

AGENDA

***OPEN MEETING OF THE BOARD OF EDUCATION
SCHOOL DISTRICT NO. 58 (NICOLA-SIMILKAMEEN)***

***MERRITT SCHOOL BOARD OFFICE, BOARD ROOM
WEDNESDAY, DECEMBER 10, 2025, 6:00 P.M.***

Success for ALL Learners Today and Tomorrow

1. Acknowledgement of the Traditional Territories and Metis Community
2. Agenda
3. Minutes
 - a) Open Meeting held November 12, 2025
4. Business Arising from the Minutes
5. Reports
 - a) Closed Meeting held November 12, 2025
 - b) Special Closed Meeting held November 17, 2025
6. Presentation – Vince Kanigan – Embedded Professional Development (Calendar)
7. **EDUCATION**
 - a) Indigenous Education Report
 - b) Inclusive Education Early Learning and Child Care Report (In-person)
 - * c) Superintendent's Report
8. **OPERATIONS**
 - a) Potential School Closure Update
 - b) The Bridge – Location for 2026-2027

9. **AUDIT AND FINANCE**

- a) 2025/26 Amended Budget Update

10. **POLICY & ADMINISTRATIVE PROCEDURES**

- a) Administrative Procedures

11. **TRUSTEE REPORTS**

- * a) Student Trustee Reports
- * b) P.A.C. Reports
- * c) Other Reports

12. **CORRESPONDENCE**

13. **PUBLIC QUESTION PERIOD**

14. **ADJOURNMENT**

MINUTES

OPEN MEETING OF THE BOARD OF EDUCATION OF THE NICOLA-SIMILKAMEEN SCHOOL DISTRICT (NO.58)

**PRINCETON SECONDARY SCHOOL, BOARD ROOM
WEDNESDAY, NOVEMBER 12, 2025, 6:00 PM**

Success for ALL Learners Today and Tomorrow

Present:	Chairperson	G. Swan
	Vice-Chair	L. Ward
	Trustees	J. Jepsen J. Kent-Laidlaw E. Hoisington (Absent) J. Chenoweth D. Rainer
	Student Trustees	M. William S. Pioquid
	Superintendent	C. Lawrence (Virtual)
	Assistant Superintendent	M. Sheldon (Virtual)
	Secretary Treasurer	M. Friesen
	Assistant Secretary Treasurer	L. Rusnjak
	Executive Assistant	K. Buckland

ACKNOWLEDGEMENT OF THE TRADITIONAL TERRITORIES AND METIS COMMUNITY

AGENDA

Chair Swan recommended to move 11.a (Student Trustee's reports) to after the approval of the agenda.

25/165 It was moved by Vice-Chair Ward and seconded by Trustee Kent-Laidlaw

THAT the agenda be adopted as amended.

MOTION CARRIED

Student Trustee Reports

Assistant Superintendent Sheldon invited the Student Trustees to consider how service relates to learning and leadership within their schools. The Student Trustees noted that Remembrance Day prompted them to reflect on the sacrifices of others, emphasizing that student leadership is shown through acts of service, such as supporting fellow students and organizing school events.

MINUTES

25/166

It was moved by Trustee Chenoweth and seconded by Trustee Rainer

THAT the minutes of the Open Meeting held October 8, 2025, be adopted as presented.

MOTION CARRIED

Business Arising from the Minutes

None.

Report of the Closed Meeting held October 8, 2025.

EDUCATION

Inclusive Education, Early Learning and Childcare Update

Superintendent Lawrance informed the Trustees that the October 24th Professional Development day, the District Education Assistants participated in Crisis Prevention Intervention (CPI) Training and mentioned that the next opportunity to complete their CPI training is in February 2026.

Indigenous Education Update

Superintendent Lawrance informed the Trustees that, on October 24th, during the Professional Development Day, the Coldwater Indian Band organized a culture camp in their community. The event was well attended by both staff and senior administration.

Superintendent's Report

Superintendent Lawrance circulated her report and spoke about the events that have taken place across the District over the past month.

OPERATIONS

Potential School Closure Community Consultation Update

Superintendent Lawrance provided Trustees with an update on the ongoing community consultations about possible school closures. The largest attendance was seen at Central, Collettville, and Coldwater schools. Superintendent Lawrance mentioned frequently asked questions focused on the criteria for selecting schools, deferred maintenance expenses, financial considerations, and the effects on students and staff. Additional community consultations are planned for January and February 2026, with a final decision regarding school closures expected in March 2026.

AUDIT AND FINANCE

Quarterly Report

Secretary Treasurer Friesen presented the quarterly financial report for the period ending September 30, 2025, emphasizing significant variances from the budget. He noted that replacement staff expenses are currently lower than anticipated, which is attributed to a larger budget allocation for this year. Secretary Treasurer Friesen mentioned updating future reports to include year-end projections for greater clarity.

