not included.

Smoking includes the act of smoking and/or the holding of lighted tobacco or cannabis (medical or recreational).

Vaping includes the use of an e-cigarette with any substance

Processes

1. All use of mood-altering substances and acts of smoking and vaping are prohibited at in all schools and school district buildings and facilities, on school district property, and in buses, water taxis and district vehicles, or at school-related or school-sponsored events held during or outside of normal school hours with *limited* exceptions.
 - 1.1. Exceptions must be approved by the District in advance and are limited to:
 - 1.1.1. the ceremonial use of tobacco as approved by the School District administration;
 - 1.1.2. the consumption of alcohol at licensed events taking place in district facilities, outside of regular school hours, with school district approval and where children and youth, if present, are not attending in their capacities as students.



2. Schools will, in cooperation with community agencies, deliver programming that:
 - 2.1. emphasizes prevention and promotes healthy living;
 - 2.2. educates students as to the risks associated with use and abuse of alcohol, tobacco and other mood-altering substances
3. Where violation of this policy occurs, the school principal will:
 - 3.1.1. take disciplinary action that emphasizes education and support rather than punishment.
 - 3.1.2. provide or arrange for counselling support.
4. Persons under the influence of intoxicating, banned or controlled substances identified by the Controlled Drugs and Substances Act, the Tobacco and Vapour Products Control Act, and the Liquor Control and Licensing Act and/or using, marketing or distributing intoxicating, banned or controlled substances are not allowed on school premises or at any school-sponsored event.
5. A student who is under the influence of, or using, an intoxicating or controlled substance during school hours or at a school-sponsored event is in violation of his/her school's code of conduct and subject to disciplinary procedures, in accordance with Administrative Practice AP L4 Student Behaviour and Discipline.
6. Any person who is using, marketing or distributing an intoxicating or controlled substance at school or at school-sponsored events will be subject to a wide range of disciplinary actions that may include search and seizure and the possibility of criminal charges being laid.
7. Because school lockers are district property, the principal, vice-principal or Board-approved designate may conduct random locker searches to ensure compliance with school board policy regarding intoxicating or controlled substances.
8. There will be no consumption of alcohol upon properties owned or operated by the Board, unless formally approved, in advance, by the Secretary Treasurer. Such approvals will:
 - 8.1. not be issued for any district or school-specific fundraising events;
 - 8.2. allow the consumption of alcohol on school district properties at community events;



- 8.3. ensure that consumption of alcohol shall occur in accordance with conditions specified in the Agreement for the Use of School Facilities issued by the District.
9. Users requesting to serve or provide alcohol on school district property must submit a request in writing to the Secretary Treasurer at least 45 days prior to the event. Users may submit their request using the Request to Serve Alcohol on District Premises Form (appended to this administrative practice). Requests must contain the following information:
 - 9.1. date, time, and location of the planned event.
 - 9.2. name(s) and contact information for the event organizer/person in charge
 - 9.3. organization/association affiliation (if applicable) through which the event is being held
 - 9.4. brief description of the planned event
 - 9.5. number of anticipated attendees
 - 9.6. plans for the security and control of the function with a named person responsible, consistent with public use of facilities and joint use administrative practices.
10. In addition to acquiring the approval of the Secretary Treasurer, it is the user's responsibility to:
 - 10.1. ensure the safety of and care for school district personnel and property and the maintenance of order;
 - 10.2. abide by all restrictions expressed and implied by the British Columbia Government Liquor Control and Licensing Act are enforced;
 - 10.3. obtain a Special Occasion Licenses issued under the Liquor Control and Licensing Act, to authorize the selling or serving of liquor at the place designated in the license;
 - 10.4. apply for and receive District approval for Public Use of District Facilities;
 - 10.5. obtain of a minimum \$3,000,000 third party liability insurance;
 - 10.6. agree to all terms outlined in this administrative practice and the District rental agreement;
11. The District assumes no expressed, implied, or intended liability for groups who dispense alcohol.



