



POLICY COMMITTEE
April 8, 2025 @ 4:30 p.m.
Via Zoom Video Conference

A G E N D A

1. Call to Order and Acknowledgement..... P. Desjardins
 2. Approval of Agenda..... Page 1 P. Desjardins
 3. Approval of Minutes – April 8, 2025..... Page 3 P. Desjardins
 4. Review of Section 3.00 Students, Instruction and School Operations..... Page 1 (PDF) A. Cooper
 5. Current Policy recommended for repeal, to be replaced with an Administrative Procedure:
 - 5.1 5025 Use of Private Vehicles..... Page 1 (PDF) A. Cooper
 - 5.2 5075 Media Consent
 - 5.3 5110 Challenging Controversial Material and 7525 Learning Resources for Classroom Use
 - 5.4 5400 Board/Authority Authorized Courses
 - 5.5 7010 Student Records – Confidentiality and 7012 Student Records Procedures
 - 5.6 7022 School Completion (Evergreen) Certificates
 - 5.7 7200 Suspensions – Students
 - 5.8 7210 Releasing Students to Custodial Care
 6. Policies that are recommended to be repealed outright: Page 2 (PDF) A. Cooper
 - 6.1 5060 Data Collection, Analysis and Usage
 - 6.2 5510 Tuition-free Adult Basic Education
 - 6.3 7018 Classroom Assessment and Reporting and 7540 Assessment and Evaluation of Student Learning
 - 6.4 7015 Consultation re: Placement of Special Needs Students
 - 6.5 7510 Distance Education
 - 6.6 7520 Band Instruments
 - 6.7 7530 Challenge, Equivalency, External Credentials, Post-Secondary Credit, & Independent Directed Studies
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7. Drafts to be discussed at this meeting:

- 7.1 2.80 Surveys and Questionnaires.....Page 6 (PDF) A. Cooper
- 7.2 3.11 Physical Restraint and Seclusion (review updated draft).....Page 11 (PDF) A. Cooper
- 7.3 3.30 Fee Paying Students.....Page 23 (PDF) A. Cooper

8. Questions/Comments

Next Meeting: May 6, 2025

4:30 – 6:00 pm

Via Zoom Video Conference

ADJOURNMENT

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

**DRAFT MINUTES OF THE POLICY COMMITTEE MEETING
March 4, 2025**

PRESENT:

Board Representatives:

Pattie Desjardins	Trustee	Chair
Wendy Colman-Lawley	Trustee	Committee Member
Wendy Clark	Trustee	Alternate Committee Member
Andrea Hensen	Trustee	Non-Voting Observer
Linda Kerr	Trustee	Non-Voting Observer

Special Guest:

Anne Cooper	Consultant
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Committee Representatives:

Wade Peary	Principal	FCPVPA
Greg Lawley	Principal	FCPVPA
Lynne Marvell	Union President	FCTA

District Staff:

Balan Moorthy	Superintendent
Gerry Slykhuis	Secretary-Treasurer
Renge Bailie	Assistant Superintendent
Crystal Medlock	Executive Secretary
Deb McKinney	Executive Secretary
Dan Thiessen	District VP of Inclusive Education
Shalegh Moorthy	District Inclusive Education Team Lead

Regrets:

April Hendrickson	IEC
Cheryl Davidson	IEC
Shannon Dobson	CMAW
Megan Kempenaar	Teacher FCTA

1. Call to Order and Acknowledgment

The meeting was called to order at 4:32 pm via Zoom conference call. Trustee Pattie Desjardins acknowledged that the meeting was being held on the shared territory of the Cheam, Sts'ailes, Sq'ewlets, Sq'ewqel, Shxw'owhámél, Seabird Island, Nlaka'pamux and Chawathil people.

2. Approval of Agenda – March 4, 2025

COLMAN-LAWLEY/ DESJARDINS

THAT the agenda of the Policy Committee meeting held on March 4, 2025, be approved with the following change – agenda item number 8.1 – 3.11 Physical Restraint and/or Seclusion will be moved forward on the agenda as we have special guests in attendance to speak on that specific policy.

Carried

3. Approval of Previous Minutes – February 4, 2025

COLMAN-LAWLEY/ DESJARDINS

THAT the minutes of the Policy Committee meeting held on February 4, 2025, be approved as presented.

Carried

- 4. Current Policy recommended to be repealed, and documentation established as an Administrative Procedure:**

4.1 Policy 5120 Surveys

Anne discussed Policy 5120 – Surveys - and went over the process (Administrative Procedure) to approve external requests for the administration of surveys and questionnaires for staff and students.

After discussion, a suggestion that policy be retained on this topic, Anne to do further work to include feedback received. Anne will rework this item and it will be brought back to the April meeting.

