

Staff Report to the Board of Education

March 13, 2024



POLICY RENOVATION PROJECT – SECTION 400 HEALTH AND SAFETY

Adrian Johnson, Secretary Treasurer

SUMMARY

On March 6, 2024, the Committee of the Whole met in open meeting to further discuss, review and revise policies related to health and safety.

Attached for Board consideration are the Health and Safety policies that contain Committee of the Whole revisions from the March 6, 2024, meeting.

At the Committee of the Whole meeting, Trustees raised a concern about the use of the word 'abuse' in the title of Policy 420. Staff are investigating appropriate terminology and will propose any revisions when the policies are brought back to the Board after seeking public comments.

RECOMMENDATION

Following the review by the Committee of the Whole, staff recommends that these policies be distributed for comments and further input in accordance with Board Policy 140.

RECOMMENDATION

That the repeal of Board Policies 4.2.0 Child Welfare – Child Abuse, 9.4.0 Head Lice Infestations in the School, 4.6.0 Healthy Living and Nutrition, 4.7 Cell Phones, Hands Free and Digital Devices - Operation of Vehicles, 5.2.0 Policy and Procedures for Dealing with Employees and Students who are Infected with the Aids Virus, 5.3.0 Occupational Health and Safety, 6.5.0 Protection of Pupils and Maintenance of Order, 9.1.0 Accidents in Schools, 9.6.0 Students with Medical Needs and Regulation 9.15.0 Substance Abuse be distributed for comments and further input in accordance with Board Policy 140; and further,

That Board Policies 4.2.0 Child Welfare – Child Abuse, and 9.4.0 Head Lice Infestations in the School be developed into an Administrative Procedure; and further,

That amended Policies 410 Tobacco and Vapour Free Spaces, 420 Substance Abuse, 430 Physical Restraint and Seclusion in Schools, 440 Violent Incidents, 450 Provision of Menstrual Products to Students be distributed for comments and further input in accordance with Board Policy 140.

ATTACHMENTS

Policies (clean copy and markup copy)

Policy 410 Tobacco and Vapour Free Spaces

Policy 420 Substance Abuse

Policy 430 Physical Restraint and Seclusion in Schools

Policy 440 Violent Incidents

Policy 450 Provisions of Menstrual Products to Students

BOARD OF EDUCATION OF SCHOOL DISTRICT NO.22 (VERNON)

BOARD POLICY NO: 410

Tobacco and Vapour Free Spaces	
Approval Date:	December 18, 2007
Amendment Date(s):	
Reference(s):	<i>Tobacco and Vapour Products Control Act Section 2.2</i>

The Board, in accordance with provincial legislation, prohibits; a person from smoking, using tobacco, holding lighted tobacco, using an e-cigarette, or holding an activated e-cigarette in or on District premises, property and vehicles.

Ceremonial use of tobacco where the activity has been approved and the ceremony is performed in relation to a traditional Indigenous cultural activity, or performed by a group for instructional purposes are exempt from this policy.

The Board delegates to the Superintendent or designate the authority to develop appropriate procedures.

BOARD OF EDUCATION OF SCHOOL DISTRICT NO.22 (VERNON)

BOARD POLICY NO: **8.12.0410**

<u>Tobacco and Vapour Free Spaces</u> Smoking and Use of Tobacco Products	
Approval Date:	December 18, 2007
Amendment Date(s):	
Reference(s):	<i>Tobacco <u>and Vapour Products</u> Control Act <u>Section 2.2</u></i>

The Board, ~~in accordance with provincial legislation, of Trustees and the Province of British Columbia (Bill 10, the Tobacco Sales Amendment Act, 2007)~~ prohibits: a person from smoking, using tobacco, holding lighted tobacco, using an e-cigarette, or holding an activated e-cigarette tobacco use and smoking in all its forms, from in or on ~~district~~ District premises, property and vehicles.

Ceremonial use of tobacco where the activity has been approved ~~by the Board~~ and the ceremony is performed in relation to a traditional ~~aboriginal~~ Indigenous cultural activity, or performed by a group for instructional purposes ~~a purpose approved by government regulation is are~~ exempted from this policy.

~~The Superintendent of Schools, or designate, is responsible for the administration of this policy.~~
The Board delegates to the Superintendent or designate the authority to develop ~~regulations~~ and appropriate procedures.