Draft

Request to Serve Alcohol on District Premises Form

Name of Group/Organization: _____

Group/Organization Address: _____

Date of Event: _____ Location: _____

Time: (start) _____ (end) _____ # of attendees: _____

Description of planned event: _____

Plans for security/control: _____

Person in charge of event:

Name: _____ Email: _____

Phone # _____ Alternate #: _____

Applicant Checklist (applicant's responsibility):

☐ Serve-it Right Certificates

☐ \$3,000,000 min. liability insurance

☐ Special Occasion License

☐ Public Use of District Facilities Application

By signing this, I agree that, in accordance with the BC Liquor Law, alcohol will be served responsibly and no persons under the age of 19 will be served alcohol at this event. I understand that this event is not sponsored by the Board of Education and that the Board will not assume any liability, nor will it provide any indemnity against litigation. I further agree to ensure that appropriate safety measure are in place to ensure maintenance of order and the safety of attendees, including but not limited to designated drivers, the provision of taxi cabs, etc.

Signature

Date

Name: _____ Address: _____

Office Use

Approved (ST signature)

Date

If approved, copy sent to Plant Services Administration



AP S7 Severe Allergic Reaction (Anaphylaxis)

Legislative References: Anaphylaxis Protection Order M232/07

Policy Reference: 4.20 Severe Allergic Reaction

Collective Agreement References: None

Date:

Definition

Anaphylaxis refers to a collection of severe allergies affecting multiple systems in the body. The most dangerous symptoms include breathing difficulties and a drop in blood pressure or shock, all of which are potentially fatal.

Common examples of potential **allergens** include certain foods, animals, plants, insect stings, or a wide range of other substances, including scented products, cleaners, chemicals, and other materials affecting air quality.

Processes

1. Onset

- 1.1. If an allergic student expresses any concern that a reaction might be starting, the student should always be taken seriously. When a reaction begins, it is important to respond immediately, following instructions in the student's Anaphylaxis Emergency Procedure Plan. The cause of the reaction can be investigated later. The following symptoms may lead to death if untreated: breathing difficulties caused by swelling of the airways; and/or a drop in blood pressure indicated by dizziness, light-headedness or feeling faint/weak.

2. Identifying Individuals at Risk of Anaphylaxis

- 2.1. Parents shall provide the school with accurate and timely information about their child's medical condition, both at the time of registration and any time there is a change in the student's medical care plan, including whether their child has a medical diagnosis of anaphylaxis. All life-threatening condition(s) must be recorded as an inclusion record in MyEducation BC and update the student's record annually. The inclusion must appear on the student's Permanent Student Record. The school will maintain all documentation regarding life-threatening conditions in the student's cumulative file.
- 2.2. Kindergarten registrants and other newly registered students with life-threatening allergies should be referred to a medical practitioner as soon as possible, to complete the **Anaphylaxis Action Form** appended to the



administrative practice and the **Administration of Oral/Topical Mediation Form** (if applicable reference AP S6) prior to the child's attendance at school.

- 2.3. The Anaphylaxis Action Form should be readily available to staff such as in the child's classroom, the office, the teacher's daybook, emergency handbook and food consumption areas (e.g. lunchrooms, cafeterias).
 - 2.3.1. Parental permission is required to post or distribute the plan.
 - 2.3.2. While access to student's information is necessary for all staff, efforts will be made to post such information in a manner that maintains the confidentiality of the student's personal health information.
- 2.4. It is the responsibility of the parent/guardian to:
 - 2.4.1. inform the school principal when their child is diagnosed as being at risk for anaphylaxis; and have the child's physician/specialist complete (and update as necessary) a "Request for Administration of Oral/Topical Medication at School" form;
 - 2.4.2. in a timely manner, complete Medical Care Plan and the Anaphylaxis Action forms which includes a photograph, description of the child's allergy, emergency procedures, contact information, and consent to administer medication;
 - 2.4.3. provide the school with updated medical information at the beginning of each school year, and whenever there is a significant change related to their child;
 - 2.4.4. inform non-District service providers of programs delivered on school property by non-school personnel of their child's anaphylaxis and medical care plan, as these programs are not the responsibility of the school.
- 2.5. The school will contact anaphylactic students and their parents to encourage the use of medical identifying information (e.g. Medic Alert® bracelet). The identifying information could alert others to the student's allergies and indicate that the student carries an epinephrine auto-injector. Information accessed through a special number on the identifying information can also assist first responders, such as paramedics, to access important information quickly.