POLICY

Third Reading

3.42 Selection of Learning Resources

25/167

It was moved by Vice-Chair Ward and seconded by Trustee Jepsen

THAT the Board approve Policy 3.42 Selection of Learning Resources, forward for third and final reading.

MOTION CARRIED

Policies Recommended for Repeal

None.

Trustee Reports:

P.A.C. Reports

Trustee Hoisington was not present for this meeting.

Trustee Rainer reported on John Allison Elementary.

Trustee Chenoweth reported on Colleltville Elementary and SCIDES.

Trustee Kent-Laidlaw reported on Princeton Secondary School.

Trustee Jepsen reported on Diamond Vale Elementary and, unfortunately, missed the Merritt Central Elementary PAC meeting.

Trustee Ward reported on Vermilion Forks Elementary PAC meeting.

Chair Swan reported on Bench Elementary and MSS PAC.

Trustee Branch Meeting Report

Trustee Chenoweth reported on the Trustee Branch meeting that was held in Kamloops on October 17th & 18th, 2025

Other Reports:

Trustee Rainer updated the Trustees that BCPSEA will have its 32nd annual general meeting on January 29th; bargaining dates for BCTF are November 17th, 18th, 24th and 25th; and C.U.P.E bargaining dates are November 19th and 20th.

CORRESPONDENCE:

Trustee Jepsen informed the Trustees that the Tumbleweed Preschool is asking for a letter of support to apply for a gaming grant. They are a non-profit organization.

PUBLIC QUESTION PERIOD

NONE

ADJOURNMENT

25/168

Motion to adjourn was made by Trustee Chenoweth and seconded by Trustee Jepsen
THAT the Open Board meeting be adjourned at 7:03 pm.

Chairperson

Secretary Treasurer



MEMORANDUM

The District Principal of Indigenous Education's report is attached.

County Lawyer

CL/sc



Indigenous Education Update - December 2025

November was full of exciting activities for students. Some good work has been done in collaboration with Upper Nicola Band, creating a framework supporting resource people coming into the schools. I enjoyed being at the LNIB open house. We had our second IEC meeting and continued with community engagement meetings. I am looking forward to attending all the upcoming Christmas concerts at our schools!

Indigenous Events and Activities

The **Grade 9 Youth Conference on November 6**, organized by our ISA team, was a huge success. It took place on the NVIT Campus. A big thank you to NVIT for the use of their amazing space.

We were fortunate to have Buzz Manual as our Keynote Speaker. He offered an opening prayer, drum song and closing remarks. Buzz is an Upper Nicola Band Member and is a Sport, Recreation and Cultural Specialist in our community. We are always so pleased to invite local community members to our events.

The day consisted of 4 breakout sessions where the students got to learn from:

MELISSA MOSES: Empowering the Warrior Within—30-minute Muay Thai Leadership session
ANA MACLEOD: Through this talking circle style workshop, students shared thoughts about what mental wellness means to them.

JAY GENAILLE: Through this interactive Hoop Dancing Workshop students learned the teachings of the hoop dance and basic steps.

KIYA GIESBRECHT: Focused on building awareness, coping strategies, and emotional resilience among students.

Our MSS LINK Leaders also stepped up and led and supported our Grade 9 youth. Thanks to all for this great day. What a day for our Grade 9 students!



ISA's have a long list of the great work they are doing in schools every day:



- **Nicola-Canford:** Welcome room is full of activities like arts and crafts, baking.
- **MSS:** Hand drum making, UVIC, UBC, Camosun post-secondary tours, gratitude offering to the ocean, reading with students, Remembrance Day Ceremony.
- **John Allison and Vermilion Forks:** Learning about Indigenous Veterans and “Better Sight, Better Grades” program.
- **Diamond Vale:** Remembrance Day drumming with Willard Wallace and 8 character teachings.
- **PSS:** Rosehip harvesting, elder connections, post-secondary tours.
- **Bench:** n̄e?kepmxcin learning, pictograph painting, 8 Character teachings.
- **Central:** Had their first 2 ½ hour Indigenous Pro D Day. The Ladies made Ribbon Skirts while the Men did Ribbon Shirts, and we had Matty Michel do some Sylix Language as they were sewing. Hand drumming every Wednesday.
- **Collettville:** Talked about Indigenous Veterans in the Nicola Valley and worked on posters for the Remembrance Day ceremony.
- **CLC:** Feather beading.
- This list represents just a small sample of the many great initiatives happening in schools every day.

Our new Indigenous website will have a better summary of each school's activities for all to see. (Under ISA Updates)





I had the amazing opportunity to attend our region's first Capacity Building gathering in Osoyoos BC. The theme was *enowkinwixw* which is a syilx word that describes respectful dialogue, collective understanding and shared commitment. It was a great event to get together with other IECs from our region to share and learn from. Brad Baker spoke and said we are the only region that has this gathering. The discussions stemmed from Bill 40 and the shift that is happening to ensure First Nations people are in the driving seat of Indigenous education.