~~Regulations:—~~

- ~~1. Appropriate signs shall be posted in all District facilities.~~
- ~~2. School codes of conduct will include expectations of this policy.~~
- ~~3. Students who violate this policy will be subject to progressive discipline.~~
- ~~4. This policy applies to all school sponsored activities such as field trips.~~
- ~~5. Employees and volunteers in the presence of students when involved in field trips, competitive events, extra-curricular activities or any other work-related activities will not smoke or use tobacco products.~~
- ~~6. Community members or groups who violate this policy while renting or otherwise using school buildings or properties may lose the privilege of using school buildings and properties.~~
- ~~7. School Principals, Supervisors, and District Office Managers are responsible for ensuring this policy is **communicated and** enforced.~~

BOARD OF EDUCATION OF SCHOOL DISTRICT NO.22 (VERNON)

BOARD POLICY NO: 420

Substance Abuse	
Approval Date:	May 9, 2006
Amendment Date(s):	
Reference(s):	

The Board believes in providing students with a learning environment conducive to maximizing their intellectual, physical, social and emotional development.

The presence, use and association with controlled substances, including alcohol and illicit drugs interferes with the learning environment. Students using and associating with those using controlled substances may harm themselves, negatively impact others and disrupt the learning environment. The Board is committed to preserving the health and safety of all students. In keeping with this commitment, the Board believes that students have:

- a right to a public-school education that fosters healthy living free from substance abuse;
- a right to a drug and alcohol-free environment at all school and District functions;
- a right to freedom from individuals impaired by drugs or alcohol; and
- the responsibility to abstain from these substances while under the authority of the school.

The Board accepts the concept of substance abuse as treatable and recognizes that this problem in schools cannot be solved solely by suspending those students who are involved. The Board will strive to maintain a balance between compassion for students seeking help for substance abuse problems and the protection of the learning environment. The Board recognizes the need to address substance abuse issues early through preventative programs beginning at the elementary level and continuing through high school. Intervention must also be available to support those students with substance abuse issues. Finally, the Board recognizes due process is necessary in the development and implementation of clear and concise procedures that address substance abuse issues in our schools.

The Board expects students to be completely free of controlled substances while under the jurisdiction of the District. Every student shall be subject to this Policy while on school premises, going to and returning from school and at all school sponsored games and functions whenever and wherever held. For the purposes of this Policy, 'using' includes being under the influence of controlled substances at any time when the student is under the jurisdiction of the District. The Board also expects students not to be in association with individuals using, dealing or supplying these substances.

The Board is committed to the health and well-being of students. The Board recognizes that overdose deaths are a leading cause of unnatural deaths in BC, impacting people from all regions regardless of age, education level, profession, and economic status. The Board seeks to minimize these deaths through the use of opioid overdose prevention measures to assist individuals suspected to be experiencing an opioid overdose.

The Board recognizes that to be effective, this Policy cannot stand alone, but must be coordinated with the related policies of other agencies. The Board will, therefore, cooperate and collaborate with students, staff, parents and community agencies to support the implementation of this Policy and to support community-wide initiatives that address substance abuse problems among children and youth.

draft

BOARD OF EDUCATION OF SCHOOL DISTRICT NO.22 (VERNON)

BOARD POLICY NO: **9.15.0420**

Substance Abuse Policy	
Approval Date:	May 9, 2006
Amendment Date(s):	
Reference(s):	

Policy

The Board ~~of Trustees~~ believes in providing students with a learning environment conducive to maximizing their intellectual, physical, social and emotional development.

The presence, use and association with controlled substances, including alcohol and ~~other~~ illicit drugs interferes with the learning environment. Students using and associating with ~~people those~~ using controlled substances ~~alcohol and other illicit drugs~~ may harm themselves, negatively impact others and disrupt the learning environment. The Board is committed to preserving the health and safety of all students. In keeping with this commitment, the Board believes that students have:

- a right to a public-school education that fosters healthy living free from substance abuse;
- a right to a drug and alcohol-free environment at all school and District functions;
- a right to freedom from individuals impaired by drugs or alcohol; and
- the responsibility to abstain from these substances while under the authority of the school.

The Board accepts the concept of substance abuse as treatable and recognizes that this problem in schools cannot be solved solely by suspending those students who are involved. The Board will strive to maintain a balance between compassion for students seeking help for substance abuse problems and the protection of the learning environment. The Board recognizes the need to address substance abuse issues early through preventative programs beginning at the elementary level and continuing through high school. Intervention must also be available to support those students with substance abuse issues. Finally, the Board recognizes due process is necessary in the development and implementation of clear and concise procedures that address substance abuse issues in our schools.