3. Record Keeping

- 3.1. For each student identified with anaphylaxis, the school principal will keep the Medical Care Plan on file. A student's Medical Care Plan will be developed in accordance with Administrative Practice AP S6 Student Medical Care Plan and Medication.



- 3.2. The principal is responsible for collecting and managing the information on students' life-threatening health conditions and reviewing that information annually to form part of the students' Permanent Student Records.
- 3.3. The principal will monitor and report information about anaphylactic incidents to the Board in aggregate form (to include number of at-risk anaphylactic students and number of anaphylactic incidents) at a frequency and in a form as directed by the Superintendent.
- 3.4. The principal must ensure that parents and student (where appropriate), are provided with an opportunity to meet with designated staff, prior to the beginning of each school year or as soon as possible to develop/update a Student Medical Care Plan.

4. Emergency Procedure Plans

- 4.1. Each school must develop a School Emergency Procedures Plan that includes the following:
 - 4.1.1. Student Emergency Response Procedures. When a student is in anaphylactic shock, school personnel will:
 - a. administer the student's auto-injector (single dose) at the first sign of a reaction. A second auto-injector may be administered within 5 to 15 minutes after the first dose is given IF symptoms have not improved (i.e. the reaction is continuing, getting worse, or has recurred) **Note: The use of epinephrine for a potentially life-threatening allergic reaction will not harm a normally healthy child, if epinephrine was not required.**
 - b. note time of administration;
 - c. call emergency medical care (911-where available);
 - d. contact the child's parent/guardian;
 - e. if an auto-injector has been administered, the student must be transported to a hospital (the effects of the auto-injector may not last, and the student may have another anaphylactic reaction);
 - f. ensure that while one person stays with the child at all times, another person goes for help or calls for help.
 - 4.1.2. Off-site Emergency Response Procedures. The principal, or designated staff, must ensure that emergency plan measures are in place for scenarios where students are off-site. Auto-injectors must be present for students who may need them.



5. Provision and Storage of Medication

- 5.1. The location(s) of student auto-injectors must be known to all staff members and caregivers, as follows:
 - 5.1.1. students who have demonstrated sufficient maturity should carry one auto-injector with them at all times and have a backup auto-injector stored at the school in a central, easily accessible, unlocked location.
 - 5.1.2. auto-injector(s) for students who have not demonstrated sufficient maturity will be stored in a designated school location(s).
- 5.2. Parents will be informed that it is the parents' responsibility to:
 - 5.2.1. provide the appropriate medication (e.g. single dose epinephrine auto-injectors) for their anaphylactic child;
 - 5.2.2. to inform the school where the anaphylactic child's medication will be kept (i.e. with the student, in the student's classroom, and/or other locations);
 - 5.2.3. to inform the school when they deem the child sufficiently mature enough and competent to carry their own medication(s);
 - 5.2.4. ensure the child understands their responsibilities in this regard;
 - 5.2.5. to provide a second auto-injector to be stored in a central, accessible, safe but unlocked location;
 - 5.2.6. to ensure anaphylaxis medications have not expired; and to ensure that they replace expired medications.

6. Allergy Awareness, Prevention and Avoidance Strategies.

- 6.1. The principal should ensure:
 - 6.1.1. all school staff and persons reasonably expected to have supervisory responsibility of school-age students and preschool-age children participating in early learning programs (e.g. food service staff, volunteers, bus drivers, custodians) receive training annually in the recognition of a severe allergic reaction and the use of single dose auto-injectors and standard emergency procedure plans;
 - 6.1.2. all members of the school community including substitute employees, employees-on-call, student teachers and volunteers have appropriate information about severe allergies including background information on allergies, anaphylaxis and safety procedures
- 6.2. With the consent of the parent, the principal and the classroom teacher must ensure that the student's classmates are provided with information on severe allergies in a manner that is appropriate for the age and maturity level of the



students, and that strategy to reduce teasing and bullying are incorporated into this information.

- 6.3. Posters which describe signs and symptoms of anaphylaxis and how to administer a single dose auto-injector should be placed in relevant areas, which may include classroom, office, staff room, lunch-room and/or the cafeteria.