Learning Circle themes were: Strengthening Governance through Transparency and Accountability, Clarifying Roles -IEC, LEA's, Building Communication, Embedding Indigenous Language and Culture, Measuring Impacts and Setting Priorities, Setting and Monitoring Goals through Enhancement Agreements.

Learning Bursts gave districts the chance to showcase some of the great work happening in other districts.

It is known that the IEC and Nicola-Similkameen have a good working relationship. Stephanie Archie and I had the opportunity to highlight the outstanding work and positive relationships taking place within SD 58.

FNESC Conference



I will be attending the upcoming FNESC Conference. Burt Bergmann and I will also be presenting. The theme for this conference is "Creating an Education System Worthy of Our Children.





MEMORANDUM

TO: All Trustees

FROM: Courtney Lawrance
Superintendent of Schools

RE: INCLUSIVE EDUCATION, EARLY LEARNING & CHILDCARE REPORT

DATE: December 10, 2025

The Director of Instruction for Inclusive Education, Childcare, and Early Learning's report is attached.

Ms. Mouland will present in person as well.

Conty Lunn

CL/sc

Director of Instruction – Inclusive Education &
Early Learning Child Care Report
December 2025

**To enhance accessibility, this document can be easily read out loud through various text-to-speech programs. The background color, font size, and font choice are intentionally selected to enhance readability. **

Here are a few updates and highlights from last month:

Safer Schools Together Initiatives

- SnapChat Pilot Program

Our district is participating in Safer Schools Together's (SST) *Snapchat Pilot Program*. The goal of the pilot is to streamline communication and response protocols around Snapchat-related safety concerns, ensuring consistency when issues arise. This program will help administrators and schools navigate digital safety challenges that frequently originate on this platform.

- Sex Trafficking Prevention & Awareness

We continue our work with SST, with a focus on understanding the growing risk of sex trafficking in British Columbia. Sex trafficking is the fastest-growing crime in Canada, and Vancouver has been identified as one of the three major hubs nationally. Given our close proximity, it is essential that school leaders are aware of current trends, recruitment tactics used by traffickers, and the warning signs in student behaviour.

Administrators received a presentation outlining:

- Who is being targeted
- Early indicators of grooming
- The critical role of connectedness and trusted relationships in keeping youth safe

A key message reinforced was that the strongest protective factor is a young person's connection to a caring community of adults and peers.

- **Substance-Use Prevention & Raising Digitally Responsible Youth Safety Resources**

New substance-use prevention and raising digitally responsible youth resources for families have been added to our district and school websites. These include guidance on having conversations with your child(ren), online behaviour, recognizing risk, and supports available in the community. These resources are now easier to access and will continue to be expanded as new tools become available.

Mental Health Supports & Preventative Approaches

Districts across B.C. are recognizing the need to strengthen preventative mental health programming—especially around negative self-talk, and self-harm ideation. While many supports exist, most interventions remain reactive. We are currently exploring programs and frameworks that proactively build resilience, self-awareness, and healthy coping strategies in students before they may need additional support.

Foundry BC is a significant asset to our community in this work. Foundry is a province-wide network of youth centers and online services that provide integrated health, mental-health, and social supports for young people aged 12–24. Foundry's "one-stop" model ensures youth can access counselling, peer support, primary care, substance-use services, and family navigation in a timely and non-stigmatizing environment. Our district continues to promote Foundry, ensuring our students and families are aware of and connected to these services as needed.

Staffing Updates

- **English Language Learner (ELL) Program**

We are pleased to welcome back Julia van Rossum to our ELL team. Julia will be supporting the district's growing English Language Learner population one day per week. She will also be providing monthly "Tips and Tricks" for teachers and families to help strengthen language acquisition and support newcomer students.

- **French-Speaking Education Assistant**

Through the French Immersion Growth Grant funding, we have hired a French-speaking Education Assistant who will support the program two days per week.

This EA will:

- Provide in-class French language support
- Model authentic conversational French
- Assist students with vocabulary development, oral fluency, and comprehension
- Help reinforce consistent use of French during instructional activities

This additional support will enhance language exposure for early learners and help strengthen the overall FIM learning environment.

Looking forward, my focus will continue to be on supporting literacy instruction specifically in the Grade 8 and 9 levels and providing ongoing guidance to Student Support Teachers in the effective case management of CBIEPs. I'll also be working alongside teachers and Education Assistants to strengthen collaboration and role clarity, ensuring both teams can work together efficiently and effectively to support student success.



MEMORANDUM

We have a dedicated webpage on our District website called "Potential School Closure." We will continue to post as we move through the process. A new Questions and Answers- Part 1 Document has been posted to the website as of November 28, 2025.