The Board expects students to be completely free of controlled substances ~~alcohol and other illicit drugs~~ while under the jurisdiction of the School District. Every student shall be subject to this ~~policy~~ Policy while on school premises, going to and returning from school and at all school sponsored games and functions whenever and wherever held. For the purposes of this Policy, 'using' includes being under the influence of controlled substances ~~alcohol or other illicit drugs~~ at any time when the student is under the jurisdiction of the School District. The Board also expects students not to be in association with individuals using, dealing or supplying these substances.

The Board is committed to the health and well-being of ~~staff and~~ students. The Board recognizes that overdose deaths are a leading cause of unnatural deaths in BC, impacting people from all regions regardless of age, education level, profession, and economic status. The Board seeks to

~~minimize these deaths through the use of opioid overdose prevention measures to assist individuals suspected to be experiencing an opioid overdose.~~

~~The Board considers that harm reduction is an appropriate response in the event of an opioid overdose. As Naloxone (Narcan) has been shown to increase positive outcomes in the event of an opioid overdose, and has no negative effects if given in the absence of opioids, Naloxone kits shall be made available in all schools~~

The Board recognizes that to be effective, this Policy cannot stand alone, but must be coordinated with the related policies of other agencies. The Board will, therefore, cooperate and collaborate with students, staff, parents and community agencies to ~~ensure support~~ the implementation of this ~~P~~olicy and to support community-wide initiatives that address substance abuse problems among children and youth.

BOARD OF EDUCATION OF SCHOOL DISTRICT NO.22 (VERNON)

BOARD POLICY NO: 430

Physical Restraint and Seclusion in Schools	
Approval Date:	May 15, 2019
Amendment Date(s):	
Reference(s):	

Student access to an effective educational program is a basic right in our District. Positive and least restrictive approaches in the provision of student supports are considered best practice. School teams strive to successfully meet the needs of all students within the classroom setting.

A wide variety of creative approaches to teaching/learning and to the configuration of physical spaces within and beyond the traditional classroom setting, including accommodations for student's sensory and self-regulation needs are used to support student's academic and social-emotional learning goals.

These approaches integrate levels of intervention that begin with the least restrictive environment methodology and can escalate in response to the severity or safety concerns presenting. Opportunities for parents/guardians and students to be involved in the development of positive behavior supports, behavior plans, emergency or safety plans will be provided as appropriate.

The Board supports the following principles regarding the use of physical restraint and seclusion in our schools:

1. All behavioural interventions for students must promote the rights of all students to be treated with dignity and honour each student's right to learn and feel safe.
2. Whenever exploring alternate behavioural interventions, a plan is built around prevention through positive behavior supports and/or relationships to the greatest extent possible.
3. Behavior interventions address the underlying purpose of a behavior.
4. Physical restraint or seclusion is used only in exceptional circumstances where the behavior of a student poses imminent danger of serious physical harm to self and/or others, and where less restrictive interventions have been ineffective in ending imminent danger or serious physical harm. Restraint or seclusion is discontinued once imminent danger or serious physical harm to self and/or others has dissipated.
5. The District provides ongoing training for staff to ensure that physical restraint or seclusion is utilized appropriately.
6. Students exhibiting behavior that is compromising safety of self and/or others should be supported by appropriate documentation/support (i.e., IEP and/or Behaviour Plan and/or Safety Plan and/or specialist consultation).
7. Parents/guardians of students who require seclusion or physical restraint will be informed as soon as possible when these interventions are used.

Recurring practice of restraint or seclusion is not common practice in any student's educational program. If a student struggles to show safe behavior and interrupts learning of others consistently, educational programming may need to be reviewed with parents/guardians, outside agencies and team. This review may include and is not exclusive to: an abbreviated school day, an alternate setting, alternate programming, home schooling or Online Learning until the student's behaviours have stabilized.

BOARD OF EDUCATION OF SCHOOL DISTRICT NO.22 (VERNON)

BOARD POLICY NO: **9.17.0430**

Physical Restraint and Seclusion in Schools	
Approval Date:	May 15, 2019
Amendment Date(s):	
Reference(s):	

Clean up — consistency of parent, parent / guardian etc — use parent/guardian

Student access to an effective educational program is a basic right in our ~~School~~ District. Positive and least restrictive approaches in the provision of student supports are considered best practice. School teams strive to successfully meet the needs of all students within the classroom setting.