7. Avoidance/Prevention.

- 7.1. Individuals at risk of anaphylaxis must learn to avoid specific triggers. While the key responsibility lies with the students at risk and their families, the school community must participate in creating an allergy-aware environment. Special care is taken to avoid exposure to allergy-causing substances. Parents are asked to consult with the teacher before sending in food to classrooms where there are food-allergic children. The risk of accidental exposure to a food allergen can be significantly diminished by means of such measures. Given that anaphylaxis can be triggered by minute amounts of an allergen when ingested, students with food allergies must be encouraged to follow certain guidelines:
- 7.1.1. Eat only food which they have brought from home unless it is packaged, clearly labelled and approved by their parents.
 - 7.1.2. If eating in a cafeteria, ensure food service staff understands the life-threatening nature of their allergy. When in doubt, avoid the food item in question.
 - 7.1.3. Wash hands before and after eating
 - 7.1.4. Do not share food, utensils or containers
 - 7.1.5. Place food on a napkin or wax paper rather than in direct contact with a desk or table.
- 7.2. Non-food allergens (e.g. medications, latex) will be identified and restricted from classrooms and common areas where a child with a related allergy may encounter that substance.

8. Training Strategy

- 8.1. At the beginning of each school year, a training session on anaphylaxis and anaphylactic shock will be held for all school staff and persons reasonably expected to have supervisory responsibility of school-age students and preschool age children participating in early learning programs (e.g. food service staff, volunteers, bus drivers, custodians).
- 8.2. Efforts shall be made to
- 8.2.1. include the parents, and students (where appropriate), in the training;



- 8.2.2. involve experts (e.g. public health nurses, trained occupational health and safety staff)
- 8.3. The training sessions will include:
 - 8.3.1. signs and symptoms of anaphylaxis;
 - 8.3.2. common allergens;
 - 8.3.3. avoidance strategies;
 - 8.3.4. emergency protocols;
 - 8.3.5. use of single dose epinephrine auto-injectors;
 - 8.3.6. identification of at-risk students (as per individual ~~Student Emergency Procedure~~ Student Medical Care Plans);
 - 8.3.7. emergency procedures plans; and
 - 8.3.8. method of communication with and strategies to educate and raise awareness of parents, students, employees and volunteers about anaphylaxis.



Anaphylaxis Action Form: School District 64 (Gulf Island)		Date Developed: _____ Review Date: _____		
Student Name: _____ Parent/Guardian(s): _____ Daytime Phone: _____ Emergency Contact Name: _____ Emergency Phone: _____ Physician Name: _____	Date Of Birth: mm/dd/yyyy ____/____/____ Student Photo (recommended) <div style="border: 1px solid black; background-color: #4a7ebb; color: white; text-align: center; padding: 20px; margin: 10px 0;">insert photo here</div>	<input type="radio"/> <u>Male</u> <input type="radio"/> <u>Female</u> <input type="radio"/> <u>Other</u> <i>Please do not include antibiotics or other drugs on this form</i> Allergen: <input type="radio"/> Peanuts <input type="radio"/> Nuts <input type="radio"/> Dairy <input type="radio"/> Insects <input type="radio"/> Latex <input type="radio"/> Other: _____ _____		
Symptoms: (please check all that apply at any severity or intensity level; can vary from attack to attack): <table border="0" style="width: 100%;"><tr><td style="vertical-align: top; width: 50%;"><input type="radio"/> Swelling- eyes, lips, tongue, face <input type="radio"/> Cold, Clammy and/or sweating skin <input type="radio"/> Flushed face or body <input type="radio"/> Fainting <input type="radio"/> Loss of consciousness <input type="radio"/> Dizziness or confusion <input type="radio"/> Coughing</td><td style="vertical-align: top; width: 50%;"><input type="radio"/> Choking <input type="radio"/> Wheezing <input type="radio"/> Vomiting <input type="radio"/> Diarrhea <input type="radio"/> Stomach cramps <input type="radio"/> Voice changes <input type="radio"/> Other _____ _____</td></tr></table>		<input type="radio"/> Swelling- eyes, lips, tongue, face <input type="radio"/> Cold, Clammy and/or sweating skin <input type="radio"/> Flushed face or body <input type="radio"/> Fainting <input type="radio"/> Loss of consciousness <input type="radio"/> Dizziness or confusion <input type="radio"/> Coughing	<input type="radio"/> Choking <input type="radio"/> Wheezing <input type="radio"/> Vomiting <input type="radio"/> Diarrhea <input type="radio"/> Stomach cramps <input type="radio"/> Voice changes <input type="radio"/> Other _____ _____	Additional information: _____ _____ _____ _____ _____ _____ _____ _____ _____
<input type="radio"/> Swelling- eyes, lips, tongue, face <input type="radio"/> Cold, Clammy and/or sweating skin <input type="radio"/> Flushed face or body <input type="radio"/> Fainting <input type="radio"/> Loss of consciousness <input type="radio"/> Dizziness or confusion <input type="radio"/> Coughing	<input type="radio"/> Choking <input type="radio"/> Wheezing <input type="radio"/> Vomiting <input type="radio"/> Diarrhea <input type="radio"/> Stomach cramps <input type="radio"/> Voice changes <input type="radio"/> Other _____ _____			



