



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

AGENDA

1. Call to Order and Acknowledgement..... P. Desjardins
 2. Approval of Agenda..... Page 1 P. Desjardins
 3. Approval of Minutes – February 4, 2025..... Page 3 P. Desjardins
 4. Current Policy recommended to be repealed, and documentation established as an Administrative Procedure
4.1 Policy 5120 Surveys..... Page 4 (PDF) A. Cooper
 5. Review of Section 3.00 Students, Instruction and School Operations..... Page 1 (PDF) A. Cooper
 6. Policies that are recommended to be repealed outright:
 - 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. Policies informed by the Ministry of Education and Childcare policy and Ministerial orders (suggested to be moved 'intact' for the time being but recommended for repeal in favour of establishing the content necessary to provide direction as an administrative procedure):
 - 7.1 5025 Use of Private Vehicles
 - 7.2 5075 Media Consent
 - 7.3 5110 Challenging Controversial Material and 7525 Learning Resources for Classroom Use
 - 7.4 5400 Board/Authority Authorized Courses
 - 7.5 7010 Student Records – Confidentiality and 7012 Student Records Procedures
 - 7.6 7022 School Completion (Evergreen) Certificate
 - 7.7 7200 Suspensions – Students
 - 7.8 7210 Releasing Students to Custodial Care

8. Drafts to be discussed at this meeting:

- 8.1 3.11 Physical Restraint and Seclusion..... Page 7 (PDF) A. Cooper

9. Questions/Comments

Next Meeting: April 8, 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
February 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:

Greg Lawley	Principal	FCPVPA
Wade Peary	Principal	FCPVPA

District Staff:

Balan Moorthy	Superintendent
Gerry Slykhuis	Secretary Treasurer
Renge Bailie	Assistant Superintendent
Crystal Medlock	Executive Secretary
Deb McKinney	Executive Secretary

Regrets:

April Hendrickson	IEC
Shannon Dobson	CMAW
Lynne Marvell	Union President
Megan Kempenaar	Teacher
	FCTA
	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 – February 4, 2025

DESJARDINS/COLMAN-LAWLEY

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

Carried

3. Approval of Previous Minutes – January 14, 2025**DESJARDINS/LAWLEY**

THAT the minutes of the Policy Committee meeting held on January 14, 2025, be approved as presented.

Carried

4. Anne introduced us to the organization of Policy Section 2.00 – in this section there are 7 unique policies; 4 of the 7 are already in progress/completed due to urgency or Ministry guidelines that required we have them in place.
5. Drafts up for review:

5.1 (NEW) Policy 2.10 Truth and Reconciliation

Anne suggested the committee consider saving a placeholder policy number for a Truth and Reconciliation Policy. After discussion, the committee agreed regarding the importance of incorporating Policy 2.10 Truth and Reconciliation into our list of District Policies

The committee agreed to recommend to the Board to send a sample of a potential new policy seeking the input of the Indigenous Education Council (IEC) to help develop the new policy.

COLMAN-LAWLEY/DESJARDINS

THAT the Policy Committee recommends to the Board of Education that Policy 2.10 – Truth and Reconciliation – be considered as a new policy in our district and to seek the input of the IEC to help develop the new policy.

Carried

5.2 Policy 2.50 Parent Engagement

Anne suggested we combine related Policies 5000 – School Advisory Council and 5002 – District Parent Advisory Council – and call the combined policy 2.50 Parent Engagement.

After Anne reviewed the policy, the committee worked together to make some edits to make it easier to understand the role and responsibilities held by District and Parent Advisory Councils in our District. Anne suggested we continue to make mention of the BCCPAC Leadership Manual in the policy but that brought up some questions regarding PAC/DPAC Constitutions and if the constitution languages supersedes District Policy, which refers to BCCPAC Leadership Manual, particularly in the area of conflict of interest.

Following discussion and edits, the committee felt that Policy 2.50 – Parent

Engagement - was ready to be sent to the Board of Education for Public Notice and Comment from our Stakeholders.