- 5. Anne introduced us to the organization of Policy Section 3.00 – Students, Instruction and School Operations, which includes items from previous policy sections 5000 and 7000.**
- 6. Drafts to be discussed at this meeting:**

6.1 3.11 Physical Restraint and/or Seclusion

Guests Dan Thiessen and Shalegh Moorthy assisted Anne and the Committee with the wording, editing and terminology for Draft Policy 3.11 - Physical Restraint and/or Seclusion so that it aligns with our Inclusive Education Department's practices and methodologies.

After careful discussion and edits, Policy 3.11 – Physical Restraint and/or Seclusion will be tidied up before being brought back to the Superintendent, Inclusive Education Department and then the committee meeting in April for further review.

- 7. Questions/Comments – There were no additional questions or comments.**

Next Meeting: Tuesday, April 8, 2025 from 4:30-6:00 pm
Via Zoom conference call

ADJOURNMENT

DESJARDINS/

THAT the meeting be adjourned at 6:15 pm

BYLAW AND POLICY REVISION PROJECT

POLICY COMMITTEE – APRIL 8, 2025

1. Overview of Section 3.00 – Students, Instruction and School Operations Organization

For our meeting, a complete review of the section is anticipated, with the tentative policies to be retaining outlined within this section. The policies to be considered in this meeting are highlighted in blue. Policies that have been considered by the policy committee, and referred to the Board, will be highlighted in green.

Suggested Policy Number and Name	Previous Policy
3.10 Student Expectations [Responsible Use of Social Media]	7007 Student Code of Conduct
3.11 Physical Restraint and Seclusion	5070 Social Media 7030 Physical Restraint of Students
3.20 Inclusion of Students with Disabilities and Diverse Abilities	7020 Inclusion of Special Needs Students
3.30 Fee Paying Students	7027 International Students
3.40 School Catchment Areas and School Choice	7000 School Catchment Areas and School Choice
3.50 Curricular, Co-curricular and Extra-curricular activities	5020 Field Trips (Curricular / Co-Curricular / Extra - Curricular Activities) 7310 Student Participation in Extra-Curricular Physical Activities 7325 Supervision of Students
3.60 Student Fees and Financial Hardship	7025 Student Fees and Deposits - School Level

2. Policies that are recommended for repeal, to be replaced with an Administrative Procedure:



The policies noted below are informed by Ministry of Education and Child Care Policy, Ministerial orders, Schools Protection Branch resources, etc.. They are recommended for repeal in favour of establishing the content necessary to provide specific district direction as an Administrative Procedure. They will be created 'intact' for the time being. The reference to related 'written guidance', if any, that can be used to make future revisions to the Administrative Procedure, is provided in red italics, as a hyperlink.

2.1. [5025 Use of Private Vehicles](#)
[YouthSafe Outdoors](#)

2.2. [5075 Media Consent](#)









2.3. [5110 Challenging Controversial Material](#) and [7525 Learning Resources for Classroom Use](#)

-  *Learning Resources*
-  *Focused Ed Resources*

- 2.4. [5400 Board/Authority Authorized Courses](#)
 -  *Board/Authority Authorized Courses*
- 2.5. [7010 Student Records - Confidentiality](#) and [7012 Student Records Procedures](#)
 -  *Permanent Student Record Instructions*
- 2.6. [7022 School Completion \(Evergreen\) Certificates](#)
 -  *Ministerial Order M164/96*
 -  *BC Graduation Program Handbook of Procedures*
- 2.7. [7200 Suspensions - Students](#)
- 2.8. [7210 Releasing Students to Custodial Care](#)

3. Policies that are recommended to be repealed outright:

The policies noted below are informed by Ministry of Education and Child Care policy and Ministerial orders. They offer little guidance and are recommended for repeal outright. The reference to related 'written guidance' is provided in red italics, as a hyperlink.

- 3.1. [5060 Data Collection, Analysis and Usage](#)
 -  *Ministry Data Overview*
 -  *Kindergarten-12 Data Collections*
- 3.2. [5510 Tuition-free Adult Basic Education](#)
 -  *High School Courses for Students Already Graduated*
 -  *British Columbia Adult Graduation Diploma Program*
- 3.3. [7018 Classroom Assessment and Reporting](#) and [7540 Assessment and Evaluation of Student Learning](#)
 -  *Classroom Assessment & Reporting*
 -  *K-12 Student Reporting*
- 3.4. [7015 Consultation re Placement of Special Needs Students](#)
 -  *Inclusive Education Services: A Manual of Policies, Procedures and Guidelines*
- 3.5. [7510 Distance Education](#)
 -  *Online Learning Information for Administrators*
- 3.6. [7520 Band Instruments](#)
- 3.7. [7530 Challenge, Equivalency, External Credentials, Post-Secondary Credit, & Independent Directed Studies](#)
 -  *Earning Credit through Equivalency, Challenge, External Credentials, Post Secondary Credit and Independent Directed Studies*

4. Drafts to be discussed at this meeting

- 4.1. 2.80 Surveys and Questionnaires – Review new policy, to update old policy [5120 Surveys](#). The previously drafted Administrative Procedure will also provide written guidance for the district.
- 4.2. 3.11 Physical Restraint and Seclusion – Review updated draft
- 4.3. 3.30 Fee Paying Students



POLICY 2.80 SURVEYS AND QUESTIONNAIRES

The Board of Education is responsible to approve surveys and questionnaires of parents. The Board authorizes the Superintendent to approve surveys and questionnaires to be administered to staff and/or students, unless the subject of the survey or questionnaire concerns sensitive or controversial matters, then the Board must be asked for direction.

