



BOARD OF EDUCATION

POLICY DEVELOPMENT COMMITTEE

October 10, 2017

4:30 p.m.

District Education Office

A G E N D A

- | | | |
|--|------------------|-----------|
| 1. Call to Order | | Chair |
| 2. Election of Chair | | |
| 3. Approval of Agenda | | Chair |
| 4. Approval of Minutes – May 16, 2017 | Page 2 | Chair |
| 5. Draft Revised Policy #7030 – Physical Restraint of Students | Page 4 | K.Nelson |
| Original district policy | Page 10 | D. Barner |
| Sample policies from other districts | Page 16 | |
| 6. Draft Revised Policy #6700 – District Health & Safety..... | Page 32 | K.Bird |
| Sample policies from other districts | Page 37 | |
| 7. Questions/Comments | | |
| Next Meeting: | December 5, 2017 | |
| | District Office | |

ADJOURNMENT

**BOARD OF EDUCATION
SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)**

**DRAFT MINUTES OF THE POLICY DEVELOPMENT COMMITTEE MEETING
May 16, 2017**

PRESENT:

Board Representatives:

Linda Kerr	Trustee
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Committee Representatives:

Patsy Graham	Principal	FCPVPA
Darlene Smith	Support staff	CMAW
Lori Izawa	Parent	DPAC
Rosalee Floyd	Principal	FCPVPA
Jon Polishak	Teacher	FCTA

District Staff:

Natalie Lowe	Secretary-Treasurer
Kevin Bird	Assistant Superintendent
Laurie Bjorge	Recording Secretary

Regrets:

Karen Nelson	Superintendent	
John Koopman	Chair	
Debra Schneider	AEC	
Brad Bourel	Staff	CMAW
Diana Savoie	Parent	AEC

1. Call to Order

The meeting was called to order by the Acting Chair at 4:30 p.m. in the District Board office.

2. Approval of Agenda – May 16, 2017

Izawa/Smith

THAT the agenda of the Policy Development Committee meeting held on May 16, 2017 be approved as presented.

Carried

3. Approval of Previous Minutes – April 4, 2017

Izawa/Smith

THAT the minutes of the Policy Development Committee meeting held on April 4, 2017 be approved as presented.

Carried

4. **Draft Revised Policy #1080 – Trustee Code of Ethics**

The Assistant Superintendent began the discussion by noting that the intention is to move this policy to bylaws. Bylaws are concerned with the admittance into membership for what the bylaws are for. Attributes of membership fall in line with code of membership. Policies have an aspect of flexibility that bylaws do not. The Board of Education created an adhoc committee to review bylaws. The Policy Development Committee broke into groups to review other districts' policies and to make recommendations to the Bylaw Committee. The Assistant Superintendent will collect all feedback and forward to the Bylaw Committee.

5. **Draft New Policy #6220- Whistleblower Protection**

The policy had gone to the Board of Education for first reading and was brought back to the Policy Development Committee for further review. The Board felt that this policy should include trustees as well. The Assistant Superintendent explained that this policy centres around the employee relationship. The committee discussed possible amendments and agreed to adding trustees and contractors, but to be clear that protection covers only employees.

It was also agreed to add the Board Chair and the Secretary-Treasurer, to those who issues are reported.

Izawa/Smith

THAT draft new Policy #6220 – *Whistleblower Protection* be presented to the Board of Education for first reading, as amended.

Carried

6. **Policy #7330 – Pupils – Illness or Accident at School**

The Board of Education has discussed and approved that Naloxone kits will be provided to schools. The Policy Development Committee was asked to amend or create policy regarding the use of the opiate antidote. Other districts who have implemented the practice have not created policy; they advise their staff to use their training as needed. The Acting Chair reported that the directive from BCSTA states that districts cannot require staff to have training or use the antidote, it must be voluntary. District staff have volunteered to receive the training. Public Health will set up training at the schools. The committee discussed the pros and cons of providing the antidote.

Provincial meetings are being held regarding this practice. The committee will wait for further information from the Ministry of Education.

Next Meeting

Fall, 2017

Location: District Education Office

Adjournment

The meeting adjourned at 6:00 p.m.

/Izawa

THAT the meeting be adjourned.

Carried

SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)

POLICY

NO: 7030

DATE: 1999-04-27

REVISED: 2007-11-13

REVIEWED: 2011-04-12

SUBJECT: **PHYSICAL RESTRAINT OF STUDENTS**

Purpose:

To ensure Fraser-Cascade schools are learning environments that are as safe as possible for all children and adults.

It is expected that school personnel implement pro-active, positive, non-punitive supports and interventions that make the use seclusion and physical restraint unnecessary.

Physical Restraint and Seclusion may only occur when behaviour of a student poses imminent danger of serious physical harm to self or others including school personnel, and where less restrictive measures have been ineffective of ending the threat of serious physical harm.

SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)

REGULATIONS

NO: 7030 R

DATE: 1999-04-27

REVISED: 2007-11-13

REVIEWED: 2011-04-12

SUBJECT: **PHYSICAL RESTRAINT OF STUDENTS**

1. Definitions

- 1.1 Seclusion – the involuntary confinement of a person, alone in a room, enclosure or space which the person is physically prevented from leaving. The term seclusion does not apply to the following situations:
 - 1.1.1 When a student has personally requested to be in a different/secluded location/space;
 - 1.1.2 When a student is outside of the regular classroom and possibly alone (but supervised) for a calm or quiet break if these breaks are behaviour strategies which are proactive and are part of the student's daily routine.
- 1.2 Physical Restraint – 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. The term physical restraint does not apply to the following situations:
 - 1.2.1 The provision of gentle physical guidance or prompting of a student when teaching a skill, redirecting attention or providing comfort.
 - 1.2.2 A temporary, gentle touch on a student's arm, shoulder or back for the purpose of guiding a student to a safe location. A gentle touch to some students can be a physical trigger for them to act out violently. Be mindful of a student's safety plan.

2. General Guidelines

- 2.1 In cases where an individual student could potentially cause harm to self or others the following plans should be collaboratively developed with the principal, teachers, support staff, parents/guardians and, when appropriate, the student:
 - 2.1.1 A Safety Plan detailing the student's triggers, patterns of escalation and appropriate adult responses is collaboratively developed and implemented by all staff* working directly with the student
 - 2.1.2 Based on the data from a Functional Behaviour Assessment (FBA) a formal positive Behaviour Support Plan or Behaviour Intervention Plan describing positive behaviour intervention supports and conflict de-escalation procedures is collaboratively develops