COLMAN-LAWLEY/DESJARDINS

THAT the Policy Committee recommends to the Board of Education that Policy 2.50 – Parent Engagement be authorized for consultation and circulated for a thirty-day period for public comment and feedback. Further, that the Board consider asking for clarification regarding conflict of interest from BCCPAC.

Carried

5.3 Policy 2.60 Partnerships, Corporate Sponsorships and Donations

Anne went over potential updates to Policy 5055 – previously known as Formal Business/Education Partnerships.

Discussion ensued around this policy because we are a rural community that counts on community and corporate partnerships, sponsorships and donations to make a difference in our small communities.

We have to be very careful not to use limiting language that would mean our schools no longer receive funding/donated product. The hope with this policy is that it will give our Principals the judgement to decide what is in the best interest of the students.

After these changes, the committee felt the policy was ready to be sent to the Board of Education for Public Notice and Comment from our Stakeholders.

COLMAN-LAWLEY/DESJARDINS

THAT the Policy Committee recommends to the Board of Education that Policy 2.60 – Partnerships, Corporate Sponsorships and Donations be authorized for consultation and for the policy to be circulated for a thirty-day period for public comment and feedback.

Carried

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

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

ADJOURNMENT

DESJARDINS/

THAT the meeting be adjourned at 6:03 pm

BYLAW AND POLICY REVISION PROJECT

POLICY COMMITTEE – MARCH 4, 2025– SECTION 3.00

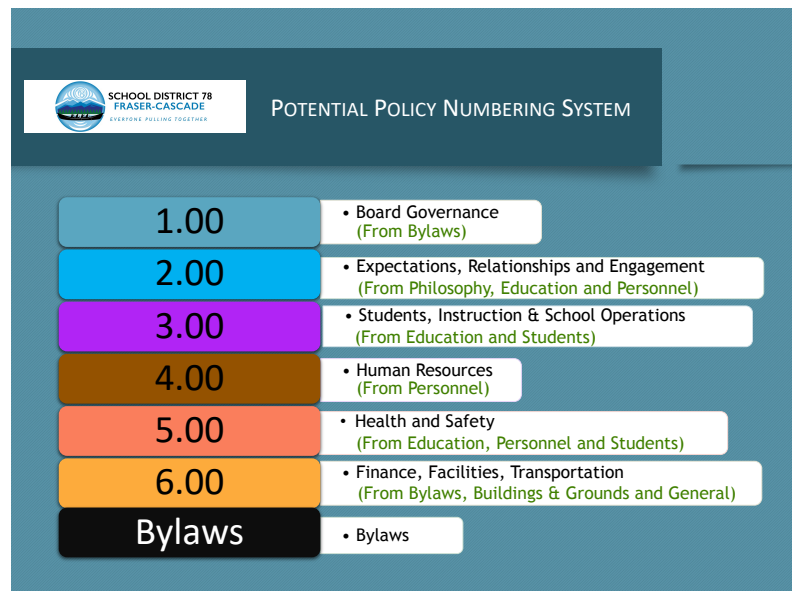
1. Current Policy from Section 2.00 recommended to be repealed, and documentation established as an Administrative Procedure.

- 1.1. [5120 Surveys](#) – In accordance with AP Administration1- Development of Administrative Procedures, an updated Administrative Procedure is provided.

2. Review of Section 3.00 Students, Instruction and School Operations Organization

The committee may recall our tentative organization for the overall policy manual, with Section 3.00 being considered at this meeting.

A review has been completed of all remaining documents within the current policy manual, with the objective of compiling all policies that relate to Students, Instruction and School Operations within one section. This makes for ease of reference particularly for school-based administrators. Policies within current Sections 5000 and 7000 include the content for this new section.



The suggested organization of those policies recommended to be maintained is outlined in the table below, with [hyperlinks](#) for current bylaws and policies for ease of reference. Suggestions have been made with respect to the groupings and order of policies within the section, with new numbering in place. Again, we will use the “tenths place” to flag a key topic, with the “hundredths’ place” to flag a policy with related and/or supporting content.