We have completed 11 community consultations to date at:

- Central Elementary – October 20, 2025
- Lower Nicola Indian Band – October 28, 2025
- Collettville Elementary – October 28, 2025
- Bench Elementary – October 29, 2025
- Diamond Vale Elementary – October 29, 2025
- Nicola-Canford Elementary – October 30, 2025
- Merritt Secondary School and Community Learning Center – October 30, 2025
- Coldwater Indian Band – November 4, 2025
- Upper Nicola Indian Band – November 18, 2025
- Princeton Schools (All) – December 1, 2025
- Nooaitch and Shackan Indian Bands – December 3, 2025

Summaries of the meetings held have been posted to our website.

We had 15 people (23, including staff) attend our meeting at Upper Nicola and 9 people (20, including staff) attend in Princeton. We had one student attend in Princeton, and it was really lovely to see Student Voice in action. Students also attended our Community Consultation for Nooaitch and Shackan. We were able to hear the voices of our students from Nicola Canford, as well as some students who attend LNIB's Band School. We had 9 (16, including staff) attend, including the Chief and Councilor from Nooaitch, as well as both Band Administrators for Nooaitch and Shackan. We have also completed consultations with students at Collettville and Central Elementary Schools. We have had trustees from both Merritt and Princeton who have supported the meetings.

A second round of consultation meetings will be scheduled for January and February 2026:

January 6, 2026

6:00 pm

Central & Colleltville

Merritt Central Gym

January 19, 2026

6:00 pm

MSS/CLC/Diamond Vale/Bench & Nicola Canford

MSS Multi-Purpose Room

January 28, 2026

5:00 pm

Rocky Pines Community Centre

Lower Nicola Band, Nooaitch Band and Shackan Band

January 29, 2026

5:00 pm

Upper Nicola Band

N'kwala School Gym

Dinner at 5:00

February 2, 2026

5:00 pm

Coldwater Indian Band

Coldwater School Gym

Dinner at 5:00 pm

Timeline of Process:

- Data Analysis – December 2025
- Release of Summary Reports to facilitate School Closure, Strategic Plan & Budget Secondary Consultation processes – December 2025
- Secondary Community Consultation on all 3 Processes – January-February 2026
- Board Decisions on School Closure and Strategic Plans Goals & Objectives – March 2026
- BoE Decision on 26/27 Budget – April 2026



CL/sc



MEMORANDUM

Last year, the Board passed a motion to have The Bridge alternate program in Princeton to remain in the old Board Office location for the 2025-2026 school year, where the program was relocated during the construction of the new Childcare Center at Riverside. The Board agreed to review the program's location annually.

The Bridge is well served in their current location, and the students and staff have made it an inviting and welcoming learning environment. My recommendation would be for The Bridge to remain at its current location for the 2026-2027 school year.

If the Board agrees with this recommendation, we will need a motion.

County Law

CL/sc



MEMORANDUM

TO: All Trustees

FROM: Mark Friesen
Secretary Treasurer

RE: 2025-26 Amended Budget Update

DATE: December 5, 2025

Enclosed Trustees will find a layout of the 2025-2026 Budget Cycle Key Dates. With the student enrolment verification completed in September, senior staff are now anticipating grant confirmation from the Ministry of Education and Child Care around the middle of December to amend the annual budget approved in June 2025.

Once Ministry revenue has been confirmed, key budget assumptions for other revenues and expenses will be updated including an estimate of enrolment numbers for SCIDES that will affect funding based on February and May enrolment counts. This will form the basis for the amended budget. The plan would be for these changes to be presented at the January board meeting with final approval of the amended budget sought at the February board meeting in time to meet the Ministry deadline of February 28, 2026 for submission.

Prepared by:

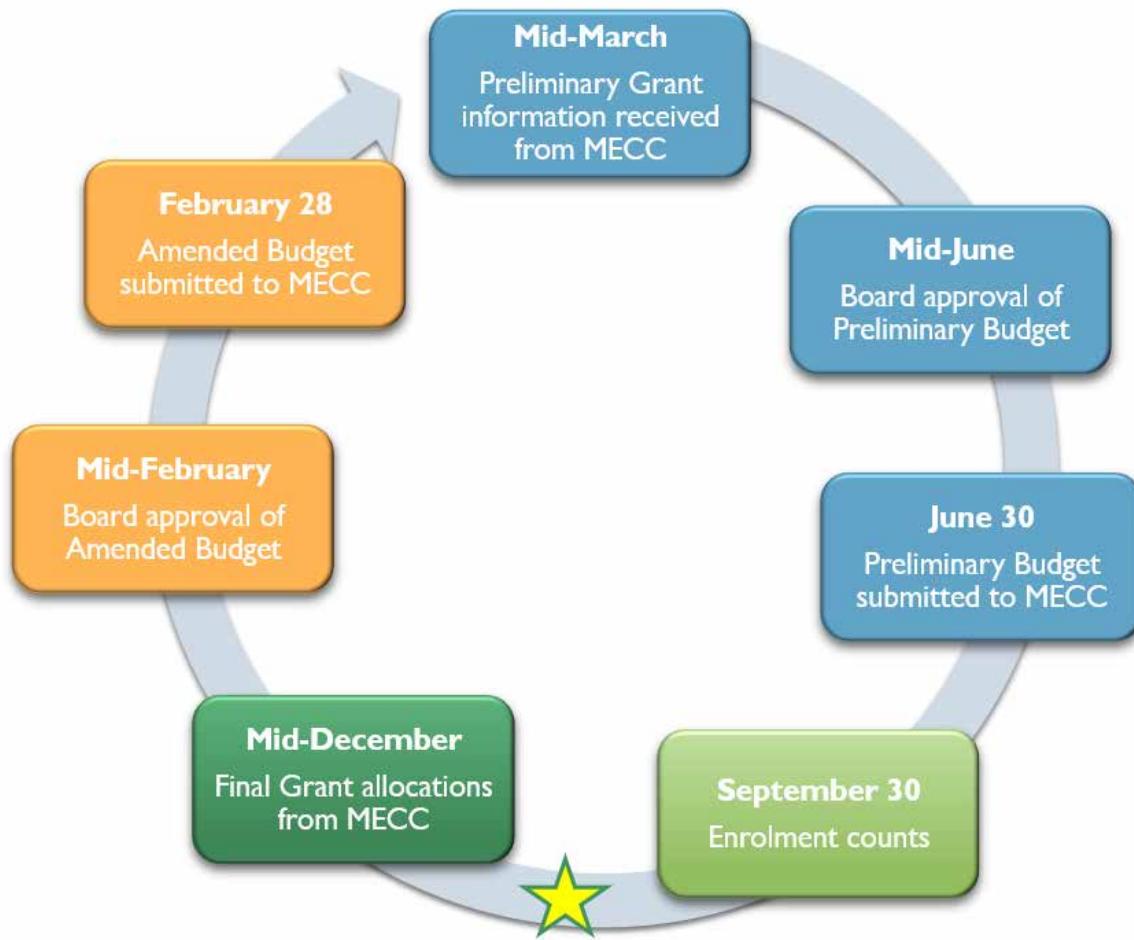
Mark Friesen

Secretary Treasurer/CFO

Nicola-Similkameen School District

Encl. 2025-2026 Budget Cycle Key Dates

2025-26 Annual Budget Cycle





MEMORANDUM

TO: All Trustees

FROM: Courtney Lawrance
Superintendent of Schools

**RE: POLICY RECOMMENDATIONS
AND ADMINISTRATIVE PROCEDURES**

DATE: December 10, 2025

Recommendations:

We continue to work on our Administrative Procedures, which is the next step in the policy review process.

Policies:

First Reading

a) n/a

Second Reading

a) n/a

Third Reading

a) n/a

Policies Recommended for Repeal

a) None

Administrative Procedures (For Information Only)

- a) School Based Teams (SBT)
- b) Unexpected Health Emergencies – Utilization of AEDs and Naloxone

County Line

CL/sc



Administrative Procedure		Nicola Similkameen School District
Section:	Students, Instruction & School Operations	
Title:	School-Based Teams	

Background

The purpose of this procedure is to establish the terms of reference and standards for School- Based Teams (SBT).

Definition

SBT – an on-going team of school-based personnel which have a formal role to play as a problem-solving unit in assisting classroom teachers to develop and implement instructional and/or management strategies and to coordinate support resources for students within the school.

Procedures

1. Purpose of the SBT

The SBT is responsible for the following:

- 1.1 Planning and coordinating services and resources in the school for students with diverse learning needs
- 1.2 Providing opportunities for consultation with teachers on possible classroom strategies
- 1.3 Supporting teachers in implementing appropriate strategies for students
- 1.4 Identifying the need for additional district or community services and initiating appropriate referrals.
- 1.5 Facilitating inter-ministerial planning and service delivery within the school

SBT is not an Inclusive Education Plan (IEP) meeting

2. SBT Meeting Norms

- 2.1 SBT members develop meeting norms which are communicated to all staff and reviewed at least yearly.
- 2.2 The norms ensure the SBT meetings are student centered, positive and solution based (respectful language, limited number of referrals, input from all parties allowed rules regarding electronics at meetings, etc.)
- 2.3 Membership in School-Based Teams:
 - 2.3.1. The SBT must include the following members:
 - Principal and/or vice-principal
 - School Counsellor
 - Student Services Teacher(s)



- 2.3.2 The SBT should also include (when applicable):
Classroom teacher(s) representatives:
English Language Learners teacher(s)
School-Based Youth Care Worker
Indigenous Student Advocates
Speech-Language Pathologist
Education Rights' Holders
Education Assistants
- 2.3.3. The SBT may also include, as needed:
District Learning Inclusive Services staff, (school psychologist, vision resource teacher, hearing resource teacher, etc.)
Representatives from community services or other ministries
Other individuals who have pertinent information about the student (parents, guardians, former teachers etc.)