- 2.2 A review/revision of prevention/intervention strategies/plans within a school or classroom must occur in cases where there is:
 - 2.2.1 Repeated use of physical restraint or seclusion for an individual student
 - 2.2.2 Multiple use of physical restraint or seclusion occurring within the same classroom
 - 2.2.3 Repeated use of physical restraint or seclusion by an individual staff member
 - 2.3 It is the principals responsibility to ensure that staff such as bus drivers, clerical, custodians and all casual staff read the plans and understand the importance of adhering to these plans for their own and others safety.
3. Guidelines for Physical Restraint
- 3.1 The Abbotsford School District maintains that a “hands off policy” is the best practice in dealing with students who are acting out. Physical restraint and seclusion must not be common practice and are used only in exceptional circumstances where a student is in imminent danger of causing serious harm to self or others.
 - 3.2 Physical Restraint will only be employed until the imminent danger of serious harm to self or others has dissipated.
 - 3.3 Any time physical restraint is necessary a “Physical Restraint of Student’s Incident Report” must immediately be filed with the Director of Student Support Services. Safer Schools Coordinator, Parents/Guardians must also be informed about the incident immediately.
 - 3.4 Physical Restraint is always conducted in a safe manner by a person who is trained in the proper methods of physical restraint. This training will ensure that:
 - 3.4.1 Students’ breathing is not restricted
 - 3.4.2 Student is not in a prone position (facing down on their stomach)
 - 3.4.3 Student is not in a Supine position (on their back, face up)
 - 3.4.4 Mechanical restraint devices are never used
 - 3.5 Training sessions in positive behaviour support planning, non-violent crisis intervention, conflict de-escalation techniques, and safety planning will continue to be offered to school personnel on a regular basis.
 - 3.6 The need for staff to be trained in the use of physical restraint for a student will be determined by the Director of Student Support Services in consultation with district staff, school administrator, school staff and the students’ parents.

4. Guideline for Seclusion

- 4.1 The space used for seclusion must not jeopardize the students' health and safety – emotionally or physically. Seclusion should only be employed in exceptional circumstances where a student is in imminent danger of causing serious harm to self or others.
 - 4.1.1 Seclusion will only be employed until the imminent danger of serious harm to self or others has dissipated.
 - 4.1.2 Any time seclusion is necessary a “Student Safety Incidence or Threat Report” must be filed with the Occupational Health and Wellness Manager and the Director of Learning Support Services. Parents/Guardians must also be informed about the incident immediately.
 - 4.1.3 A student must never be locked into a room unless a Safety Plan for Locked Seclusion has been created in collaboration with District LSS Personnel, School Administrator, school staff, parents and possibly outside agencies.
 - 4.1.4 Any room that is to be used for seclusion must have an observation window and the secluded student must be under continuous visual observation. The student's behaviour is recorded at regular intervals by the observing adult throughout the period of seclusion.

Reference: Provincial Guidelines – Physical Restraint and Seclusion in School Settings, British Columbia

Ministry of Education, June 3, 2015

PHYSICAL RESTRAINT OF STUDENTS
Incident Report

TYPE OF OCCURRENCE

Accident
Assault
Physical Intervention
Other

Date: _____

Student's Name _____

Employee(s) Involved:

1. _____
2. _____
3. _____
4. _____

Where did the incident occur? _____

Details of the incident: _____

Results of Occurrence: _____

Follow-Up Action Plan _____

SIGNATURES

Name

Signature

Administrator's Name

Signature

WCB Forms Submitted: Yes No

SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)

POLICY

NO: 7030

DATE: 1999-04-27

REVISED: 2007-11-13

REVIEWED: 2011-04-12

SUBJECT: **PHYSICAL RESTRAINT OF STUDENTS**

PURPOSE

To provide direction for the restraint of students where required and appropriate.

POLICY

In unusual situations, a supervisory adult may find it necessary to apply physical restraint when a student presents a danger to himself/herself, others, and/or property.

ORIGINAL TO BE REVISED

SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)

REGULATIONS

NO: 7030 R

DATE: 1999-04-27

REVISED: 2007-11-13

REVIEWED: 2011-04-12

SUBJECT: **PHYSICAL RESTRAINT OF STUDENTS**

1. Definition

Physical restraint is a judicious and temporary control measure with a resisting child/student in order to control movement, location, and behaviour, such as violence or abuse to persons, self or property.

2. When to Restrain:

- a) Physical restraint must be viewed as a temporary measure to facilitate appropriate student behaviour. Restraining is required when, in the opinion of the supervisory adult, the threat is immediate and after other measures have been deemed to be of little or no benefit to a student who may pose danger to self, others, and/or when there is a risk of serious damage to valuable property.
- b) It is recognized that there may be occasions where physical restraint may be appropriate even though more moderate control measures have not been used, e.g., where a student is in the process of causing harm to another person.

3. Who Should Restrain:

- a) Restraining may be required inside or outside of the classroom and should be done only by a principal, vice-principal, teacher or support staff member. Whenever possible, two or more adults should be involved or present when restraining a student.
- b) Prior to restraint, physical contact should be conducted in the following manner:
 - i) with controlled, unemotional and reassuring statements that give reasons for the restraint and describe the necessary behaviour for ending the restraint;
 - ii) with the least amount of force required to protect student and restrainer;
 - iii) with the least amount of disturbance to the rest of the class;
 - iv) in the presence and with the assistance of another adult, where possible.

4. Restraining Procedures:

The procedures involve three basic steps: restraining, student and staff debriefing, and documenting:

RESTRAINING

Recommended techniques include:

1. Children's Control Position* - from behind, the restrainer holding the student's wrists with arms crossed/wrapped over the student's chest with one arm locking the other;
2. Team Control Position* the restrainers (2), facing the same direction as the student, place their inside legs in front of the student's legs, the restrainer's outside hands hold the student's wrist, the inside hands form a C on the student's shoulder;
3. Interim Control Position* this is a temporary position – the restrainer, facing the same direction as the student, outside hand holds the student's wrist and the restrainer crosses their other arm in front of the student to gain control of the student's other arm;
4. Transport Technique* the restrainer, facing the same direction as the student, outside hand holds the student's wrist and the restrainer's inside arm crosses in front of the student's arm and the restrainer clasps their own wrists;

* from the Non-Violent Crisis Intervention Instructor's Manual Crisis Prevention Institute, Inc.

Other techniques acceptable in extreme circumstances:

1. The restrainer holds the student's feet, legs or ankles;
2. The restrainer who is seated on the floor with their back against the wall holds the student's wrists with arms crossed over the student's chest;
3. The restrainer holds the student on the floor, face down toward the floor, the restrainer supporting his/her own weight and exerting only the required pressure to control the student – (very extreme intervention only to be used in rare situations).
4. Where students are engaged in fighting, care should be taken to reduce the risk of the restrainer while still attempting to break up the fight.

DEBRIEFING

1. Student Debriefing – Where possible, debriefing should occur as soon as the student is calm and rational. The adult should:
 - state what happened
 - state the behavioural rule or expectation that was broken
 - discuss alternative behaviours or actions
 - discuss logical consequences

2. Staff Debriefing – Where possible, debriefing should occur as soon as staff involved can meet. The following process is constructive:
 - discuss the incident
 - establish the basic facts as team members may have arrived at different times
 - review the responses

DOCUMENTATION

The process of documentation includes:

- i) noting time and location of the incident;
- ii) creating written statements that lead to and describe the incident and the resolution;
- iii) noting names of all people involved and any witnesses;
- iv) notification of the restraining to the principal and parents, and meeting with appropriate concerned personnel from other agencies who work with the student;
- v) where injury has occurred, complete an Accident Report Form

5. Responsibility for Procedures

- (a) The School District is responsible for providing appropriate and ongoing in-service in restraining procedures.
- (b) Principals are responsible for ensuring that teachers and support staff are made aware of the restraint procedures including completion of documentation.
- (c) Principals, teachers and support staff are responsible for current, non-violent crisis intervention knowledge of restraint procedures.
- (d) Please use the *Incident Report Form* attached.