Anaphylaxis Prevention Strategies:	Emergency Protocol:
<p><u>Parent/Student Responsibilities:</u></p> <ul style="list-style-type: none">• Inform teacher of allergy, emergency treatment and location of both a single dose Epinephrine (auto-injector such as EpiPen)• Ensure student wears a MedicAlert bracelet or necklet• Ensure student with food allergies eats only food/drinks from home• Discuss appropriate location of both a single dose Epinephrine auto-injector such as EpiPen with teacher/principal• Check expiry date on the single dose Epinephrine auto-injectors <p><u>Teacher Responsibilities:</u></p> <ul style="list-style-type: none">• In consultation with parent/student/Public Health Nurse, provide allergy information for the class• Inform teacher-on-call of student with anaphylaxis, emergency treatment and location of both a single dose Epinephrine auto-injector such as EpiPen <p><u>When student has a food allergy ...</u></p> <ul style="list-style-type: none">• In consultation with Public Health Nurse, develop an "allergy aware" classroom• Encourage students NOT to share food, drinks or utensils• Encourage a non-isolating eating environment for the student(s)• Encourage all students to wash hands with soapy water before and after eating• Insist that students wash desks with soap and water after eating• Do not use the identified allergen(s) in classroom activities <p><u>On field trips/co-curricular/extra-curricular activities ...</u></p> <ul style="list-style-type: none">• Take both a single dose Epinephrine auto-injector such as EpiPen a copy of the Anaphylaxis Action Form and a cellular phone (or appropriate portable phone)• Be aware of anaphylaxis exposure risk (food, latex and insect allergies)• Inform co-supervising adults of student and emergency treatment• Request supervising adults sit near student in bus (or vehicle)	<p>Administer single dose of Epinephrine with auto injector Call 911 requesting advanced life support ambulance Notify parent/guardian Administer second single dose of Epinephrine using auto-injector if no improvement in symptoms after 10 minutes Have ambulance transport to hospital</p> <p>Epinephrine auto-injector location #1:</p> <hr/> <p>Epinephrine auto-injector location #2:</p> <hr/>



AP I12 Video Surveillance

Legislative References: *School Act* Section 74.01; *Freedom of Information and Protection of Privacy Act* Sections 26, 27, 30, 31, 32, 33

Policy Reference: 4.40 Video Surveillance

Collective Agreement References: none

Date: **DRAFT**

The District supports a variety of programs and practices to improve student safety and the protection of school property.

The District is aware that each year significant funds from the District operation budget are spent to repair school property damaged from vandalism. The need to reduce and prevent damage to property and hazard to personnel is to be balanced with a commitment to providing a learning environment for students and a working environment for staff and others that recognizes the right to assemble and associate without undue intrusion on personal privacy.

For reasons of enhancing the safety of students and others on student buses and school premises and deterring dangerous or destructive acts, the District authorizes the use of video surveillance equipment on District property and vehicles, where circumstances have shown that it is necessary for these purposes and its benefit outweighs its impact on the privacy of those observed. It is not the intent of the administrative procedure to monitor the work of staff.

The District recognizes both its legal obligation to provide appropriate levels of supervision in the interests of student and employee safety and that students and employees have privacy rights that are reduced but not eliminated while the students are under the supervision of the school staff. Video surveillance must be carried out in a way that respects student and employee privacy rights.