Further, we wish to have a discussion regarding some policies and in, particular the Regulations within same, and suggest they be addressed through Administrative Procedures.

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] 3.11 Physical Restraint and Seclusion	7007 Student Code of Conduct 5070 Social Media 7030 Physical Restraint of Students
3.20 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

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*

The policies noted below are informed by Ministry of Education and Child Care policy and Ministerial orders. They are recommended for repeal in favour of establishing the content necessary to provide direction as an administrative procedure. They will be moved 'intact' for the time being. The reference to related 'written guidance', if any, that can be used to make revisions, is provided in red italics, as a hyperlink.

- 4.1. [5025 Use of Private Vehicles](#)
 *YouthSafe Outdoors*
- 4.2. 5075 Media Consent
- 4.3. [5110 Challenging Controversial Material](#) and [7525 Learning Resources for Classroom Use](#)
 *Learning Resources*
 *Focused Ed Resources*
- 4.4. [5400 Board/Authority Authorized Courses](#)
 *Board/Authority Authorized Courses*
- 4.5. [7010 Student Records - Confidentiality](#) and [7012 Student Records Procedures](#)
 *Permanent Student Record Instructions*
- 4.6. [7022 School Completion \(Evergreen\) Certificates](#)
 *Ministerial Order M164/96*
 *BC Graduation Program Handbook of Procedures*
- 4.7. [7200 Suspensions - Students](#)
- 4.8. [7210 Releasing Students to Custodial Care](#)

5. Drafts to be discussed at this meeting

- 5.1. 3.11 Physical Restraint and Seclusion



AP Administration 3 Survey and Questionnaire Approvals

Legislative References: None

Policy Reference: none

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, 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 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.
2. Initial screening 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, the Board must be advised and asked for direction.
- ~~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 (reverse d-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 SECLUSION

The Board of Education believes that learning and working environments are to be as safe as possible for all children and adults.

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 seclusion unnecessary and school personnel will implement evidenced based effective supports and interventions to prevent and de-escalate potentially unsafe situations.
- If required, physical restraint and/or seclusion will be implemented as emergency, not treatment, procedures.
- School staff members will be offered opportunities to be trained in implementing positive behaviour interventions, and supports, and de-escalation techniques.
- Specialized staff will be trained in implementing positive behaviour interventions, and supports, and de-escalation techniques.
- 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 restraint or seclusion for an individual student.

It is expected that school personnel are always looking for tools and methods to avoid restraint and seclusion including the implementation of pro-active, positive, non-punitive supports and interventions that make the use of seclusion and physical restraint unnecessary.

GUIDELINES

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 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.
 - 1.2.3.
2. Physical restraint and 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 less restrictive interventions have been ineffective in ending imminent danger of serious physical harm.
3. Physical restraint and seclusion may never be used as a punishment, discipline, or to force compliance in an educational learning setting.
4. 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.
5. All school staff members involved in implementing physical restraint 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 seclusion is to be discontinued once imminent danger or serious self harm or harm to others has dissipated.
7. If a staff member is injured during physical restraint or 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.
8. Any space used for seclusion will not jeopardize the secluded student's health and safety.
9. Any student placed in seclusion must be continuously visually observed by an adult who is physically present throughout the period of seclusion, and who is able to communicate in the student's primary language or mode of communication.