PHYSICAL RESTRAINT OF STUDENTS
Incident Report

TYPE OF OCCURRENCE

Accident
Assault
Physical Intervention
Other

Date: _____

Student's Name _____

Employee(s) Involved:

1. _____
2. _____
3. _____
4. _____

ORIGINAL TO BE REVISED

Where did the incident occur? _____

Details of the incident: _____

Results of Occurrence: _____

Follow-Up Action Plan _____

SIGNATURES

Name

Signature

Administrator's Name

Signature

ORIGINAL TO BE REVISED

WCB Forms Submitted: Yes No

Section:	Health and Safety	
Title:	Physical Restraint and Seclusion	180

Purpose

To outline the responsibility of providing a safe environment, and when necessary, to manage instances where a students' aggressive or violent behaviour may harm the student, staff or other students.

Policy

The School District is responsible for providing a safe, personally secure, and respectful working and learning environment for all employees and all students. Threats or acts of aggressive or violent behaviour by students compromise this environment.

The School District will structure the learning environment and learning supports in order to prevent or minimize aggressive or violent student behaviour.

When behaviour interventions are not working, and when a student's aggressive or violent behaviour is escalating to the point of compromising the safety of themselves or others, trained staff members may need to use physical restraint and/or seclusion to de-escalate the aggressive or violent behaviour.

There may be situations where physical restraint may be appropriate even though more moderate measures to de-escalate the behaviour have not been used (example: a student in the act of causing harm to another person).

Any employee acting reasonably (whether trained or not) may need to use reasonable force to protect students, other persons, or themselves from an imminent assault or serious physical harm.

Restraint and seclusion are to be used *only* as the last option and *only* until such time as the risk of serious harm to self or others is eliminated.

Physical restraint or seclusion is not to be used as an intervention or treatment procedure.

Respecting student's rights, maintaining student dignity and the safety of all involved is paramount.

Appropriate School District staff, the Superintendent, and the students' parents will be informed in a timely manner of any use of physical restraint or seclusion.

The use of physical restraint and seclusion must be handled in accordance with relevant provincial legislation and the School District's administrative procedures.

Date of Original Board Approval: May 23 2017 (Policy #180)

Date Amended:

Cross Reference: [Administrative Procedures: 180-1](#)

THE BOARD OF EDUCATION OF SCHOOL DISTRICT 5 (SOUTHEAST KOOTENAY

REGULATIONS

PHYSICAL RESTRAINT AND SECLUSION IN SCHOOL SETTINGS

SECTION 3.9R

District staff will employ the following procedures and guidelines regarding the use of physical restraint and seclusion:

1. Physical restraint and seclusion are used *only* in exceptional circumstances where a student is in immediate danger of causing harm to self or others.
2. Where a student's behaviour could cause harm to self or others, restraint or seclusion may be required until such time as the immediate danger of serious harm to self or others has dissipated.
3. Physical restraint and seclusion procedures are used *only* as emergency, not treatment procedures. Neither physical restraint nor seclusion procedures are used as punishment, discipline or to force compliance.
4. It is expected that school personnel will implement positive behaviour supports and interventions, behaviour plans, emergency or safety plans, and other plans to prevent and de-escalate potentially unsafe situations.
5. Parents and, where appropriate, students will be offered opportunities to be consulted in the development of positive behaviour supports and interventions, behaviour plans, emergency or safety plans.
6. Training sessions in positive behaviour support planning, non-violent crisis intervention, conflict de-escalation techniques, and safety planning will continue to be offered to school personnel on a regular basis.
7. School personnel who work directly with a student in situations where there is a potential for immediate danger of serious physical harm to the student or others, and where they may be required to respond to an individual whose behaviour is presenting a danger to self or others, are expected to have been trained in crisis intervention and the safe use of physical restraint and seclusion.
8. Recurring practice of restraint or seclusion is not to be common practice in any student's educational program. Prevention/intervention strategies are to be reviewed and revised in situations where: repeated use of physical restraint and seclusion for an individual student occurs; multiple uses of physical restraint and seclusion occur within the same classroom; or, physical restraint and seclusion is repeatedly used by an individual.

9. Physical restraint or seclusion is 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 (i.e., facing down on his/her stomach) or supine position (i.e., on his/her back, face up); never employs the use of mechanical devices.
10. Any space used for the purpose of seclusion will not jeopardize the secluded student's health and safety.
11. Any student placed in seclusion will be continuously visually observed by a school staff member who is physically present throughout the period of seclusion. This school staff member must be able to communicate with the student in the student's primary language or mode of communication at all times. All health and safety policies and/or regulations, including WorkSafeBC regulations, will be followed.
12. Each incident involving the use of physical restraint or seclusion will include the following actions subsequent to an incident:
 - Notification to the school principal as soon as possible after an incident and always prior to the end of the school day on which the incident has occurred. Upon receipt of such notification, the school principal will complete the *Report of Physical Restraint and/or Seclusion* district form.
 - Notification, by the school principal, to the student's parent(s)/ guardian(s) as soon as possible/always prior to the end of the school day on which the incident has occurred.
 - Notification by the school principal to the Safe Schools Coordinator as soon as possible after an incident and always prior to the end of the school day on which the incident has occurred.
 - The Safe Schools Coordinator will notify the Superintendent, and where appropriate, other District staff as soon as possible after an incident has occurred.
 - A debriefing is to be scheduled involving school personnel, parents or guardians of the student, and wherever possible, with the student – to examine what happened/what caused the incident, and what could be changed, i.e. preventative and response actions that could be taken in the future, to make the use of physical restraint or seclusion unnecessary.
13. The District will review these procedures and guidelines on a regular basis to ensure alignment with current research/practice and to ensure alignment with guidelines issued by the Ministry of Education.

Planning and Management of Student Behaviour

1. There is a continuum on which student behaviour is planned for and managed. Many of these happen at the classroom and school office level. In cases where a student's behaviour has been negative over time, occurs in more than one setting and requires moderate or intensive behavioural support, the student's educational planning will involve the following:
 - an Individual Education Plan (IEP) outlining the student's learning outcomes, required learning support services, and instructional and assessment methods, and

- a formal positive behaviour support plan describing positive behaviour intervention supports and conflict de-escalation procedures.
2. Additionally, where the student's behaviour could potentially cause harm to self or others, the student's educational planning will also include:
- a safety plan detailing safety (emergency) procedures regarding the use of physical restraint and seclusion, and confirming the opportunity for formal training of school personnel.