A video recording is recognized to be subject to the provisions of the *Freedom of Information and Protection of Privacy Act* (FOIPPA).

Processes

1. Use

1.1. Video cameras may be used to monitor and/or record.

1.2. Video surveillance camera locations must be authorized by the Superintendent. Prior to authorization, the District must consult with and have approval from the affected school's Parents' Advisory Council (PAC).



- 1.2.1. Any change in camera location must be authorized in the same manner.
- 1.3. Before video surveillance is introduced at a new site, a report must be provided to the Superintendent describing the circumstances that indicate the necessity of having surveillance at that site, including a discussion of less invasive alternatives and a District impact assessment for each surveillance area (Administrative Practice AP I2 Privacy Impact Assessments - Appendix Form).
- 1.4. Public notification signs, clearly written and prominently displayed, must be in place in areas that are subject to video surveillance.
 - 1.4.1. Notice must include contact information of the principal or designated staff person who is responsible for answering questions about the surveillance system.
- 1.5. Video surveillance is not to be used in locations where appropriate confidential or private activities/functions are routinely carried out (e.g., change rooms, washrooms, private conference/meeting rooms).
- 1.6. Real time monitoring may take place for the purpose of identifying problems that require immediate intervention and for the safety of people on the premises. The monitor will be located in an administrative office, away from public viewing at any time and will be under the direct supervision of the principal or site supervisor. All monitoring will comply with FOIPPA.
- 1.7. Surveillance exceptions must be authorized by the Superintendent; these exceptions must be time-limited, specific investigations into criminal conduct where covert surveillance is essential to the success of the investigation and the need outweighs the privacy interest of the persons likely to be observed. Other exceptions include video surveillance cameras on school buses and temporary installation of video surveillance cameras for specific purposes. These exceptions do not require the approval of the PAC.

2. Security

- 2.1. Video cameras will be installed only by a designated employee or agent of the District.
- 2.2. Only designated employees or agents and the building administrator shall have access to the key that opens the camera boxes. Only these employees shall handle the camera or video recordings or have access to the computer or hard drive.



2.3. Video recordings shall be stored in a locked filing cabinet or in a secure manner in an area to which students and the public does not normally have access.

2.4. Video recordings may never be sold, publicly viewed or distributed in any other fashion except as provided for by this Administrative Practice and appropriate legislation.

3. Viewing of Video Records

3.1. Video monitors or computers used to view video recordings are not to be located in a position that enables public viewing.

3.2. Search and reviewing capabilities on digital systems must be protected by password access.

3.3. Video recordings may only be viewed by the building administrator or individual authorizing camera installation, R.C.M.P., by parents and students, or by District staff with a direct involvement with the recorded contents of the specific video recording, or employees of agents responsible for the technical operations of the system (for technical purposes only).

3.3.1. If an employee or student is facing any disciplinary action, they may authorize his union representative or other advocate to also view the recording.

3.3.2. Parents with a request to view a segment of a recording that includes their child/children may do so. Students may view segments of a video recording relating to themselves if they are capable of exercising their own access to information rights under the Freedom of Information and Protection of Privacy Act. Student/parent viewing must be done in the presence of an administrator. A student or parent has the right to request an advocate to be present. Viewing may be refused or limited where viewing would be an unreasonable invasion of a third party's personal privacy, would give rise to a concern for a third party's safety, or on any other grounds recognized in FOIPPA.

4. Retention of Video Records

4.1. Where an incident raises the prospect of a legal claim against the District, the video recording, or copy of it, shall be sent to the District's insurers.

4.2. Video recordings shall be erased within one month unless they are



- 4.2.1. being retained at the request of the building administrator, District officer, employee, parent or student for documentation related to a specific incident,
 - 4.2.2. are being transferred to the District's insurers or the R.C.M.P.;
 - 4.2.3. are used to make a decision (e.g. student discipline.).
- 4.3. Video recordings retained under clause 4.2 shall be erased as soon as the incident in question has been resolved, except if the recording has been used in the making of a decision about an individual. In such cases, the recording must be kept for a minimum of one year as required by FOIPPA unless earlier erasure is authorized by or on behalf of the individual.
- 4.4. Digital systems that use hard drives are to be configured so that they archive four (4) weeks and then loop.
5. Review
- 5.1. The Director of Operations in conjunction with each school principal, is responsible for the proper implementation and control of the video surveillance system.
 - 5.2. The Superintendent shall conduct a review at least annually to ensure that this Administrative Practice is being adhered to.
 - 5.3. The District will not accept the improper use of video surveillance and will take appropriate action in any cases of wrongful use of the Administrative Practice.