3. Schedule of Meeting

- 3.1 Highly effective School-Based Teams have a regularly scheduled meeting time and place – weekly or bi-weekly.
- 3.2 The schedule is determined at the beginning of the year and is communicated clearly to all school staff

4. Roles on School-Based Teams

- 4.1 The School-Based Team Chairperson:
 - Is chosen at the first meeting of the year and continues in that role for the school year.
 - Sets the agenda (with prior action follow-up) and distributes it to SBT members prior to the meeting.
 - Chairs the meeting and ensures meeting norms are followed
 - Sets a time frame for the meeting and ensures the meeting starts and ends on time
 - Collects the referrals from teachers in the school, ensures the referrals are complete with necessary paperwork and completed file review
 - Informs the teacher, support staff, and/or parent/guardians when to attend the meeting to discuss the referral
 - Assigns action items for follow up
- 4.2 The School-Based Team Note Taker
 - A member of the committee who is NOT the Chairperson
 - Keeps notes to ensure discussions, decisions and solutions are recorded. Ensures that the notes on individual students are kept separate to ensure confidentiality and for easy filing
 - File notes into a binder or computer file which can be shared with the team (including the referring teacher)
 - Ensure the meeting notes are distributed to members of the SBT
 - If stored electronically, meeting notes on individual students will be printed and placed in cumulative file at the end of each semester, at the end of the school year, or when a student transfers out of the school



5. Referrals to SBT

All referrals to SBT should be submitted on the school referral form as determined by your school team, to the SBT Chairperson, and processed in a timely manner.

- 5.1 Develop a consistent, known date for referrals to be submitted (monthly/weekly) so staff is aware of when to refer and when to be available to attend the SBT meeting as needed.
- 5.2 The referring teacher must inform the parent that their child has been referred to a School-Based Team meeting. Information as to the date and method the parent/guardian was informed of the referral should be included on the referral form.
- 5.3 Parents are welcome to attend the SBT meeting when their child's needs and program are discussed and are offered to have a Rights' Holder attend if applicable.
- 5.4 Parents can request that the classroom teacher, learning support services teacher or principal/vice-principal refer their child to School-Based Team as a part of collaborative planning for the student.
- 5.5 Referrals require a current file review to be completed by the referring teacher.

Reference: Inclusive Education Services: A Manual of Policy, Procedures and Guidelines (2024)

Date of Original Superintendent Approval:

Date Amended:

Cross Reference:



Administrative Procedure		Nicola Similkameen School District
Section:	Health & Safety	
Title:	Unexpected Health Emergencies - Utilization of AEDs and Naloxone	

Background

On July 1, 2025, the following amendment to the *Support Services For Schools Ministerial Order* came into effect:

Response to unexpected health emergencies

- (1) Each board must establish, maintain, and make publicly available a policy for responding to unexpected health emergencies at schools in the district.
- (2) The policy must ensure that the following are readily accessible in each school:
 - (a) automated external defibrillators, and
 - (b) naloxone

Purpose:

A timely and effective response to health emergencies is essential to ensuring a safe school environment. Unexpected health emergency incidents can occur without warning and require immediate action to improve survival outcomes by providing critical intervention before emergency responders arrive.

The Board is committed to ensuring that all schools are equipped with lifesaving first aid tools, including Automated External Defibrillators (AEDs) and Naloxone Kits. Our Board has already installed AEDs in every school ahead of the Ministry deadlines. Our Schools and Buses are equipped with Naloxone Kits.

Definitions

Automated External Defibrillation (AED) devices are potentially life-saving devices for those experiencing cardiac arrest. **Naloxone** is a fast-acting medication that temporarily reverses opioid overdoses by blocking the effects of opioids such as fentanyl, heroin, and morphine. It is safe to administer, even in the absence of opioids, and does not cause harm to a person who has not overdosed on opioids.



Procedures:

Automated External Defibrillation (AEDs)

1. Automated External Defibrillators (AEDs) have been installed in all District Schools, and Naloxone kits have been provided as of September 2025 to meet the requirements of the Support Services for Schools Ministerial Order. All new construction will have an AED installed as part of the construction process.
2. The Operations Manager or designate will ensure that the AED meets Health Canada's Medical Device Regulations and is approved by the Canadian Standards Association (CSA).
3. The AED devices are to be in a labelled, wall-mounted cabinet. AEDs are mounted in either the gym or the main entrance of the school site.
4. AEDs are checked monthly by the Occupational Health and Safety committee at each school site and the check in is documented.
5. Maintenance, such as replacing batteries and pads is a District cost. The District will replace AEDs at the end of their life cycle.
6. If the AED is used, this incident will be recorded.
 - 6.1 *Immediate Reporting:* Any staff member who uses an AED must immediately report the event to the school administrator, including a detailed written summary of the incident (time, actions taken, individual affected, and the response.)
 - 6.2 *Confidentiality:* If the individual affected is a student, the report will be kept confidential and separate from the student's official school file.
 - 6.3 *School Administrator's Role:* The school administrator will report the event to the Superintendent (or designate).
 - 6.3.1 The administrator will complete an incident report.
7. Recommended specific training for/application of AEDS will be made available to all staff through site-based administration.