All surveys or questionnaires must be relevant to the mandate of public schools.

An ethics review and approval must have been undertaken for any clinical or behavioural study to ensure that the research meets federal ethical requirements and protects the welfare of study participants

Participation in surveys or completion of questionnaires shall be voluntary and in the case informed parent/guardian consent is required.



POLICY 2.80 ~~5120~~ SURVEYS AND QUESTIONNAIRES

The Board of Education is responsible to approve surveys and questionnaires of parents. The Board authorizes the Superintendent ~~or designate~~ to approve ~~research~~ surveys and questionnaires to be administered to staff and/or students, unless the subject of the survey or questionnaire concerns sensitive or controversial matters, then the Board must be ~~advised and~~ asked for direction. ~~in accordance with regulations.~~

Regulations

All ~~The questionnaire or~~ surveys or questionnaires must be relevant to the mandate of the public schools.

An ethics review and approval must have been undertaken for any clinical or behavioural study to ensure that the research meets federal ethical requirements and protects the welfare of study participants

~~The final version requires approval of the Superintendent.~~

Participation in surveys or completion of questionnaires shall be voluntary and in the case ~~of students,~~ informed parent/guardian consent is required ~~(reversed informed consent).~~ ~~Due care shall be taken with respect to privacy, use of data gathered, and infringement on instructional time.~~



AP Administration 3 Survey and Questionnaire Approvals

Legislative References: None

Policy Reference: Policy 2.80 Surveys and Questionnaires

Collective Agreement References: None

Date: xxx

Purpose

The purpose of this Administrative Procedure is to set out the process to approve external requests for administration of surveys and questionnaires of staff or students.

Scope and Responsibility

This procedure does not pertain to data collection prescribed by the Ministry of Education and Child Care, or the use of provincial indicator programs, including, but not limited to:

- UBC Early Development Instrument
- UBC Middle Years Development Instrument
- UBC Youth Development Instrument
- BC Adolescent Health Survey

This procedure does not apply to district developed surveys such as those designed to support strategic planning, student learning, staff wellness, etc.

In general, due to staff workloads and instructional time considerations, extensive surveys or questionnaires will not be approved.

The Superintendent is authorized by the Board to approve surveys and questionnaires to be administered to staff or students.

Responsibilities of Staff

All staff have a responsibility to administer approved surveys and questionnaires of students. When authorized, staff participation is voluntary.

Approval Considerations

1. A final version of the survey or questionnaire must be provided for consideration. Preliminary documents will not be reviewed.



- 1.1. An ethics review and approval must have been undertaken for any clinical or behavioural study to ensure that the research meets federal ethical requirements and protects the welfare of study participants.
2. Initial screening, and any approval, of an application will consider:
 - 2.1. Sensitivity: nature of the topic or questions as they relate to value-laden or sensitive issues.
 - 2.2. Intrusiveness: extent of disruption to students and/or teachers and classes or support staff; request for special arrangements within the school or district offices; need for involvement of district or school staff.
 - 2.3. Personal Information: infringement of personal or family privacy; naming of individuals, schools, staff, students, and/or parents in the report.
 - 2.4. Methodology: requirements of the research design for identification and selection of participants; quality of the research design, procedures and data analysis.
 - 2.5. Timelines: time of year and duration of the study.
 - 2.6. Scope: proposed contact group, number of participants and schools or district offices involved.
 - 2.7. Relevance: meaningfulness and contribution to the improvement of education and/or knowledge of student learning.
 - 2.8. Confidentiality: procedures for guaranteeing anonymity and confidentiality, including storage and eventual disposal of data.
 - 2.9. Timeliness: number of studies in progress at a given time.
 - 2.10. Honorarium: assurance that no reward or honorarium is offered to research participants.
3. If the subject of the questionnaire or survey concerns sensitive, controversial matters, or there are any concerns with the criteria listed above, the Board must be advised and asked for direction as to potential approval.
4. Informed parent/guardian consent is required for all student surveying
5. Any survey or questionnaire must describe in detail how with privacy will be maintained and the use of data gathered.
6. Researchers should be prepared to discuss or present their findings to school or district staff and parents/guardians in a manner that contributes to the knowledge and/or practice within the district.



AP Administration 3 Survey and Questionnaire Approvals

Legislative References: None

Policy Reference: ~~none~~ Policy 2.80 Surveys and Questionnaires

Collective Agreement References: None

Date: xxx

Purpose

The purpose of this Administrative Procedure is to set out the process to approve external requests for administration of surveys and questionnaires of staff ~~and~~ or students.

Scope and Responsibility

This procedure does not pertain to data collection prescribed by the Ministry of Education and Child Care, or the use of provincial indicator programs, including, but not limited to:

- UBC Early Development Instrument
- UBC Middle Years Development Instrument
- UBC Youth Development Instrument
- BC Adolescent Health Survey

This procedure does not apply to district developed surveys such as those designed to support strategic planning, student learning, staff wellness, etc.

In general, due to staff workloads and instructional time considerations, extensive surveys or questionnaires will not be approved.

~~The Board of Education authorizes the~~ The Superintendent is authorized by the Board to ~~or designate~~ to approve research surveys and questionnaires to be administered to staff ~~or~~ and students ~~in accordance with regulations~~.

Responsibilities of Staff

All staff have a responsibility to administer approved surveys and questionnaires of students. When authorized, staff participation is voluntary.

Approval Considerations



1. ~~The~~ A final version of the survey or questionnaire ~~requires~~ must be provided for ~~approval~~ consideration. Preliminary documents will not be reviewed.
 - 1.1. An ethics review and approval must have been undertaken for any clinical or behavioural study to ensure that the research meets federal ethical requirements and protects the welfare of study participants.
 2. Initial screening, and any approval, of an application will consider:
 - 2.1. Sensitivity: nature of the topic or questions as they relate to value-laden or sensitive issues.
 - 2.2. Intrusiveness: extent of disruption to students and/or teachers and classes or support staff; request for special arrangements within the school or district offices; need for involvement of district or school staff.
 - 2.3. Personal Information: infringement of personal or family privacy; naming of individuals, schools, staff, students, and/or parents in the report.
 - 2.4. Methodology: requirements of the research design for identification and selection of participants; quality of the research design, procedures and data analysis.
 - 2.5. Timelines: time of year and duration of the study.
 - 2.6. Scope: proposed contact group, number of participants and schools or district offices involved.
 - 2.7. Relevance: meaningfulness and contribution to the improvement of education and/or knowledge of student learning.
 - 2.8. Confidentiality: procedures for guaranteeing anonymity and confidentiality, including storage and eventual disposal of data.
 - 2.9. Timeliness: number of studies in progress at a given time.
 - ~~1.1.~~ Honorarium: assurance that no reward or honorarium is offered to research participants. ~~The questionnaire or survey must be relevant to the mandate of the public schools.~~
 - 2.10.
 3. If the subject of the questionnaire or survey concerns sensitive, ~~or~~ controversial matters, or there are any concerns with the criteria listed above, the Board must be advised and asked for direction as to potential approval.
- ~~2.—The final version requires approval of the Superintendent.~~
4. ~~Participation in surveys or completion of questionnaires shall be voluntary and in the case of students, informed~~ Informed parent/guardian consent is required for all student surveying ~~(reversed informed consent).~~
 - 3.



5. Any survey or questionnaire must describe in detail how ~~Due care shall be taken with respect to privacy will be maintained and the; use of data gathered.; and infringement on instructional time.~~
- 4.6. Researchers should be prepared to discuss or present their findings to school or district staff and parents/guardians in a manner that contributes to the knowledge and/or practice within the district.



POLICY 3.11 PHYSICAL RESTRAINT AND/OR SECLUSION

The Board of Education believes that learning and working environments are to be as safe as possible for all children and adults. The Board also seeks to protect the dignity and psychological safety of students who are experiencing challenges related to their behaviour.

Safety is compromised when a student's behaviour is dangerous to self or others. Prevention is the best method for maintaining a safe environment. However, in emergency circumstances, a supervisory adult may find it necessary to apply physical restraint and/or seclusion. The District is committed to ensuring that the guidelines for physical restraint and/or seclusion in school settings, as set out by the Ministry of Education and Child Care, are followed.

Principles

- Every effort will be made to structure learning environments and provide learning supports that make physical restraint and/or seclusion unnecessary and school personnel will implement evidenced based effective supports and interventions to prevent and de-escalate potentially unsafe situations.
- Physical restraint and/or seclusion may only occur when the behavior of a student poses imminent danger of serious physical harm to self or others, including school personnel, and where verbal and non-verbal de-escalation techniques have not been successful.
- School staff members will be offered opportunities to be trained in implementing positive behaviour interventions, other types of supports, de-escalation and re-establishing therapeutic rapport.
- Parents and, where appropriate, students are provided opportunities to be consulted in the development of positive behaviour supports and interventions, behaviour plans, or safety plans. Review or revision of such plans will occur if there is repeated use of physical restraint and/or seclusion for an individual student.

It is expected that school personnel are always looking for tools and methods to avoid physical restraint and/or seclusion including the implementation of pro-active, positive, non-punitive supports and interventions that make the use of seclusion and physical restraint unnecessary. Further, it is expected that efforts will be made to determine the underlying causes of distressed behaviour.