10. A review/revision of prevention/intervention strategies must occur in cases where there is:
 - 10.1. Repeated use of physical restraint or seclusion for an individual student
 - 10.2. Multiple use of physical restraint or seclusion occurring within the same classroom
 - 10.3. Repeated use of physical restraint or seclusion by an individual staff member
11. Communication with District and School Staff:
 - 11.1. Follow-up after each incident involving the use of physical restraint or seclusion:
 - 11.1.1. School staff will notify the Principal as soon as possible after an incident - always prior to the end of the school day on which the incident has occurred.
 - 11.1.2. The Principal will notify District staff as soon as possible after an incident -prior to the end of the school day on which the incident has occurred.
 - 11.1.3.
12. Documentation by school staff of any use of physical restraint or seclusion is required.
13. Communication with Parents:
 - 13.1. The Principal will notify parents/guardians as soon as possible/always prior to the end of the school day on which the incident has occurred.
 - 13.2. A debriefing – with involved school personnel; parents or guardians of the student; and where possible, with the student – will examine what happened/what caused the incident, and what could be changed, i.e., preventative and response.
14. Students with Disabilities or Diverse Abilities
 - 14.1. Where the use of physical restraint or seclusion may be a potential part of the educational program of a student with disabilities or diverse abilities, procedures will be clearly laid out in that student's Positive Behaviour Support Plan, and/or Staff Safety Plan and be placed with that student's Individual Education Plan (IEP).
 - 14.2. All other procedures as above will be followed.

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

15. 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:
 - 15.1. 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
 - 15.2. Based on the data from a Behavior Assessment System for Children (BASC-3) a formal positive Behaviour Support Plan or Behaviour Intervention Plan describing positive behaviour intervention supports and conflict de-escalation procedures is collaboratively developed.

Policy 311 – Physical Restraint and Seclusion

- 15.3. 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.
16. A review/revision of prevention/intervention strategies/plans within a school or classroom must occur in cases where there is:
 - 16.1. Repeated use of physical restraint or seclusion for an individual student
 - 16.2. Multiple use of physical restraint or seclusion occurring within the same classroom
 - 16.3. Repeated use of physical restraint or seclusion by an individual staff member
 - 16.4. 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.
17. 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.
 - 17.1. The use of a harness or similar approved equipment will only be employed, in keeping with a student's IEP, to prevent running away from the supervised environment. 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.
 - 17.2. Any time physical restraint is necessary, a "Physical Restraint of Student's Incident Report" must immediately be filed with the District Vice-Principal of Inclusive Education. The Safer Schools Coordinator, Parents/Guardians must also be informed about the incident immediately.
 - 17.3. 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:
 - 17.3.1. Students' breathing is not restricted
 - 17.3.2. Student is not in a prone position (facing down on their stomach)
 - 17.3.3. Student is not in a Supine position (on their back, face up)
 - 17.3.4. Mechanical restraint devices are never used
 - 17.4. 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.
18. 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 Vice-Principal of Inclusive Education. Parents/Guardians must also be informed about the incident immediately.
 - 18.1. A student must never be locked into a room.
 - 18.2. 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



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behaviour is recorded at regular intervals by the observing adult throughout the period of seclusion.

- 18.3. 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.



Policy 311 – Physical Restraint and 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:					
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 and send a copy of this form to donna.barner@sd78.bc.ca (completed date):					
SIGNATURES					
Person Reporting:					
Principal:					



POLICY ~~7030~~ 3.11 PHYSICAL RESTRAINT ~~OF STUDENTS~~ AND 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.

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 seclusion unnecessary and school personnel will implement evidenced based effective supports and interventions to prevent and de-escalate potentially unsafe situations.
- If required, physical restraint and/or seclusion will be implemented as emergency, not treatment, procedures.
- School staff members will be offered opportunities to be trained in implementing positive behaviour interventions, and supports, and de-escalation techniques.
- Specialized staff will be trained in implementing positive behaviour interventions, and supports, and de-escalation techniques.
- 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 restraint 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 ~~restraint and~~ 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.

~~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~~

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~~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.

- ~~1.2.2.1.2.3.~~

~~2. —General Guidelines~~

2. Physical restraint and 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 less restrictive interventions have been ineffective in ending imminent danger of serious physical harm.
3. Physical restraint and seclusion may never be used as a punishment, discipline, or to force compliance in an educational learning setting.
4. 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.