Related Bylaws, Policies, Contracts and Regulations:

Draft Policy – Physical Restraint and Seclusion in School Settings

Provincial Guidelines – Physical Restraint and Seclusion in School Settings (BC Ministry of Education May 2015)



School District 5 (Southeast Kootenay)

Report of Physical Restraint and/or Seclusion

Restraint or Seclusion is an emergency procedure to be employed only when there is an immediate danger to self or others. In the event of restraint/seclusion procedures being implemented, the Principal, the student's parent(s) or guardian(s) must be informed and the following report completed.

TO BE COMPLETED BY SCHOOL PRINCIPAL IN CONSULTATION WITH ALL SCHOOL STAFF INVOLVED

Student Name	Grade	Special Education Designation (if applicable)
Teacher/Class	School	Date
Nature of restraint /seclusion (describe exactly what procedure was used):		
Time procedure began and time it ended:		
Staff person initiating seclusion/restraint; others present/involved:		
Describe the behaviour that led to the emergency use of seclusion/restraint, including time, location, activity, others present, other contributing factors:		
There was: <input type="checkbox"/> Immediate serious physical harm to themselves <input type="checkbox"/> Immediate serious physical harm to others <input type="checkbox"/> Both immediate serious physical harm to themselves and others		
Procedures used to attempt to de-escalate the student prior to using seclusion/restraint:		
Follow-up with student after the seclusion/restraint:		
Was a debriefing held or is a debriefing scheduled which includes school personnel and parents/guardians (and student if appropriate) and which will include reviewing incident and existing plans and revising them if necessary?		
When was the parent/guardian notified?	Name of Principal/Vice Principal completing form:	
By whom?		

Copies to: School File
Safe Schools Coordinator



**POLICY 543.1
PHYSICAL RESTRAINT AND SECLUSION IN SCHOOL SETTINGS**

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 believes that respect for student rights, maintaining student dignity and the safety of all involved is paramount.

The Board of Education believes that behaviour is a form of communication and that interventions for all students emphasize prevention and promotion of positive behaviour to protect the individual's and other's safety.

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. Every effort is made to employ preventative actions that preclude the need for the use of physical restraint or seclusion.

DEFINITIONS

1. Physical Restraint:

- a) 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.
- b) The provision of a 'physical escort' (ie. 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) does not constitute physical restraint.
- c) The provision of physical guidance, or prompting of a student when teaching a skill, redirecting attention, or providing comfort, also does not constitute physical restraint.

2. Seclusion:

- a) Seclusion is the involuntary confinement of a person alone in a room, enclosure, or space which the person is physically prevented from leaving.



SCHOOL DISTRICT NO. 73 (KAMLOOPS/THOMPSON)

- b) Behaviour strategies such as “time out”, used for social reinforcement as part of a behaviour plan, are not considered ‘seclusion’.
 - c) The term seclusion does not apply where a student has personally requested to be in a different/secluded location/space.
3. Time out:
- a) 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 involves removing a student from sources of positive reinforcement as a consequence of a specific undesired behavior.
 - b) Time out is only one option along a continuum of behavior interventions supporting behavior change. Time-out can be implemented on several different levels, ranging from quiet time in the regular classroom to a time-out room in a location outside of the classroom.
 - c) Typically time-out is used in tandem with positive interventions that can maximize student learning and assist in the acquisition of replacement behaviours.

DISTRICT POLICY FOR THE USE OF PHYSICAL RESTRAINT AND SECLUSION

1. Physical restraint and seclusion procedures are emergency, not treatment, procedures and are used only in exceptional circumstances where a student is in imminent danger of causing harm to self or others.
2. All school staff members are provided the opportunity to participate in training in positive behaviour interventions and supports and de-escalation techniques, and all specialized staff who work directly with a student in situations where there is a potential for imminent danger of serious physical harm to the student or others, and where they may be required to respond to an individual whose behavior is presenting a danger to self or others are expected to be trained in crisis intervention and the safe use of physical restraints and seclusion.
3. Parents and, where appropriate, students are offered opportunities to be consulted in the development of positive behaviour supports and interventions, behaviour plans, emergency or safety plans.



SCHOOL DISTRICT NO. 73 (KAMLOOPS/THOMPSON)

4. Every instance where physical restraint and/or seclusion or the use of “timeout” outside of a classroom has occurred is documented.
5. Prevention/intervention strategies are reviewed and revised in situations where:
 - a) repeated use of physical restraint and seclusion for an individual student occurs;
 - b) multiple uses of physical restraint and seclusion occur within the same classroom;
or
 - c) physical restraint and seclusion is repeatedly used by an individual.
6. Incidents of physical restraint and seclusion will be reported to the school principal and forwarded to the District Superintendent or designate.
7. The District will review this policy on a regular basis to ensure alignment with current research/practice and to ensure alignment with guidelines issued by the Ministry of Education.



School District No. 27 (Cariboo-Chilcotin)

PHYSICAL RESTRAINT OF STUDENTS

Policy No. 5146

Confirmed: April 2017

Effective: September 2015

Initial Adoption: February 1996

Preamble

The purpose of this policy is to provide direction for the restraint of students where required and appropriate.

Policy

In exceptional situations, a supervisory adult may find it necessary to apply physical restraint when a student presents a danger to himself/herself, to others, and/or to property.

Regulations

The most current Ministry of Education provided Provincial Guidelines regarding physical restraining and seclusion in school settings will be followed by schools. The March 2015 draft is currently attached to these regulations and will be replaced as updates become available.

Definitions

Behaviour – The actions by which an individual adjusts to his or her environment. It is commonly understood that behaviour is communication¹. It is the impact of the behaviour that dictates whether a behaviour is negative or positive.

Understanding that behaviour is communication, the purpose of these guidelines is to promote a response that protects both the individual and other's safety and well-being.

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.

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, does not constitute physical restraint.

The provision of physical guidance, or prompting of a student when teaching a skill, redirecting attention, or providing comfort also does not constitute physical restraint.

Seclusion – is the involuntary confinement of a person, alone in a room, enclosure, or space which the person is physically prevented from leaving.

Behaviour strategies, such as 'time out', used for social reinforcement as part of a behaviour plan, are not considered 'seclusion'.

The term seclusion does not apply where a student has personally requested to be in a different/secluded location/space.

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 involves removing a student from sources of positive reinforcement as a consequence of a specific undesired behaviour.

Time-out is only one option along a continuum of behaviour interventions supporting behaviour change. Time-out can be implemented on several different levels, ranging from quiet time in the regular classroom to a time-out room in the school.

Typically, time-out is used in tandem with positive interventions that can maximize student learning and assist in the acquisition of replacement behaviours.

¹ Adapted from Gerrig, Richard J. & Philip G. Zimbardo. *Psychology And Life*, 16/e. Published by Allyn and Bacon, Boston, MA. Copyright (c) 2002 by Pearson Education. Information found on American Psychology Association (APA) website July 10, 2014: <http://www.apa.org/research/action/glossary.aspx>

Introduction

Student access to an effective educational program is a basic right of each student in British Columbia's K-12 education system. Positive and least restrictive approaches in the provision of student supports are considered best practice. Respect for student rights, maintaining student dignity and the safety of all involved is paramount.