GUIDELINES

1. Definitions

Policy 311 – Physical Restraint and/or Seclusion

- 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 represent 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. Be mindful of a student's safety plan.
2. Physical restraint and/or seclusion may never be used as a punishment, discipline, or to force compliance in an educational learning setting.
3. Physical restraint and/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 their stomach) or supine position (i.e., on their back, face up) or never employs the use of mechanical devices.
4. Any use of physical restraint and/or seclusion should preserve a student's dignity and rights as much as possible.
5. All school staff members involved in implementing physical restraint and/or seclusion protocols must be trained in Non-Violent Crisis Intervention with the additional training for holds to ensure that positive behaviour interventions, supports, and de-escalation techniques are used.
6. Physical restraint and/or seclusion is to be discontinued once imminent danger or serious self-harm or harm to others has dissipated.
7. If a student is injured through physical restraint or while in seclusion, a Student Report of Injury must be filed immediately.

Policy 311 – Physical Restraint and/or Seclusion

8. If a staff member is injured during physical restraint or while a student is in seclusion, a “Worker’s Report of Injury or Occupational Disease to the District” (NWSD Form 6A) must be completed and given to the Principal/VP in accordance with WorkSafeBC regulations.
9. A review/revision of prevention/intervention strategies must occur in cases where there is:
 - 9.1. Repeated use of physical restraint and/or seclusion for an individual student
 - 9.2. Multiple use of physical restraint and/or seclusion occurring within the same classroom
 - 9.3. Repeated use of physical restraint and/or seclusion by an individual staff member
10. Communication with District and School Staff:
 - 10.1. Follow-up after each incident involving the use of physical restraint and/or seclusion:
 - 10.1.1. School staff will notify the Principal as soon as possible after an incident - always prior to the end of the day on which the incident has occurred.
 - 10.1.2. The Principal will notify District staff as soon as possible after an incident - always prior to the end of the day on which the incident has occurred.
11. Documentation is required by school staff of any use of physical restraint and/or seclusion.
12. Communication with Parents:
 - 12.1. The Principal will notify parents/guardians as soon as possible, and always on the same day in which an incident has occurred.
 - 12.2. A debriefing will occur with involved school personnel; parents or guardians of the student; and where possible, with the student and will examine what happened/what caused the incident, and what could be changed, i.e., prevention and response.
13. Safety Plans
 - 13.1. Where the use of physical restraint and/or seclusion may be a potential part of a Student’s Safety Plan the procedure will be clearly laid and shared with staff and parents/guardian.
14. With regard to seclusion, any space used for seclusion will not jeopardize the secluded student’s health and safety.
 - 14.1. Any student placed in seclusion must be continuously and visually observed by an adult who is physically present throughout the period of seclusion, and, if possible, is able to communicate in the student’s primary language or mode of communication.

Policy 311 – Physical Restraint and/or Seclusion

15. With regard to physical restraint, the use of a harness or similar approved equipment will only be employed, upon approval at the district level, upon the recommendation of an Occupational Therapist, and with parental informed consent. The student's IEP must include a plan to build skills to eliminate the need for the device.
 - 15.1. parents/guardians must also be informed immediately.
 - 15.2. Physical Restraint is always conducted in a safe and calm manner by a person who is trained in the proper methods of physical restraint. This training will ensure that:
 - 15.2.1. Students' breathing is not restricted
 - 15.2.2. Student is not in a prone position (facing down on their stomach)
 - 15.2.3. Student is not in a supine position (on their back, face up)
 - 15.2.4. Mechanical restraint devices are never used
 - 15.3. If a student's Safety Plan details a procedure for the use of physical restraint, it will also contain an agreed to notification system for parents and a plan to build skills to eliminate the need for the use of physical restraint.
 - 15.3.1. Any time, except when a student's IEP details a different procedure, seclusion is necessary a "Student Safety Incidence or Level 1 Threat Assessment Report" must be filed with the District. Parents/Guardians must also be informed about the incident immediately.
 - 15.3.2. A student must never be locked in a room unless a Safety Plan for Locked Seclusion has been created in collaboration with District Inclusive Education staff, School Administration, school staff, parents and possibly outside agencies.
 - 15.3.3. 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.
 - 15.3.4. If a student's Safety Plan details a procedure for the use of seclusion it will also contain an agreed to notification system for parents and a plan to build skills to eliminate the need for seclusion.

PHYSICAL RESTRAINT AND/OR SECLUSION REPORT FORM			
Student		Date:	
Name:		Grade:	
Employees Involved:		Witnesses:	

Policy 311 – Physical Restraint and/or Seclusion

INCIDENT DETAILS											
Type	<input type="checkbox"/> Accident	<input type="checkbox"/> Assault	<input type="checkbox"/> Physical Intervention			<input type="checkbox"/> Other:					
Time			Location:								
What happened:											
Injury <input type="checkbox"/> Yes <input type="checkbox"/> No (If yes, complete School Protection Plan Incident Report or WorkSafeBC Form)											
Description of Injury:											
FOLLOW UP											
How were parents contacted?											
Date:				Time:							
Has this happened before? <input type="checkbox"/> Yes <input type="checkbox"/> No											
If so, when:											
Plan of Action:											
Notify Dan Thiessen and send a copy of this form to dan.thiessen@sd78.bc.ca										(completed date)	
SIGNATURES											
Person Reporting:											
Principal:											



POLICY ~~7030~~ 3.11 PHYSICAL RESTRAINT ~~OF STUDENTS~~ AND/OR SECLUSION

The Board of Education believes that ~~To ensure Fraser-Cascade schools are~~ learning and working environments ~~that are to be~~ as safe as possible for all children and adults. The Board also seeks to protect the dignity and psychological safety of students who are experiencing challenges related to their behaviour.

Safety is compromised when a student's behaviour is dangerous to self or others. Prevention is the best method for maintaining a safe environment. However, in emergency circumstances, a supervisory adult may find it necessary to apply physical restraint and/or seclusion. The District is committed to ensuring that the guidelines for physical restraint and/or seclusion in school settings, as set out by the Ministry of Education and Child Care, are followed.

Principles

- Every effort will be made to structure learning environments and provide learning supports that make physical restraint and/or seclusion unnecessary and school personnel will implement evidenced based effective supports and interventions to prevent and de-escalate potentially unsafe situations.
- Physical restraint and/or seclusion may only occur when the behavior of a student poses imminent danger of serious physical harm to self or others, including school personnel, and where verbal and non-verbal de-escalation techniques have not been successful.
- School staff members will be offered opportunities to be trained in implementing positive behaviour interventions, other types of supports, de-escalation and re-establishing therapeutic rapport.
- Parents and, where appropriate, students are provided opportunities to be consulted in the development of positive behaviour supports and interventions, behaviour plans, or safety plans. Review or revision of such plans will occur if there is repeated use of physical restraint and/or seclusion for an individual student.

~~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. Each incident will be accurately documented using the prescribed district form which includes information about the required parent notification.~~

It is expected that school personnel are always looking for tools and methods to avoid physical restraint and/or seclusion ~~and restraint~~ including the implementation of pro-active, positive, non-punitive supports and interventions that make the use of seclusion and physical restraint unnecessary. Further, it is expected that efforts will be made to determine the underlying causes of distressed behaviour.

Policy 311 – Physical Restraint and/or Seclusion

~~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. Each incident will be accurately documented using the prescribed district form which includes information about the required parent notification.~~

GUIDELINES~~—Regulations~~**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~~ represent 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. Be mindful of a student's safety plan.

~~2. General Guidelines~~

- ~~2. Physical restraint and/or seclusion may never be used as a punishment, discipline, or to force compliance in an educational learning setting.~~
- ~~3. Physical restraint and/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 their stomach) or supine position (i.e., on their back, face up) or never employs the use of mechanical devices.~~
- ~~4. Any use of physical restraint and/or seclusion should preserve a student's dignity and rights as much as possible.~~

Policy 311 – Physical Restraint and/or Seclusion

5. All school staff members involved in implementing physical restraint and/or seclusion protocols must be trained in Non-Violent Crisis Intervention with the additional training for holds to ensure that positive behaviour interventions, supports, and de-escalation techniques are used.
6. Physical restraint and/or seclusion is to be discontinued once imminent danger or serious self-harm or harm to others has dissipated.
7. If a student is injured through physical restraint or while in seclusion, a Student Report of Injury must be filed immediately.
8. If a staff member is injured during physical restraint or while a student is in seclusion, a "Worker's Report of Injury or Occupational Disease to the District" (NWSD Form 6A) must be completed and given to the Principal/VP in accordance with WorkSafeBC regulations.
9. A review/revision of prevention/intervention strategies must occur in cases where there is:
 - 9.1. Repeated use of physical restraint and/or seclusion for an individual student
 - 9.2. Multiple use of physical restraint and/or seclusion occurring within the same classroom
 - 9.3. Repeated use of physical restraint and/or seclusion by an individual staff member
10. Communication with District and School Staff:
 - 10.1. Follow-up after each incident involving the use of physical restraint and/or seclusion:
 - 10.1.1. School staff will notify the Principal as soon as possible after an incident - always prior to the end of the day on which the incident has occurred.
 - 10.1.2. The Principal will notify District staff as soon as possible after an incident - always prior to the end of the day on which the incident has occurred.
11. Documentation is required by school staff of any use of physical restraint and/or seclusion.
12. Communication with Parents:
 - 12.1. The Principal will notify parents/guardians as soon as possible, and always on the same day in which an incident has occurred.
 - 12.2. A debriefing will occur with involved school personnel; parents or guardians of the student; and where possible, with the student and will examine what happened/what caused the incident, and what could be changed, i.e., prevention and response.