Naloxone

Overdose Response: On School Property

8. All District Schools, as well as District buses, have Naloxone in their First Aid kits to ensure that they are easily accessible.
9. Recommended/Specific Training will be available for staff through site based administration. The training should include the signs of an opioid overdose.
 - 9.1 Staff should immediately identify these signs to assess if someone is experiencing an opioid overdose:



- Severe sleepiness or unconsciousness
- Slow or irregular heartbeat
- Trouble breathing (e.g., slow, shallow, or snoring)
- Cold, clammy skin

9.2 Immediate Action:

9.2.1 Call 911: As soon as an opioid overdose is suspected, immediately call 911. Provide detailed information, including the possibility of an opioid overdose and the location of the individual.

9.3 Administer Naloxone: If the staff member is comfortable with administering naloxone, proceed with the following steps (ensure gloves are worn for protection):

- Retrieve naloxone from the school office or the designated location.
- Follow the instructions on the naloxone kit for proper administration.
- Naloxone can be administered intranasally or intramuscularly, depending on the kit provided.
- If unsure: Administer the naloxone even if uncertain about whether the person has taken opioids.

9.4 Safety Considerations for Staff:

9.4.1 Personal Protective Equipment (PPE): Gloves are included in the naloxone kit.

9.4.2 Staff must wear gloves when administering naloxone to avoid contact with bodily fluids or potential drug residue.

9.5 Dealing with Drugs or Paraphernalia:

9.5.1 Drugs or paraphernalia at the scene should be handled with extreme caution. Avoid direct contact, and do not attempt to remove or move them without appropriate protective equipment.

9.6 Aggressive Behavior:

9.6.1 Naloxone can rapidly reverse opioid overdose, potentially causing the individual to become agitated or confused. Be prepared for possible aggressive or violent behavior.

9.6.2 Stay Calm and De-escalate: If the individual is revived and becomes hostile, seek to de-escalate the situation. Move to a safe distance, remain calm, and call for assistance if necessary.

9.7 Procurement:

9.7.1 The district will centrally manage the procurement of naloxone. The kits will be ordered three months prior to the expiration date and distributed to schools, ensuring



that the expired or unused naloxone is disposed of at a local pharmacy. Site-based First aid attendants are responsible for checking expiry dates and advising the Operations Coordinator, if replacements are required.

Overdoes Response: Off School Property

10. Staff Safety: Staff are not required to leave school property to respond to an overdose that occurs off-site.
11. Action for Off-Site Overdose:
 - 11.1. In the event of an opioid overdose off school property, staff should immediately call 911 to report the situation, provide necessary information, and await emergency assistance.
12. If a Naloxone Kit is used, it must be reported and documented.
 - 12.1. *Immediate Reporting:* Any staff member who administers naloxone must immediately report the event to the school administrator, including a detailed written summary of the incident (time, actions taken, individual affected, and the response).
 - 12.2. *Confidentiality:* If the individual affected is a student, the report will be kept confidential and separate from the student's official school file.
 - 12.3. *School Administrator's Role:* The school administrator will report the event to the Superintendent (or designate).
 - 12.3.1 The administrator will complete an incident report.

Instructions for Staff Administering Naloxone

13. Step-by-Step Guidelines:
 - 13.1. Ensure Personal Safety:
 - Wear gloves provided in the naloxone kit.
 - Ensure the scene is safe before approaching the individual.
 - 13.2 Assess the Individual:
 - Check for signs of opioid overdose: severe sleepiness, shallow or slow breathing, and unconsciousness.
 - If symptoms are present, call 911 immediately.
 - 13.3. Administer Naloxone:
 - Follow the instructions in the naloxone kit.
 - If intranasal naloxone is provided, spray into one nostril.
 - If intramuscular naloxone is provided, inject into the outer thigh.
 - 13.4 Monitor and Wait for Response:
 - After administering naloxone, monitor the individual.
 - If there is no improvement in 2-3 minutes, administer a second dose (if available).



- Continue to monitor their breathing and ensure the area is safe.

13.5. Seek Assistance:

- If the person revives and becomes agitated or violent, stay back, de-escalate the situation, and wait for additional support from emergency personnel.