Learning environment design has been shown to have a direct impact on teacher-student and student-teacher and, consequently, on student learning and achievement. The overarching goal of learning environment design is the creative use of space to facilitate and support positive student learning experiences – rather than punitive, disciplinary ones.

In recent years, our understanding of the 'learning environment' has evolved. A wide variety of creative approaches to teaching/learning and to the configuration of physical spaces within and beyond the traditional classroom setting, including accommodations for students' sensory and self-regulation needs, are employed to support students' academic and social-emotional learning goals.

Every effort should be made to structure learning environments, and to provide learning supports that make physical restraint and seclusion unnecessary.

It is expected that school personnel implement effective supports and interventions to prevent and de-escalate potentially unsafe situations.

There is no evidence that using restraint or seclusion is effective in reducing the occurrence of the problematic behaviours that frequently precipitate their use. There is a growing body of knowledge that shows that continued use can cause harm.

There is evidence that the effective implementation of school-wide programs that support positive behaviour, such as Positive Behaviour Intervention Supports (PBIS), are linked to greater academic achievement among students, significantly fewer disciplinary problems, increased constructive instructional time, and to increased perception of safer teaching and learning environments.

The Ministry's purpose in providing guidelines for the use of physical restraint or seclusion in school settings is to assist boards of education and independent school authorities in creating and maintaining learning environments that are as safe as possible – for all children and adults.

The Ministry recommends boards of education and independent school authorities use these guidelines to support a multidisciplinary review, discussion and development of individual district policy, protocol and training.

Principles

The British Columbia Ministry of Education supports the following *principles* regarding the use of physical restraint and seclusion procedures in school settings:

- Behaviour interventions for students must promote the rights of all students to be treated with dignity.
- Behaviour interventions for all 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.
- Positive educational/behaviour interventions and mental health supports are provided routinely for all students who need them, and they are provided in a safe and least-restrictive environment.
- Behaviour interventions address the underlying cause of purpose of potentially harmful behaviour.
- Physical restraint or seclusion is 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, and where less restrictive interventions have been ineffective in ending imminent danger of serious physical harm. Restraint or seclusion is discontinued once imminent danger or serious physical self-harm or harm to others has dissipated.
- Neither restraint nor seclusion are used as a punishment, discipline, or to force compliance in an educational/learning setting.
- Educational assessments, including functional behaviour assessments, are provided for all students whose pattern of behaviour impedes their learning or the learning of others – to inform the development of behaviour intervention plans. These plans incorporate positive behaviour interventions, and include instruction in appropriate behaviour and strategies that will help students learn to de-escalate their behaviour.
- It is expected that schools will include among their staff members, individuals who are trained in positive behaviour intervention supports, conflict de-escalation, and crisis de-escalation and non-violent crisis intervention techniques to enable them to defuse conflict and crisis situations.
- School and district staff are aware of and engage the assistance of additional program and resource supports that may be available in their community.

Guidelines

The British Columbia Ministry of Education offers the following *guidelines* regarding the use of physical restraint and seclusion procedures in school settings:

- Where a student's behaviour could cause harm to self or others, restraint or seclusion may be required until such time as the imminent danger of serious harm to self or others has dissipated.
- Physical restraint and seclusion are used *only* in exceptional circumstances where a student is in imminent danger of causing harm to self or others.
- It is expected that school/school personnel will implement positive behaviour supports and interventions, behaviour plans, emergency or safety plans, and other plans to prevent and de-escalate potentially unsafe situations.
- It is expected that parents and, where appropriate, students are offered opportunities to be consulted in the development of positive behaviour supports and interventions, behaviour plans, emergency or safety plans.
- All school personnel are provided regular opportunities for training in positive behaviour interventions and supports and de-escalation techniques.
- Schools are strongly encouraged to include, among their staff members, individuals who are trained in positive behaviour intervention supports, conflict de-escalation, and crisis de-escalation techniques to enable them to defuse conflict and crisis situations.
- School personnel who work *directly* with a student in situations where there is a potential for imminent danger of serious physical harm to the student or others, and where they may be required to respond to an individual whose behaviour is presenting a danger to self or others, are expected to have been trained in crisis intervention and the safe use of physical restraint and seclusion.
- In cases where a student's behaviour could potentially cause harm to self or others, the student's educational planning includes development of:
 - an Individual Education Plan (IEP) outlining the student's learning outcomes, required learning support services, and instructional and assessment methods
 - a formal positive behaviour support plan describing positive behaviour intervention supports and conflict de-escalation procedures that are in place
 - an emergency or safety plan detailing emergency and safety procedures regarding the use of physical restraint and seclusion, and confirming the formal training of school personnel
- Recurring practice of restraint or seclusion is not common practice in any student's educational program.

- Physical restraint or seclusion is 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 (i.e., facing down on his/her stomach) or supine position (i.e., on his/her back, face up); never employs the use of mechanical devices.
- It is critical that:
 - any space used for purpose of seclusion will not jeopardize the secluded student's health and safety
 - any student placed in seclusion is *continuously visually observed by an adult who is physically present throughout the period of seclusion* and that all health and safety policies or regulations including WorkSafe BC regulations be followed.
 - school personnel able to communicate with the student in the student's primary language or mode of communication are present at all times
- It is expected that boards of education/independent school authorities/schools, in which physical restraint or seclusion may potentially be used, have in place a physical restraint and seclusion **policy**:
 - defining physical restraint and seclusion as presented in the Definitions section of this guidelines document (pages 1 and 2)
 - making clear, that restraint and seclusion procedures are emergency, not treatment, procedures
 - requiring that all school staff members be provided opportunity to participate in training in positive behaviour interventions and supports and de-escalation techniques, and that all specialized staff be provided the opportunity to participate in training regarding the use of physical restraint and seclusion
 - requiring that parents and, where appropriate, students are offered opportunities to be consulted in the development of positive behaviour supports and interventions, behaviour plans, emergency or safety plans
 - requiring documentation of every instance where physical restraint and seclusion of a student occurs
 - requiring prevention/intervention strategies to be reviewed and revised in situations where: repeated use of physical restraint and seclusion for an individual student occurs; multiple uses of physical restraint and seclusion occur within the same classroom; or, physical restraint and seclusion is repeatedly used by an individual
 - requiring a reporting process or mechanism for recording incidents of physical restraint and seclusion, or the use of 'time out' outside of a classroom – and for providing this information to the school district's superintendent or designate/independent school authority or designate

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Provincial Guidelines – Physical Restraint and Seclusion in School Settings