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13. Safety Plans

- 13.1. Where the use of physical restraint and/or seclusion may be a potential part of a Student's Safety Plan the procedure will be clearly laid and shared with staff and parents/guardian.

14. With regard to seclusion, any space used for seclusion will not jeopardize the secluded student's health and safety.

- 14.1. Any student placed in seclusion must be continuously and visually observed by an adult who is physically present throughout the period of seclusion, and, if possible, is able to communicate in the student's primary language or mode of communication.

~~The Regulations below, move to an Administrative Procedure regarding Safety Plans~~

~~3. 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:~~

~~3.1.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~~

~~3.2. 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 developed.~~

~~3.3. The Safety Plan will be communicated with Teachers Teaching on Call and Special Education Assistant replacements as well as any other staff likely to be in contact with the student.~~

~~4.A review/revision of prevention/intervention strategies/plans within a school or classroom must occur in cases where there is:~~

~~4.1. Repeated use of physical restraint or seclusion for an individual student~~

~~4.2. Multiple use of physical restraint or seclusion occurring within the same classroom~~

~~4.3. Repeated use of physical restraint or seclusion by an individual staff member~~

~~4.4. It is the principal's responsibility to ensure that staff such as bus drivers, clerical, custodians, support staff, and all casual staff read the plans and understand the importance of adhering to these plans for their own and others' safety.~~

~~5. It is the principal's responsibility to ensure that staff such as bus drivers, clerical, custodians, support staff, and all casual staff read the plans and understand the importance of adhering to these plans for their own and other's safety.~~

6. Guidelines for Physical Restraint

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~~6.1. The Fraser-Cascade 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.~~

~~6.2. With regard to physical restraint, Physical Restraint will only be employed until the imminent danger of serious harm to self or others has dissipated.~~

~~6.3.15. The use of a harness or similar approved equipment will only be employed, upon approval at the district level in keeping with a student’s IEP, to prevent running away from the supervised environment, upon the recommendation of an Occupational Therapist, and with parental informed consent. The use of a harness must be approved by Senior District Staff and the~~ student’s IEP must include a plan to build skills to eliminate the need for the device.

~~6.4.15.1. Any time, except when a student’s IEP details a different procedure, physical restraint is necessary, a “Physical Restraint of Student’s Incident Report” must immediately be filed with the Coordinator of Student Support Services. The Safer Schools Coordinator, Parents~~parents/Guardians—guardians must also be informed ~~about the incident~~ immediately.

~~6.5.15.2. Physical Restraint is always conducted in a safe and calm manner by a person who is trained in the proper methods of physical restraint. This training will ensure that:~~

~~6.5.1.15.2.1. Students’ breathing is not restricted~~

~~6.5.2.15.2.2. Student is not in a prone position (facing down on their stomach)~~

~~6.5.3.15.2.3. Student is not in a ~~Supine~~supine position (on their back, face up)~~

~~6.5.4.15.2.4. Mechanical restraint devices are never used~~

~~6.6. 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.~~

~~6.7. 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 administration, and school staff.~~

~~6.8.15.3. If a student’s ~~IEP~~Safety Plan details a procedure for the use of physical restraint, it will also contain an agreed to notification system for parents and a plan to build skills to eliminate the need for the use of physical restraint.~~

~~7.—Guidelines for Seclusion~~

~~7.1.—The space used for seclusion must not jeopardize the students’ health and safety — emotionally or physically. Seclusion should only be~~

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~~employed in exceptional circumstances where a student is in imminent danger of causing serious harm to self or others.~~

~~7.1.1. Seclusion will only be employed until the imminent danger of serious harm to self or others has dissipated.~~

~~7.1.2.~~ 15.3.1. Any time, except when a student's IEP details a different procedure, seclusion is necessary a "Student Safety Incidence or Level 1 Threat Assessment Report" must be filed with the ~~Director of Student Support Services~~ District. Parents/Guardians must also be informed about the incident immediately.

~~7.1.3.~~ 15.3.2. A student must never be locked in ~~to~~ a room unless a Safety Plan for Locked Seclusion has been created in collaboration with District ~~LSS~~ Inclusive Education ~~staff~~ Personnel, School Administration, school staff, parents and possibly outside agencies.

~~7.1.4.~~ 15.3.3. 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.

~~7.1.5.~~ 15.3.4. If a student's ~~IEP~~ Safety Plan details a procedure for the use of seclusion it will also contain an agreed to notification system for parents and a plan to build skills to eliminate the need for seclusion.