AP S6 Student Medical Care Plan and Medications

Legislative References:

Policy Reference: None

Collective Agreement References: None

Date:

It is the District's responsibility to ensure student safety and well-being while at school, and it recognizes that, in some cases, student well-being depends on the implementation of medical care plans for students with serious medical conditions and the administration of prescribed medication.

Given explicit written direction and authority from the parent/guardian, the principal or designate will ensure that medical care plans are implemented, and medications are administered, or that self-administration is overseen, consistent with parent/guardian directions. In the absence of such direction and authority, schools will neither implement medical care plans, nor administer medication to students, nor will they assume responsibility for their self-administration.

This administrative practice provides guidance for the administration and self-administration of medication to students.

Processes

1. Requests to the District to implement a medical care plan for serious medical condition, or to administer medication (short-term or long-term) must be based on the student's requirement to have a medical care plan or receive medication during school hours to allow regular attendance.
2. The Student Medical Care Plan
 - a. must be signed by the student's parent/guardian;
 - 2.1. will be placed in readily accessible, designated areas such as the classroom and office in a manner that maintains confidentiality of student medical information;
 - 2.2. will include at minimum:
 - 2.2.1. the medical diagnosis (signed by a certified medical practitioner;
 - 2.2.2. the current treatment regimen;
 - 2.2.3. who within the school community is to be informed about the plan - e.g. teachers, volunteers, classmates;
 - 2.2.4. current emergency contact information for the student's parents/guardian;



- 2.2.5. a requirement for those exposed to the plan to maintain the confidentiality of the student's personal health information;
 - 2.2.6. information regarding the parent's responsibility for advising the school about any change/s in the student's condition.
- 3. The principal has primary responsibility for ensuring the health, safety and well-being of students during school hours.
 - 3.1. The principal will inform the public health nurse of the names of all students requiring a medical care plan or medication so that instructions or training can be given as needed to the principal or any staff who volunteers to implement the medical care plan or administer the medication.
 - 3.2. Instruction to staff volunteers will be updated as needed by the public health nurse, or by request of the principal and records will be kept of such training. Instructions will be type written.
 - 3.3. The principal must ensure that all relevant forms are fully completed, signed by all required signatories and updated as necessary.
 - 3.4. The principal is responsible for collecting and managing the information on students' life threatening health conditions and reviewing that information annually to form part of the students' Permanent Student Records.
 - 3.4.1. All life threatening condition(s) must be recorded as an inclusion record in MyEducation BC and update the student's record annually. The inclusion must appear on the student's Permanent Student Record. The school will maintain all documentation regarding life-threatening conditions in the student's cumulative file.
- 4. Medication(s) and devices will be provided in original containers.
- 5. A log will be kept in the school of the dates and times of actions associated with the medical care plan or the administration of medications or supervision of self-medication including any special circumstances and the names of the students concerned.
- 6. Each school in the District must have a Medical Alert Plan in place for medical care procedures and medications needed on a long-term basis. That plan will meet the health and safety needs of the students it serves and will be posted in an appropriate place.



7. In emergency situations every employee has a duty to render assistance to a student, including the implementation of the medical care plan, or the administering of medication where necessary.