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- requiring regular review of the physical restraint and seclusion policy to ensure alignment with current research/practice
- It is expected that boards of education/independent school authorities/schools, in which physical restraint or seclusion may potentially be used, have in place a physical restraint and seclusion **procedures** that include, at a minimum:
 - a statement that restraint and seclusion procedures are used *only* as emergency, not treatment, procedures
 - description of positive behaviour intervention supports and conflict de-escalation procedures that are in place
 - development, by the school-based team, of positive behaviour supports and interventions, behaviour plans, emergency or safety plans for each student whose behaviour could potentially pose imminent danger of harm to self or others
 - opportunities for parents and, where appropriate, students to be consulted in the development of these plans
 - the student's behaviour plan, and emergency or safety plan are attached to the student's IEP, are reviewed regularly, and at least, annually
 - follow-up after each incident involving the use of physical restraint or seclusion that includes:
 - * notification to the school principal as soon as possible after an incident/always prior to the end of the school day on which the incident has occurred
 - * notification, by the school principal, to the student's parent(s)/guardian(s) as soon as possible/always prior to the end of the school day on which the incident has occurred
 - * notification to the school district administrator responsible for student support services as soon as possible after an incident/always prior to the end of the school day on which the incident has occurred
 - * notification to the superintendent or designate as soon as possible after an incident has occurred
 - * a debriefing – with involved school personnel; parents or guardians of the student; and where possible, with the student – to examine what happened/what caused the incident, and what could be changed, i.e., preventative and response actions that could be taken in the future, to make the use of physical restraint or seclusion unnecessary
 - a process and schedule for regular review of physical restraint and seclusion procedures to ensure alignment with current research/practice

Note: These provincial guidelines regarding the use of physical restraint and seclusion in school settings in British Columbia are derived from a position summary – *Physical Restraint and Seclusion Procedures in School Settings* – published by the Council for Children with Behavior Disorders, a division of the Council for Exceptional Children (CEC), and CEC policy approved by the Council for Exceptional Children Board of Directors, September 2009.

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These guidelines were developed with guidance from representatives from the following provincial organizations: Inclusion BC, the Family Support Institute of BC, the BC School Trustees Association, the BC Confederation of Parent Advisory Councils, the BC Council of Administrators of Special Education, and the BC Association of School Psychologists. The Ministry of Education thanks these individuals and organizations for reviewing drafts and offering helpful suggestions throughout the subsequent development process.

SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)

POLICY

NO: 6700

DATE: 98-02-10

REVISED: 2011-05-03

SUBJECT: **DISTRICT HEALTH AND SAFETY PRACTICES**

The health and safety of pupils, employees and others who visit or use school district facilities is of major importance to the Board. A district health and safety committee, with sub-committees in each place of work, will therefore be established and will continue to operate to ensure that adequate health and safety practices are developed and followed. To this end the district committee and sub-committees will:

- 1) Promote compliance with health and safety regulations and standards and with the spirit and intent of the ~~Workers' Compensation Board~~ **WorkSafe** Regulations.
- 2) Through appropriate programs, encourage health and safety consciousness among school district management and supervisory personnel, employees, pupils and members of the public using school district facilities.
- 3) Provide the means by which staff may acquire necessary first aid training.

SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)

REGULATIONS

NO: 6700 R

DATE: 98-02-10

REVISED: 2011-05-03

SUBJECT: **DISTRICT HEALTH AND SAFETY PRACTICES**

1. District Health and Safety Committee

i) District Health and Safety Committee:

The committee shall be formed and shall be known as the "District Health and Safety Committee".

ii) Composition:

a) The District Health and Safety Committee shall be a joint committee comprised of four members.

b) Employee - one member shall be appointed from each of the following unions:

Fraser-Cascade Teachers' Association
Construction, Maintenance and Allied Workers

c) Employer - two representatives will be appointed from the Education Administration/Business Administration staff.

iii) Functions:

a) Promote health and safety consciousness.

b) Review Health and Safety sub-committee reports, ~~Workers' Compensation~~ WorkSafe reports, and other health and safety related reports brought to its attention and, where appropriate, make recommendations arising from such reviews to the employer.

c) Make recommendations to the employer for the establishment and enforcement of district-wide health and safety practices.

d) Ensure that, where practicable, sufficient staff are trained to provide emergency first aid services as might reasonably be required; and that facilities are equipped with standard safety clothing, protective equipment, and emergency first aid supplies.

e) Prepare copies of its meeting records.

- f) Other such responsibilities as may be assigned by the Board of School Trustees.

iv) Meetings:

- a) One of the management committee representatives will be responsible for convening the first meeting of the committee each school year, at which time the first order of business shall be the election of a chairperson and secretary and any other officers deemed necessary or appropriate by the committee.
- b) The committee will meet at the call of the chairperson; or within 10 days of a request of the majority of members.
- c) The committee will meet at least quarterly.
- d) A quorum shall consist of a majority of members.

v) Minutes:

Minutes will be prepared as soon as possible after the meetings and copies will be provided to employee groups, the Secretary-Treasurer and Trustees of the School District and the ~~Workers' Compensation Board's Industrial Safety Department~~ **WorkSafe BC**.

vi) Agenda:

An agenda will be prepared under direction of the committee chairperson and distributed to members prior to the meetings.

2. **Health and Safety Sub-Committee**

i) Committee:

A Health and Safety Sub-Committee will be established and maintained in each school district place of work.

ii) Composition:

Sub-Committees shall be joint committees and will comprise a representative of the Fraser-Cascade Teachers' Association and a representative of the Construction, Maintenance and Allied Workers Local 2423, who shall be appointed annually by their fellow employees at the place of work at the commencement of the school year, and the principal or designated supervisor of the facility, who shall be responsible for ensuring that the committee functions in accordance with Board Policy and these regulations.

iii) Functions:

Sub-Committees will be responsible for:

- a) Promoting health and safety consciousness. This will include promoting an awareness of the importance of a scent-reduced environment. Posters will be displayed at each site and pertinent information will be reviewed with staff.

- b) Accompanying ~~Workers' Compensation~~ **WorkSafe**, Fire Marshal, Health or other inspectors during inspections.
- c) Ensuring that all accidents incurred by pupils, employees or members of the public and/or incidents which might have led to an accident, which occur on school district property for which the sub-committee has a responsibility, are investigated and reported as required by school district or ~~Workers' Compensation~~ **WorkSafe** regulation.
- d) Conducting their own monthly inspection of the school district facilities for which they have a responsibility with a view to noting potential health and safety hazards.
- e) Taking such steps as might be appropriate at the sub-committee level to correct deficiencies or problems identified in the foregoing; and reporting and making recommendations to the District Health and Safety Committee when appropriate.
- f) Ensuring that sufficient adequately trained personnel are available to provide emergency first aid services to employees, pupils and members of the public using school facilities during regular school hours; and advising the District Health and Safety Committee when personnel desire or require first aid training.
- g) Ensuring the implementation of district health and safety practices and implementing health and safety practices of particular application for the facilities for which the sub-committee is responsible.
- h) **Orient new workers to the work site including applicable WorkSafe regulations and District procedures for reporting accidents and injuries.**
- i) Meeting such other responsibilities as might be delegated to sub-committees by the District Health and Safety Committee or the Board of Education.

iv) Meetings:

The principal or designated supervisor will be responsible for convening the first meeting of the sub-committee each school year, at which the first item of business shall be to elect a chairperson, secretary and any other officer deemed necessary or appropriate by the committee.