Policy 311 – Physical Restraint and Seclusion

5. All school staff members involved in implementing physical restraint 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 seclusion is to be discontinued once imminent danger or serious self harm or harm to others has dissipated.
7. If a staff member is injured during physical restraint or 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.
8. Any space used for seclusion will not jeopardize the secluded student’s health and safety.
9. Any student placed in seclusion must be continuously visually observed by an adult who is physically present throughout the period of seclusion, and who is able to communicate in the student’s primary language or mode of communication.
10. A review/revision of prevention/intervention strategies must occur in cases where there is:
 - 10.1. Repeated use of physical restraint or seclusion for an individual student
 - 10.2. Multiple use of physical restraint or seclusion occurring within the same classroom
 - 10.3. Repeated use of physical restraint or seclusion by an individual staff member
11. Communication with District and School Staff:
 - 11.1. Follow-up after each incident involving the use of physical restraint or seclusion:
 - 11.1.1. School staff will notify the Principal as soon as possible after an incident - always prior to the end of the school day on which the incident has occurred.
 - 11.1.2. The Principal will notify District staff as soon as possible after an incident -prior to the end of the school day on which the incident has occurred.
 - 11.1.3.
12. Documentation by school staff of any use of physical restraint or seclusion is required.
13. Communication with Parents:
 - 13.1. The Principal will notify parents/guardians as soon as possible/always prior to the end of the school day on which the incident has occurred.

Policy 311 – Physical Restraint and Seclusion

13.2. A debriefing – with involved school personnel; parents or guardians of the student; and where possible, with the student – will examine what happened/what caused the incident, and what could be changed, i.e., preventative and response.

14. Students with Disabilities or Diverse Abilities

14.1. Where the use of physical restraint or seclusion may be a potential part of the educational program of a student with disabilities or diverse abilities, procedures will be clearly laid out in that student's Positive Behaviour Support Plan, and/or Staff Safety Plan and be placed with that student's Individual Education Plan (IEP).

—All other procedures as above will be followed.

14.2.

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

~~3.15.~~ 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:

~~3.1.15.1.~~ 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

~~3.2.15.2.~~ Based on the data from a Behavior Assessment System for Children ~~Functional Behaviour Assessment (BASC-3) (FBA)~~ a formal positive Behaviour Support Plan or Behaviour Intervention Plan describing positive behaviour intervention supports and conflict de-escalation procedures is collaboratively developed.

~~3.3.15.3.~~ 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.

~~4.16.~~ A review/revision of prevention/intervention strategies/plans within a school or classroom must occur in cases where there is:

~~4.1.16.1.~~ Repeated use of physical restraint or seclusion for an individual student

~~4.2.16.2.~~ Multiple use of physical restraint or seclusion occurring within the same classroom

~~4.3.16.3.~~ Repeated use of physical restraint or seclusion by an individual staff member

~~4.4.16.4.~~ 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.

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- 5.17. 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~~

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

6.3.17.1. The use of a harness or similar approved equipment will only be employed, in keeping with a student's IEP, to prevent running away from the supervised environment. 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.

6.4.17.2. 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 District Vice-Principal of Inclusive Education ~~Coordinator of Student Support Services~~. The Safer Schools Coordinator, Parents/Guardians must also be informed about the incident immediately.

6.5.17.3. 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:

6.5.1.17.3.1. Students' breathing is not restricted

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

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

6.5.4.17.3.4. 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.~~

17.4. 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.

~~6.8.~~

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~~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 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.~~

~~7.1.2.18.~~ 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 Vice-Principal of Inclusive Education](#)~~Director of Student Support Services~~. Parents/Guardians must also be informed about the incident immediately.

~~7.1.3.18.1.~~ 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 Administration, school staff, parents and possibly outside agencies.~~

~~7.1.4.18.2.~~ 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.

~~7.1.5.18.3.~~ 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.

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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:					
Injury <input type="checkbox"/> Yes <input type="checkbox"/> No <small>(If yes, complete School Protection Plan Incident Report or WorkSafeBC Form)</small>					
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 and send a copy of this form to donna.barner@sd78.bc.ca (completed date):					
SIGNATURES					

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Person Reporting:	
Principal:	