Forms Appended to This Administrative Practice

- Medical Care Plan (for Students with a Serious Medical Condition)
- Administration of Oral or Topical Medication (also available as fillable form)
- School Log of Actions and Administration of Medications to a Student

Separate Fillable Forms (available on the [District Website](#), filed under AP S6)

- Diabetes Support Plan and Medical Alert Information
- Administration of Oral or Topical Medication

References:

- Ministry of Education and Child Care: [Safe and Healthy Schools](#)



Student Medical Care Plan (for serious medical condition)

Student Name: _____ Case Manager: _____

Date of Birth: _____

Date Developed: _____ To be Reviewed: _____

Contact Information

Parent/Guardian Name: _____

Phone: _____ Cell _____

Parent/Guardian Name: _____

Phone: _____ Cell _____

Alternate Emergency Contact: _____

Phone: _____ Cell _____

Background Information: *(Diagnosis and daily medical needs)*

Emergency Protocol at School: *(Symptoms and steps to take if medical attention is needed)*

Emergency Protocol for Field trips: *(Symptoms and steps to take if medical attention is needed)*



Responsibilities

Parent/student Responsibilities:

- Inform teacher of medical condition and emergency treatment
- When appropriate, ensure student wears a Medical Alert bracelet or Necklace
- If needed, provide medication as prescribed by physician

Teacher Responsibilities:

- Inform teacher on call of student with medical condition and emergency treatment
- To understand the medical condition
- To work with parent, student and school based support personnel to provide education where needed

On Field trips/co-curricular/extra- curricular activities and transportation staff

- Take 2 copies of the Medical Action Form and cellular phone
- Inform supervising adults of student and emergency treatment
- If needed, bring emergency medication as prescribed by a physician

We have reviewed this care plan and agree that it will be followed in the school setting. If there is a change in the student's medical needs we agree that the parent must inform the school so that the school can continue to provide the appropriate care.

Parent/Guardian Signature: _____ Date: _____

School Principal Signature: _____ Date: _____



Administration of Oral/Topical Medication

A) PARENT/GUARDIAN – COMPLETE AND SIGN

STUDENT'S NAME (Last, First)		DOB (Day/Mo/Year)	
MEDICAL CONDITION <input type="checkbox"/> Anaphylaxis <input type="checkbox"/> Blood Clotting Disorder <input type="checkbox"/> Heart Condition <input type="checkbox"/> Seizure Disorder <input type="checkbox"/> Severe Asthma Other: _____			
PHYSICIAN		PHONE	PHN/CARE CARD #
PARENT/GUARDIAN		DAYTIME PHONE	CELL PHONE
EMAIL ADDRESS			
I request the school to give medication as prescribed to my child. I understand I must provide the medication in a sealed original container that is clearly labelled. I will notify the school promptly of any changes in medications ordered.			
SIGNATURE OF PARENT/GUARDIAN			DATE (Day/Mo/Year)

B) PHYSICIAN – COMPLETE AND SIGN

CONDITION(S) WHICH MAKE MEDICATION NECESSARY: _____ _____ _____ _____		
NAME OF MEDICATION	DOSAGE	DIRECTIONS FOR USE
1)		
2)		
3)		
ADDITIONAL COMMENTS, POSSIBLE REACTIONS, CONSEQUENCES OF MISSING MEDICATION, ETC. 		
SIGNATURE OF PHYSICIAN		DATE (Day/Mo/Year)



Instructions for Parents Completing the Administration of Oral/Topical Medication Form

If your child requires medication to be supervised or administered by school staff for at least one month or medication in an emergency, e.g. epinephrine auto-injector, you and your doctor must complete the Medication Administration Form. No medications will be given to your child without a signed medication administration form.

Parent/Legal Guardian:

- + **Complete and sign Section A** of the Medication Administration Form and return the form to the school prior to school starting in September or when your child is started on a medication.
- + **Have your family doctor complete and sign Section B** of the Medication Administration Form. Your doctor needs to clearly state the medical condition, the name of the medication, the amount of medication to be given, how often it is to be given, consequences of a missed dose, important side effects and/or drug reactions.

Provide the medication in its original container clearly labelled with:

- + Child's name
- + Medication name
- + Dosage
- + Expiry date

Ask your pharmacist for an extra labelled container for prescription medications (so you can supply one for school use) and an accurate measuring spoon or cup for liquid medications.

The school principal will be informed of the medication to be administered and will discuss this with school staff. The school's Public Health Nurse is available for consultation if there are any questions about the medication.



School Log -Actions /Administration of Medications to a Student

Student Name: _____ Name of Doctor: _____

Date of Birth: _____ Dr./Clinic Phone: _____

Home Phone: _____ Pharmacy Phone: _____

Update each time a medication is administered.

Date	Time	Medication	Dosage	Administered By	Initial