Sub-committees will meet at the call of the chairperson or at the request of a member of a sub-committee, but at least as often as monthly.

v) Minutes:

Minutes of the committee's deliberations will be recorded and distributed as follows: the District Health and Safety Committee and the School District Secretary-Treasurer.

3. Worker Responsibilities:

- i) Workers have the responsibility to:
 - a) Learn and follow safe working procedures
 - b) Correct hazards and report hazards to supervisors
 - c) Participate in inspections and incident investigations when required
 - d) Use personal protective equipment where required
 - e) Help to keep a safe workplace recommending ways to improve the District's Occupational Health and Safety Programs.

SCHOOL DISTRICT NO. 69 (QUALICUM)
BOARD POLICY 8004
HEALTH AND SAFETY FOR EMPLOYEES IN THE WORKPLACE

POLICY

The Board of Education is committed to maintaining a healthy and safe work environment for all of its employees by implementing and maintaining a comprehensive program of Occupational Health and Safety (OH&S) which complies with the Workers Compensation Act, WorkSafeBC regulations, Workplace Hazardous Materials Information System (WHIMIS) requirements and all other relevant occupational health and safety regulations.

REGULATIONS

1. The General Manager of Operations, under the direction of the Secretary-Treasurer, is responsible for:
 - initiation and supervision of a District Occupational Health and Safety Plan of activities and programs which will ensure compliance of the District with all WorkSafeBC requirements.
 - presentation to the Board, through the Secretary-Treasurer, of planning and funding recommendations designed to ensure healthy and safe work environments in the District.
2. Worksite Managers are responsible for:
 - implementation of the District OH&S Plan within each worksite - assigning tasks as necessary and ensuring their completion.
 - ensuring that all WorkSafeBC references and directives are circulated to all employees and filed or maintained so as to be readily accessible to all employees.
 - supporting and encouraging employee endeavours and suggestions to improve safety practices in the District.
3. The Board of Education requires the establishment of a District Occupational Health and Safety Coordinating Committee with representation from all employee groups. The District Occupational Health and Safety Committee is responsible for:
 - the provision of input and feedback to the General Manager of Operations regarding the District OH&S Plan.
 - maintaining an overview of all Site OH&S Committees and acting as a resource for Site OH&S Committees.
 - co-ordination of the training of Site OH&S Committees.
 - monitoring of accidents and incidents throughout the district.
 - circulation of District OH&S Committee minutes.
 - raising district employee awareness of health and safety issues.
4. The Board of Education requires the establishment of a Site Occupational Health and Safety Committee with representation from all employee groups. Each Site OH&S Committee is responsible for:
 - meeting monthly to review health and safety issues at each work site and to perform duties as specified by WorkSafeBC regulations and the District OH&S Plan. These duties include but are not limited to the forwarding of recommendations and information regarding specific site OH&S to the District OH&S Committee and to the General Manager of Operations.

5. The Board of Education requires each work site to have a designated First Aid Person with training and qualifications which are in accordance with WorkSafeBC regulations. The Board of Education is responsible for costs associated with the training of designated First Aid Persons. The designated First Aid Person is responsible for:
 - providing first aid services to employees.
 - maintaining the currency of his/her certificate.
6. Each individual Employee is responsible for:
 - learning and following safe work procedures.
 - correcting hazards or reporting them to supervisors.
 - participating in inspections and incident investigations when requested to do so.
 - using personal protective equipment when required.
 - helping to keep a safe workplace by recommending ways to improve health and safety in the workplace.

The Occupational Health and Safety Regulation applies to all employers, workers and all other persons working in or contributing to the production of any industry within the scope of Part 3 of the Workers Compensation Act. (section 2.1)

Despite the absence of a specific requirement, all work must be carried out without undue risk of injury or occupational disease to any person. (section 2.2)

1. DEFINITIONS

a) Manager

The word “Manager” is used in this Regulation to mean Principal, and the Senior Staff and Directors who are part of the Management group of Surrey School District.

b) Supervisor

Means a person (Principal {sometimes responsible for both the Manager and Supervisor functions}, Vice Principal, Manager, Supervisor, Foreman, Head Caretaker, Head Secretary, etc.) who instructs, directs and controls employees in the performance of their duties.

2. RESPONSIBILITIES

a) General Duties of Managers:

Every Manager has the responsibility to:

- Provide a safe, healthy and secure working environment for all employees at the worksite.
- Have First Aid facilities and attendants as appropriate.
- Ensure compliance with the Workers Compensation Act and WorkSafeBC Occupational Health and Safety Regulation.
- Ensure employees are made aware of any health or safety hazards that could affect them.
- Provide employees with the information, instruction, training and supervision necessary to ensure the health and safety of those employees in carrying out their work, and to ensure the health and safety of other employees at the workplace.
- Establish Health and Safety programs and procedures for all employees at the worksite.

b) General Duties of Supervisors:

Every supervisor is responsible to:

- Ensure the health and safety of all workers under the direct supervision of the supervisor.
- Correct and report unsafe work practices.
- Be aware of all known or reasonable foreseeable health or safety hazards in the area where they work.
- Consult and cooperate with the Joint Committee or Worker Health and Safety representative for the workplace.
- Cooperate with WorkSafeBC officers as they carry out a duty under the WCB Act and OH&S Regulation.

c) General Duties of Employees:

Every employee is responsible to:

- Take reasonable care to protect the worker's health and safety and the health and safety of other persons who may be affected by the worker's acts or omissions at work.
- Perform their duties in a manner that will not cause injury to themselves or endanger fellow employees, students and/or the general public.
- Report all unsafe acts and conditions that they observe.
- Wear approved personal protective equipment where required.
- Report all work-related injuries to their supervisor.
- Promptly notify their supervisor when equipment needs repair or replacement.
- Comply with the Act and Regulations.

3. **HEALTH & SAFETY PROGRAM**

The Executive Director for Human Resources is responsible for ensuring that OH&S is an integral part of the District planning process and that the OH&S Program is developed and implemented in accordance with regulatory and corporate standards.

This includes ensuring:

- a) Managers, Supervisors and workers are trained in work procedures and responsibilities.
- b) Safety programs are developed, implemented and monitored.
- c) Annual reviews are carried out on the effectiveness of safety programs and corrective measures taken as necessary.

- d) Reports of unsafe conditions or activities are investigated and corrections made without delay.
- e) Regular department meetings include discussion on health and safety items.
- f) Written work procedures and instructions are developed and implemented for critical tasks.
- g) Employees know the process to report hazardous situations or work procedures.
- h) Workers Employees are aware of the incident reporting process.
- i) All incidents as described below are reported to the Health and Safety Department within two days of the incident occurring:
 - Major structural failure or collapse of a building or temporary construction support system or evacuation (regardless of when it occurred);
 - Major release of hazardous substance;
 - Incident requiring medical aid or time loss from work;
 - Serious injury or death of an employee (regardless of cause).