A wide variety of creative approaches to teaching/learning and to the configuration of physical spaces within and beyond the traditional classroom setting, including accommodations for student's sensory and self-regulation needs are used to support student's academic and social-emotional learning goals.

These approaches integrate levels of intervention that begin with the least restrictive environment methodology and can escalate in response to the severity or safety concerns presenting. Opportunities for parents/guardians and students to be involved in the development of positive behavior supports, behavior plans, emergency or safety plans will be provided as appropriate.

~~We support~~ The District Board supports the following principles regarding the use of physical restraint and seclusion in our schools:

1. All behavioural interventions for students must promote the rights of all students to be treated with dignity and honour each student's right to learn and feel safe.
2. Whenever exploring alternate behavioural interventions, a plan is built around prevention through positive behavior supports and/or relationships to the greatest extent possible.
3. Behavior interventions address the underlying purpose of a behavior.
4. Physical restraint or seclusion is used only in exceptional circumstances where the behavior of a student poses imminent danger of serious physical harm to self and/or others, and where less restrictive interventions have been ineffective in ending imminent danger or serious physical harm. Restraint or seclusion is discontinued once imminent danger or serious physical harm to self and/or others has dissipated.
5. ~~It is expected that staff working in a situation that involves~~ The District provides ongoing training for staff to ensure that —physical restraint or seclusion is utilized appropriately.
~~seclusion is trained accordingly.~~
6. Students exhibiting behavior that is compromising safety of self and/or others should be supported by appropriate documentation/support (i.e., IEP and/or Behaviour Plan and/or Safety Plan and/or specialist consultation).
7. Parents/guardians of students who require seclusion or physical restraint will be informed as soon as possible when these interventions are used.

Recurring practice of restraint or seclusion is not common practice in any student's educational program. If a student struggles to show safe behavior and interrupts learning of others consistently, educational programming may need to be reviewed with parents/[guardians](#), outside agencies and team. This review may include and is not exclusive to: an abbreviated school day, an alternate setting, alternate programming, home schooling, [or](#) [Online Learning Distributed Learning](#) until the student's behaviours have stabilized.:-

~~With respect to District process in the event of an incident requiring Physical Restraint or Seclusion, please refer to the [District School District No. 22 Safety Plans](#).~~

BOARD OF EDUCATION OF SCHOOL DISTRICT NO.22 (VERNON)

BOARD POLICY NO: 440

Violent Incidents	
Approval Date:	May 8, 2001
Amendment Date(s):	January 13, 2004
Reference(s):	

The Board recognizes its obligation to provide a safe learning and working environment for all students, employees, parents and volunteers. While the Board cannot guarantee that violent incidents will never occur at school, the Board is committed to taking all reasonable measures to ensure that schools and work sites are safe places in which to learn and work.

The Board expects that the school community (students, staff, parents/guardians and guests) will conduct themselves in a manner respectful of a safe environment. The Board has an obligation to address improper activities by those who fail to recognize this expectation.

The Board endorses the use of constructive means to resolve conflicts and the presentation of peaceful and positive role models. The Board does not condone actions of violence or intimidation. This would include:

- Any act of violence or intimidation that affects members of the school community;
- The possession within the school or work environment of any potential weapon or instrument intended to inflict injury or to intimidate another person; and
- The use of media, illustrative material, clothing or behaviors, which glorify violence and/or portray violence as acceptable.

The Board shall consider any act of violence or intimidation to be a serious threat. Staff shall take necessary and timely action including but not limited to reporting the matter to the police where staff have reasonable grounds to believe that a criminal offence has been or may be committed.

Any person in a school having knowledge of high-risk student behavior that is threatening or having reasonable grounds to believe there is a potential for high-risk threatening behavior shall promptly report the information to the school principal and/or their designates. No action shall be taken against a person who makes a report unless the report is made maliciously and without reasonable grounds.

For the purpose of this Policy, threatening behaviors are identified in the following levels of risk:

- Worrisome behaviors
- High risk student behaviors
- Immediate risk situations

In addition, there are exceptional cases, which become high profile due to the context in which the threat-related behavior occurs. Situations involving community members making threatening

behaviors in the school environment will follow the appropriate process. Members of the Violent Threat Risk Assessment (VTRA) Team will be led by the Director of Instruction – Inclusion.

In such cases the person shall be dealt with according to Board policy and law, where applicable.