PHYSICAL RESTRAINT AND/OR SECLUSION INCIDENT REPORT FORM

Student		Date:			
Name:				Grade:	
Employees Involved:			Witnesses:		
INCIDENT DETAILS					
Type	<input type="checkbox"/> Accident	<input type="checkbox"/> Assault	<input type="checkbox"/> Physical Intervention	<input type="checkbox"/> Other:	
Time		Location:			
What happened:					



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Injury <input type="checkbox"/> Yes <input type="checkbox"/> No (If yes, complete School Protection Plan Incident Report or WorkSafeBC Form)			
Description of Injury:			
FOLLOW UP			
How were parents contacted?			
Date:		Time:	
Has this happened before? <input type="checkbox"/> Yes <input type="checkbox"/> No			
If so, when:			
Plan of Action:			
Notify Donna Barner Dan Thiessen and send a copy of this form to dan.thiessen@sd78.bc.ca (completed date):			(completed date)
SIGNATURES			
Person Reporting:			
Principal:			



POLICY 3.30 FEE PAYING STUDENTS

The primary mandate of the District is the provision of educational programs and services for students who qualify as funded students as determined by the Ministry. The Board of Education recognizes that on occasion, out of province and out of country families that are not ordinarily resident in British Columbia may wish to have their children attend a school in the district

“Ordinarily resident” status is defined when, on the basis of objective evidence, the student and their guardian has established a regular, habitual mode of life in the community with a sufficient degree of continuity which has persisted despite temporary absences. Ordinarily resident status will be granted in accordance with the *School Act* and Ministry of Education and Child Care policy.

The term “guardian” is defined in the School Act to mean a guardian within the meaning of the [Family Law Act](#) .

Students who are not ordinarily resident in British Columbia receive no funding from the province, and if admitted to the District, will be required to pay fees.

The yearly tuition fee will be established by the Secretary Treasurer commensurate with provincial funding and regional trends. Payment of such funds must be made in advance to the District



POLICY 7027—3.30 INTERNATIONAL STUDENTS FEE PAYING STUDENTS

The primary mandate of the District is the provision of educational programs and services for students who qualify as funded students as determined by the Ministry. The Board of Education ~~for School District No. 78 (Fraser-Cascade)~~ recognizes that on occasion, out of province and out of country families that are not ordinarily resident in British Columbia may wish to have their children attend a school in the district

~~supports the attendance of international students in its school system for social, cultural and educational reasons. Where applicable, student tuition fees shall be set by Board regulation.~~

~~The Board will provide, free of charge, an educational program to students enrolled in School District No. 78 (Fraser-Cascade) schools who are:~~

“Ordinarily resident” status is defined when, on the basis of objective evidence, the student and their guardian has established a regular, habitual mode of life in the community with a sufficient degree of continuity which has persisted despite temporary absences. Ordinarily resident status will be granted in accordance with the *School Act* and Ministry of Education and Child Care policy.

The term “guardian” is defined in the School Act to mean a guardian within the meaning of the Family Law Act .

- ~~• Citizens of Canada; or,~~
- ~~• Landed immigrants holding a student visa or special status granted by the Government of Canada; or,~~
- ~~• Legal wards of Canadian citizens, landed immigrants, the Superintendent of Child Welfare; or,~~
- ~~• Exchange students officially authorized by the Board of Education.~~

Students ~~not~~ who are not ordinarily resident in British Columbia receive no funding from the province, ~~included in the foregoing policy statement~~ and if admitted to the District, ~~shall be classified as international~~ will be required to pay fees. ~~students and may attend district schools pursuant to the Regulations.~~

The yearly tuition fee will be established by the Secretary Treasurer commensurate with provincial funding and regional trends. Payment of such funds must be made in advance to the District

Regulations

SUBJECT: International Student Application Process

3.30 Fee Paying Students

- ~~1. Applications from International Students will be accepted for enrollment in School District No. 78 (Fraser-Cascade). Normally, International Students are accepted for enrollment in September of each year.~~
- ~~2. Students shall apply in writing to the Superintendent of Schools or designate. Applications must include a transcript of marks, (from current school), translated into English.~~
- ~~3. International students must demonstrate proficiency in English sufficient to allow for academic success; if additional support in English as a second language is required, these services will be provided within the available resources.~~
- ~~4. Students accepted for enrollment in School District No. 78 (Fraser-Cascade) may be required to write an ESL competency test at the beginning of the school year. The results of the test will assist school personnel in determining the grade placement and the support services required for the student.~~
- ~~5. International Students are preferably over the age of twelve (12) and enrolled in long-term programming; however, short term programs will be considered according to availability of space and potential of the program to contribute to the educational experience of all students.~~
- ~~6. Proof of guardianship for students eighteen (18) years of age and under shall be required.~~
- ~~7. The fee and refund structure for International Students will be set by the Board and reviewed periodically.~~
- ~~8. The Board is not responsible for travel arrangements, accommodations or any medical expenses of International Students but may make homestay arrangements in consultation with the international agent.~~
- ~~9. All students must have Medical Insurance. For the first 3 months, International Students will pay a fee to access the Board's medical insurance coverage. Following the first three months students will be enrolled in and pay for the Medical Services Plan (MSP) of British Columbia (B.C.). International Students are responsible for any and all medical services accessed beyond MSP.~~
- ~~10. All homestay applicants must provide a criminal record check for all adults resident in the home.~~