4. **JOINT SITE-BASED HEALTH AND SAFETY COMMITTEES**

a) Committee Structure

Health and Safety Committees will be established and maintained in each School District facility in accordance with the Workers Compensation Act and the OH&S Regulations.

b) Minutes of Meetings

Minutes must be kept for a minimum of two years. Minutes of three meetings must be posted at the site level of the Health & Safety Board. A copy of the minutes must be provided to the Health & Safety Department.

c) Quorum

Site-Based Committees will establish rules for a quorum in their "Terms of Reference".

d) Meeting Agenda

Site-Based Committees will establish rules for establishing the committee agenda in their "Terms of Reference".

e) Inspections

Inspections will be conducted in accordance with the Work Procedures for “Inspections”.

f) Committee Recommendations

Site-Based Committee recommendations will be communicated to the site-based supervisor. Employer response will be in accordance with Section 133 of the Act.

5. DISTRICT HEALTH AND SAFETY COMMITTEE

The District Health & Safety Committee is a contractual committee in accordance with the CUPE and STA Collective Agreements.

The District Health & Safety Committee is not required by WorkSafeBC.

While the Site-Based Health & Safety Committees are the committees with the responsibility under the WCB Act and OH&S Regulations, it is recognized that the District Committee can fulfill an important role too. Specifically, this role could be from a broader perspective and making recommendations to the employer.

Revised: 2016-06-03
2011-05-19
1997-08-28
1988/10
1988/01
Approved: 1983/06

SCHOOL DISTRICT NO. 60 (Peace River North)

POLICY NO.: 5006

DATE APPROVED:

SUBJECT: Health and Safety

Policy

The Board will maintain safe and healthy working conditions and operating practices for its employees, students, and the general public and will ensure that its practices and procedures conform to applicable occupational health and safety legislation.

Regulations

1. The Superintendent of Schools and the Secretary-Treasurer are responsible for the implementation and continuation of an effective safety program in the School District. They delegate this responsibility for implementation of the program as follows:
 - a) The school principals for implementation of the safety program in their respective schools.
 - b) The District Principal - Technology Services, the Director of Student Support Services and the Principal - Northern BC Distance Education School for implementation of the safety program in their respective departments.
 - c) The Maintenance Supervisor, Transportation Supervisor, for the implementation of the safety program in their respective departments. Supervisors will also ensure that their staff is trained in proper work procedures to obtain optimum output without accidents or health risks to the employee or to others, and that such training is recorded.
 - d) Teachers for the safe conduct of all activities under their control.
 - e) Employees are required to know and observe safety rules and procedures and to make effective use of safety practices and equipment in the performance of their work.
2. Regulations, guidelines and policies of WorkSafeBC will be available via the Web Site www.worksafebc.com.
3. An "Employee Safety Handbook", which outlines safety rules and guidelines and promotes an accident-free environment, will be available in each work location. A copy of this Booklet will also be provided to all new employees.

FACILITIES

Policy 703.5-R (previously Policy 903.5-R)

Health and Safety

In order to accomplish the Board's commitment to providing a safe and healthy working and learning environment for all students and staff, the following responsibilities apply:

1. The Board will establish policies and procedures to meet or exceed health and safety standards throughout the District, in accordance with applicable health and safety legislation and regulations.
2. The Superintendent or designate, through Principals and Supervisors, will:
 - a) provide training in proper work procedures to assist teaching and non-teaching staff to perform their duties without undue risk. Such training may include but is not limited to:
 - new employee general health and safety orientation sessions or information;
 - hazard recognition and prevention sessions for teachers in specialized subject areas as required;
 - the use and care of required personal protective equipment;
 - asbestos awareness training sessions or information for staff who work in schools which have asbestos-containing materials;
 - instruction in low and moderate risk asbestos work procedures for staff who require it;
 - propane dispensing course for those employees fueling propane-powered vehicles;
 - laboratory safety training for lab assistants/lab technicians;
 - first aid training for designated first aid attendants as required by Workers' Compensation Board First Aid Regulations and;
 - WHMIS training sessions or information for all employees as required by Workers' Compensation Board Regulations;
 - instruction in Universal Precautions to prevent the spread of infection;
 - instruction in recognition of potentially violent situations, procedures to minimize risk of violence and procedures for reporting incidents of violence.
 - b) ensure that schools and work sites are kept sanitary to prevent the spread of infection and disease, and to minimize allergic responses in staff and students.
 - c) investigate reports of unsafe acts or conditions and initiate corrective actions where necessary.
 - d) consult with the City of Richmond Health Department regarding the appropriate measures to take if a student or staff member contracts a communicable disease (e.g. head lice, measles or Hepatitis "B").
3. All staff are responsible to follow safe working procedures and to participate in keeping their work environment safe.

Health and Safety

Policy No. 406.1R

REGULATIONS

It shall be the responsibility of the Board to establish and maintain such standards in its facilities and equipment as to ensure that physical and health hazards are guarded against or eliminated and to develop safe work procedures conducive to an accident free and healthy work environment.

The Board shall:

- Ensure that all supervisory personnel are instructed and trained in safe working practices; and,
- Establish a Health and Safety Committee.

Supervisory Personnel

It shall be the responsibility of every supervisor to ensure that his/her subordinates are trained in proper work and safety procedures and to monitor his/her employees in this regard.

Employees

It shall be the responsibility of every employee to follow proper work/safety procedures, to observe all regulations pertaining to his/her work, and to cooperate in attaining the objective of a safe work environment. All employees shall report any real or potential safety/health hazards to his/her supervisor. The supervisor shall communicate such report and the action taken to the Health and Safety Committee.

**Board of Education
School District 54 (*Bulkley Valley*)**

OCCUPATIONAL HEALTH & SAFETY

6.520

POLICY

The board of education is committed to a healthy and safe workplace environment. The district will comply with all relevant provisions of the *WCB Act* and Regulations and will maintain an Occupational Health and Safety Program to reduce injuries and disease. The program shall be made available to each worksite in the district.

The Superintendent of Schools shall be responsible for:

1. ensuring the health and safety program is maintained;
2. delegating an annual review of the Occupational Health and Safety Program in December of each year;
3. ensuring that management has knowledge of the Occupational Health & Safety Program.

All District level administrators are required to:

1. provide a healthy and safe environment;
2. orient new workers;
3. provide ongoing training of workers;
4. participate in regular safety meetings;
5. perform inspections and conduct incident investigations;
6. correct unsafe acts, health or safety hazards.

Workers' responsibilities include:

1. learning and following safe work procedures;
2. correcting hazards or reporting them to supervisors;
3. participating in inspections and incident investigations when required;
4. using personal protective equipment where required;
5. helping to keep a safe workplace by recommending ways to improve the Occupational Health & Safety Program.

VALUES

In its consideration of this policy, the board is principally guided by the values of ***responsibility*** to comply with relevant legislation, and ***respect*** and ***compassion*** for its employees

Adopted: November 18, 2008