School staff, students and parents/guardians will be provided with 'fair notice' of the Board's intent to respond to threatening behaviors seriously and implement risk assessments accordingly.

draft

BOARD OF EDUCATION OF SCHOOL DISTRICT NO.22 (VERNON)

BOARD POLICY NO: ~~5.10.0440~~

Protection of Workers and Students — Violent Incidents	
Approval Date:	May 8, 2001
Amendment Date(s):	January 13, 2004
Reference(s):	

The Board ~~of Trustees~~ recognizes its obligation to provide a safe learning and working environment for all students, employees, parents and volunteers. While the Board cannot guarantee that violent incidents will never occur at school, the Board is committed to taking all reasonable measures to ensure that schools and work sites are safe places in which to learn and work.

The Board expects that the school community (students, staff, parents/-guardians and guests)~~all employees~~ will conduct themselves in a manner respectful of a safe environment. The Board has an obligation to address improper activities by those who~~employees that~~ fail to recognize this expectation.

The Board endorses the use of constructive means to resolve conflicts and the presentation of peaceful and positive role models. The Board does not condone actions of violence or intimidation. This would include:

- Any act of violence or intimidation that affects members of the school community;
- The possession within the school or work environment of any potential weapon or instrument intended to inflict injury or to intimidate another person; and
- The use of media, illustrative material, clothing or behaviors, which glorify violence and/or portray violence as acceptable.

The Board shall consider any act of violence or intimidation to be a serious threat~~, to the environment and to the safety of both students and staff.~~ ~~The Board~~Staff shall take necessary and timely action including but not limited to reporting the matter to the police where staff have reasonable grounds to believe that a criminal offence has been or may be committed.

Any person in a school having knowledge of high-risk student behavior that is threatening or having reasonable grounds to believe there is a potential for high-risk threatening behavior shall promptly report the information to the school principal and/or their designates. No action shall be taken against a person who makes a report unless the report is made maliciously and without reasonable grounds.

For the purpose of this Policy, threatening behaviors are identified in the following levels of risk:

- Worrisome behaviors
- High risk student behaviors
- Immediate risk situations

In addition, there are exceptional cases, which become high profile due to the context in which the threat-related behavior occurs. Situations involving community members ~~student~~-making threatening behaviors in the school environment will follow the appropriate process, ~~outlined in the procedure (Appendix A).~~ Members of ~~t~~-the Initial Response Multi-disciplinary Violent Threat Risk Assessment (VTRA) Threat Assessment Team ~~will~~ will be led byinclude the Director of Instruction – Inclusion, ~~Student Support Services (Team Leader), District Mental Health Worker, School Principal (or designate), School Counselor, and Police Liaison Officer.~~ ~~The expanded team for a comprehensive assessment may also include trainer community assessment personnel, MCFD representation, psychiatrists and psychologists.~~

In such cases the person shall be dealt with according to Board policy and law, where applicable.

School personnel~~staff~~, students and parents/caregivers~~guardians~~ will be provided with 'fair notice' of the Board's intent to respond to threatening behaviors seriously and implement risk assessments accordingly.

BOARD OF EDUCATION OF SCHOOL DISTRICT NO.22 (VERNON)

BOARD POLICY NO: 450

Provision of Menstrual Products to Students	
Approval Date:	January 15, 2020
Amendment Date(s):	
Reference(s):	Ministerial Order 149/89

The Board of Education is committed to providing menstrual products to students who may require them.

The Board will:

- Ensure menstrual products are provided to students of all gender identities or expressions in a manner that protects student privacy;
- Provide barrier free, easily accessible menstrual products at no cost to students;
- Provide consistent availability and supply of menstrual products in school washrooms; and,
- Incorporate student feedback with respect to the provision of menstrual products.

BOARD OF EDUCATION OF SCHOOL DISTRICT NO.22 (VERNON)

BOARD POLICY NO: **9.18.0450**

Provision of Menstrual Products to Students	
Approval Date:	January 15, 2020
Amendment Date(s):	
Reference(s):	<u>Ministerial Order 149/89</u>

The Board of Education is committed to providing menstrual products to students who may require them.

The Board will:

- Ensure menstrual products are provided to students of all gender identities or expressions in a manner that protects student privacy;
- Provide barrier free, easily accessible menstrual products at no cost to students;
- Provide consistent availability and supply of menstrual products in school washrooms; and,
- Incorporate student feedback with respect to the provision of menstrual products.

draft