Instructions for Staff Exposure to Blood or Bodily Fluids

14. If a staff member is exposed to blood or bodily fluids during an opioid overdose response (whether while administering naloxone, providing first aid, or handling potentially contaminated items), it is critical to follow strict protocols to minimize health risks.
15. These guidelines are designed to protect staff and ensure that exposure does not lead to the transmission of infections or other health issues:

15.1 Personal Protective Equipment (PPE) - To prevent exposure to blood or bodily fluids during an opioid overdose response, staff must use the following PPE, which should be included in the naloxone kit:

15.2 Gloves: Always wear disposable gloves when administering naloxone, handling the individual, or touching any contaminated items (e.g., needles, drug paraphernalia, or personal items with potential contamination).

15.3 Face Shield/Mask: If there is a risk of splashing bodily fluids (e.g., blood or vomit), staff should wear a face shield or mask with a face shield to protect their eyes, mouth, and nose.

16. Steps to Take If Exposed to Blood or Bodily Fluids

16.1 In case of accidental exposure to blood or bodily fluids, it is essential to act quickly to minimize risk. Follow these steps:

Remove Contaminated PPE:

- Remove gloves and other PPE immediately after exposure. Avoid touching the outside of gloves or the contaminated side of the face shield or mask.
- Dispose of all contaminated PPE in a sealed, biohazard bag or appropriate waste container.
- Wash Exposed Areas: If blood or bodily fluids come into contact with skin (e.g., a splash on hands, arms, or face), immediately wash the exposed area with soap and water.
- If the exposure is to the eyes, rinse with clean water or saline solution for at least 15 minutes.

Report the Exposure:

- immediately inform the school administrator or supervisor about



the exposure, even if the exposure seems minor.

- Document the exposure by completing an incident report, which should include the nature of the exposure, how it occurred, and the actions taken afterward.
- Seek Medical Evaluation: ○ If the exposure is significant (e.g., a needle stick, a deep puncture wound, or if bodily fluids come into contact with broken skin), seek medical attention immediately.
- Contact your healthcare provider or go to the nearest emergency department for an evaluation, including any necessary post-exposure treatments, such as the administration of vaccines (e.g., Hepatitis B) or antiretroviral medications (in cases of potential HIV exposure).

16.2 Follow WorkSafe BC Protocols:

- According to WorkSafe BC, any staff member exposed to blood or bodily fluids in the workplace must follow the Exposure Control Plan. This plan outlines specific procedures for responding to incidents of potential bloodborne pathogen exposure.
- Staff should be familiar with the WorkSafe BC First Aid regulations and report the exposure through the incident report.

16.3 Post-Exposure Care:

- In the case of potential exposure to bloodborne pathogens, a medical professional may recommend monitoring for symptoms of disease or offering prophylactic treatments, such as Hepatitis B immunoglobulin or post-exposure HIV or prophylaxis (PEP), depending on the nature of the exposure.
- The exposed individual should undergo follow-up testing for bloodborne pathogens as advised by a healthcare professional.

17. Disposal of Contaminated Materials

Proper disposal of contaminated materials is critical to prevent the spread of infection or disease:

- **Needles or Sharp Objects:** If a needle or sharp object is involved (e.g., from drug paraphernalia), use a puncture-proof container (sharps container) to safely dispose of these items.
- **Contaminated Clothing:** If clothing becomes contaminated with blood or bodily fluids, it should be carefully removed and placed in a sealed plastic bag for laundering. Use appropriate disinfectant when cleaning any reusable items.
- **Waste Disposal:** All other waste (e.g., gloves, used PPE, gauze, bandages) should be disposed of in a sealed, biohazard bag. Ensure it is properly disposed of in accordance with local regulations.



- Decontaminating the Area After the incident, the area where the overdose response took place (especially if bodily fluids were involved) should be thoroughly cleaned:
- Disinfect Surfaces: Use an appropriate disinfectant that is effective against bloodborne pathogens (e.g., a bleach solution or EPA-approved disinfectant). Clean all surfaces where bodily fluids may have been splashed or spilled.
- Handling Contaminated Items: If any items like blankets, towels, or other materials were contaminated, they should be removed carefully and laundered according to guidelines or discarded.

18. Incident Reporting and Documentation

18.1 In addition to reporting the exposure to the school administrator, the following documentation should be completed:

 Incident Report: A detailed account of the exposure, including time, place, and circumstances of the exposure.

18.2 Call WorkSafe BC: Call WorkSafe BC dial a claim to report the exposure to ensure proper documentation of the event.

19. Privacy, Confidentiality and Information Sharing

19.1 When an unexpected health emergency occurs, it is essential that student information is kept private and confidential.

19.2 Staff will debrief with their school administrator with District Staff providing support as needed.

19.3. As we maintain student privacy and confidentiality, the student's name will not be shared with the public in communications.

Date of Original Superintendent Approval: December 10, 2025

Date Amended:

Cross Reference: