

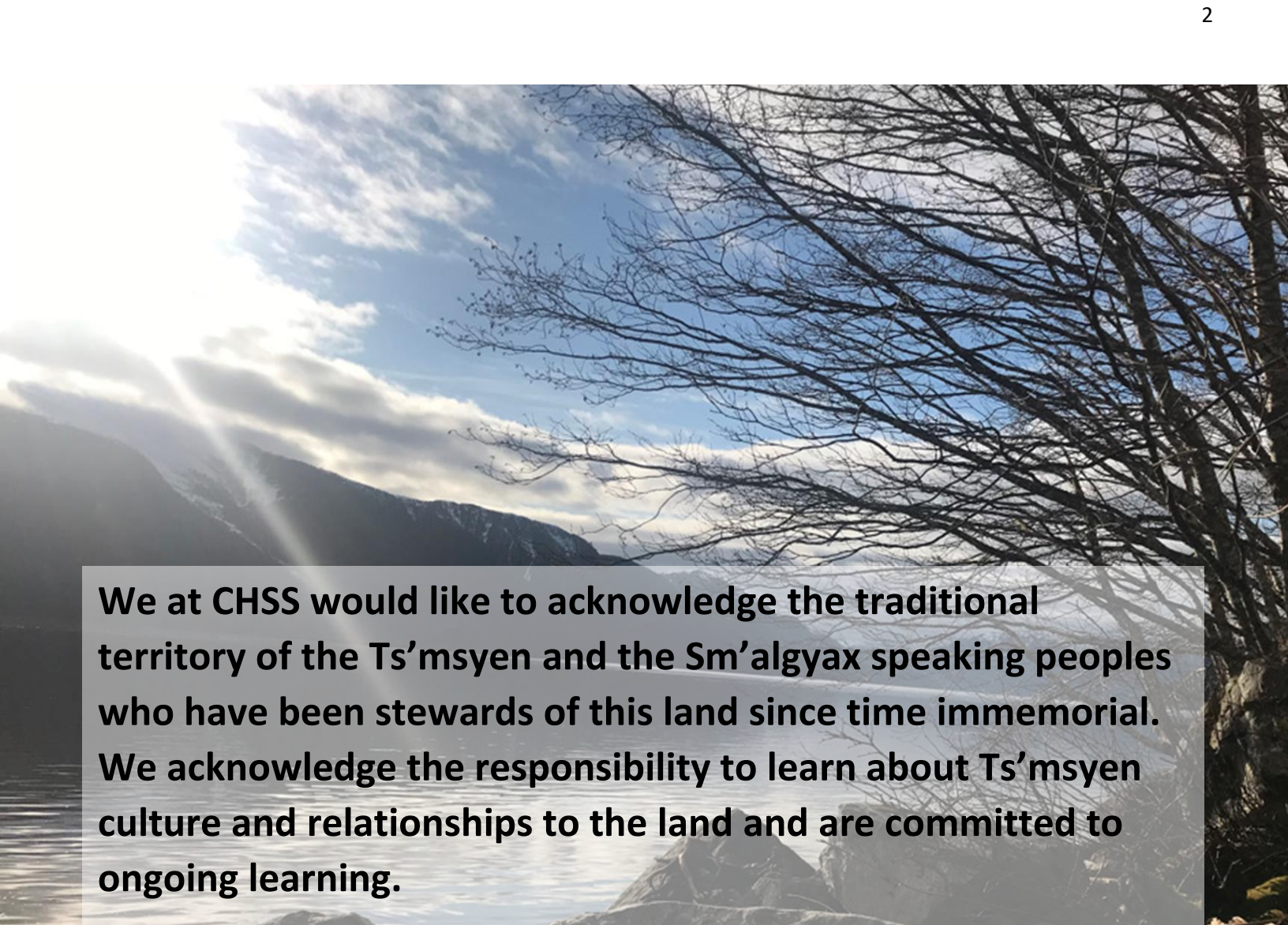


# CHARLES HAYS SECONDARY SCHOOL

## STAFF HANDBOOK

2025-26

Revised August 2025



**We at CHSS would like to acknowledge the traditional territory of the Ts'msyen and the Sm'algyax speaking peoples who have been stewards of this land since time immemorial. We acknowledge the responsibility to learn about Ts'msyen culture and relationships to the land and are committed to ongoing learning.**

### **Truth and Reconciliation Commitment:**

Our staff commitment to Truth and Reconciliation is built on ***Relationships, Capacity and Łoomsk*** (respect the land, respect yourself and respect others). We intend to further our learning in:

**Relationships:** Social/Emotional Learning; Trauma Informed Practice; Identity; relationships to others and self (bias and privilege)

**Capacity:** professional learning with students and staff; sharing, collaboration; reflection and change; true history to today; support.

**Łoomsk:** cultural connections; recognizing Indigenous knowledge in a variety of ways; importance of language (the language of the territory Sm'algyax and recognizing problematic colonial language). We intend for this commitment to continue to evolve as we grow in our learning.

*Note: This commitment was co-created by CHSS Department Heads in 2022*

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## GENERAL INFORMATION

**District Strategic Plan:** <https://www.rupertschools.ca/wp-content/uploads/2022/03/Strat-Plan-03182022.pdf>

**CHSS School Plan:** <https://bettereducate.com/vb93hav0063m>

**SD52 Communicable Disease Plan:** <https://rupertschools.ca/back-to-school-communicable-disease-plan/>

**Framework for Enhancing Student Learning:** <https://rupertschools.ca/framework-for-enhancing-student-learning/>

**Indigenous Education Department:** <https://sd52wap.wixsite.com/abed>

**District Indigenous Resource Lending Library:** <https://www.libib.com/u/wap>

**BC Ministry of Education Indigenous Knowledges and Perspectives in the Curriculum:**  
<https://curriculum.gov.bc.ca/curriculum/indigenous-education-resources/indigenous-knowledge-and-perspectives-k-12-curriculum>

**BC Ministry of Education Indigenous Education Resources:** <https://curriculum.gov.bc.ca/curriculum/indigenous-education-resources>

**Indigenous Graduation Requirement Information:** <https://www2.gov.bc.ca/gov/content/education-training/k-12/support/indigenous-focused-graduation-requirements>

**Graduation Literacy and Numeracy Assessments:** <https://curriculum.gov.bc.ca/provincial/assessment>

**FNESC Authentic First Peoples Resources:** <http://www.fnesc.ca/authenticresources/>



## CHSS Code of Conduct

Charles Hays Secondary School's Code of Conduct has been established to maintain a safe, caring and healthy learning environment.

As members of the school community, it is our responsibility to demonstrate respect and acceptable behaviours. All members of the school community should:

- Support learning;
- Promote Safety;
- Respect others;
- Respect property, environment, personal space and privacy;
- Balance individual and collective rights, freedoms and responsibilities;
- Not discriminate against a person or class of persons regarding any accommodation, service or facility customarily available to the public;
- Not discriminate against others on the basis of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, and age or for any other reason set out in the Human Rights Code of British Columbia; nor shall a student publish or display anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule on the basis of any such grounds.

The following behaviours are considered unacceptable:

- Destruction of property;
- Interfering with the learning of others;
- Being disrespectful or using threatening or foul language;
- Being excessively late or absent without good reason;
- Bringing weapons and replicas to school;
- Engaging in acts of bullying, harassment, discrimination, retribution and/or violence (including internet communication, or recording inappropriate images/video);
- Participating in unsafe and/or illegal acts (e.g. attending school under the influence of drugs or alcohol).

Whenever possible, breaches of the Code of Conduct will be resolved by discussion, mediation and/or restitution. In each case, every effort will be made to support those individuals that have been involved, including those affected and/or those who reported.

If the safety or education of others is compromised, or there is ongoing failure to meet the expectations of the Code of Conduct, a range of escalating consequences may be applied including, but not limited to: referral to the SD 52 District Discipline Committee, change of program, change of school, suspension, or involvement of police and/or government agencies.

All members of the Charles Hays Secondary School community have the right to be treated fairly and consistently, and should know and understand this Code of Conduct. The CHSS Code of Conduct applies to every student; however, individual circumstances involving an identified special need will be considered when applying consequences of the school code of conduct. School officials have a responsibility to inform other parties of serious breaches of the Code of Conduct.

CHSS COMMUNITY RIGHTS AND RESPONSIBILITIES	
Rights	Responsibilities
I have the <b>right</b> to be treated with dignity and respect by staff and fellow students.	Therefore, I have the <b>responsibility</b> to treat staff and fellow students with dignity and respect and I should conduct myself in a way that warrants respect.
I have the <b>right</b> , unless I have been removed by due process, to participate in all classroom and extracurricular activities.	Therefore, I have the <b>responsibility</b> to follow school procedures and the Code of Conduct at all times.
I have the <b>right</b> to receive an appropriate education.	Therefore, I <b>should</b> assume the <b>responsibility</b> of being an active partner in my education by attending regularly, participating in the educational opportunities offered and coming to school on time with appropriate supplies.
I have the <b>right</b> to be educated in a safe and secure learning environment.	Therefore, I have the <b>responsibility</b> to behave in a manner which does not distract, disrupt, offend, and endanger others, or cause damage to property and equipment.

*Developed by Burnaby Secondary School, SD#41 with amendments by Charles Hays Secondary School*

## ALCOHOL OR ILLEGAL DRUGS

Students should not be in possession of or under the influence of any illegal or banned substances such as alcohol and drugs according to School District 52 Policy. Students determined to be in possession of and/or under the influence of alcohol or illegal drugs or drug paraphernalia shall have their parent/guardian contacted and be sent home for the remainder of the day. If a parent/guardian is not readily available, the RCMP or Ministry of Children and Families may be called to escort the student safely home. As soon as possible, a parent/guardian meeting will be held to determine the best course of action and restitution for the breach of the code of conduct. Consequences include an in-school suspension where the student will continue to work on his/her studies in an isolated and alternate space in addition to completing reflective work on substance use and abuse with his/her counsellor. The length of the in-school suspension will be determined through a meeting with parents/guardians, the administrators and the counsellor of record.

The use or sale of drugs or alcohol is a significant breach of the District's Code of Conduct. Students may be suspended and will be referred to the District Discipline Committee.

The *new federal cannabis legislation* regulates consumption and distribution. Some important points of note:

1. Cannabis cannot be consumed in or on school property or within a prescribed distance.
2. Cannabis cannot be smoked or **vaped** anywhere where tobacco smoking or vaping is prohibited, including a workplace, vehicle, playground or outdoor park, sports field, skate park, or other places where children commonly gather, near entry/exits or at a bus stop.
3. Cannabis cannot be sold, supplied or allowed to be consumed by minors.

## ATTENDANCE POLICY

Student success is linked to regular attendance. The school expects regular attendance and keeps records for each class. It is the parent or guardian's responsibility to inform the school if the student is absent for any reason by calling 250-624-5031 or by sending a written note to the secretary. The school's computer system will phone parents each night for students with unexcused absences. Charles Hays Secondary School

Students who must leave the building for any reason during instructional time **must sign out in the main office and have permission from a parent or guardian**. Appointments for the doctor, dentist, etc., should be made outside school hours where possible. Students are responsible for making up missed time. Extended vacations during school time will affect the student's ability to meet learning outcomes for their courses. If students arrive late to school with a legitimate reason they should report to the main office where the secretary will record their excused late.

## TYPES OF ABSENCES

Excused	Unexcused
Verified absence due to participation in outside of school activity	Parent decision to remove student for any reason not considered excused
Student illness or health appointment	Trip or holiday
Death in the family	Hair/Nail appointments
Family emergency	Sleeping-in
School sponsored trips	Transportation issue
Personal safety issue	Extended lunches
Principal's discretion	Any absence not meeting 'excused' criteria

## UNEXCUSED ABSENCES AND PROCEDURES

The following represents a continuum of the procedures and consequences for unexcused absences, ***these do not apply to absences that are excused due to illness***:

Unexcused Absences	Intervention Level	Possible Consequences
Occasional Absences (early intervention)	Teacher/Parent/Student/Counsellor/IFRW	<ul style="list-style-type: none"> <li>Class Detention</li> <li>Contact home by teacher</li> <li>Make-up missed work or alternative assignments</li> <li>Immediate contact via email and/or text, etc.</li> </ul>
Chronic Absences	Teacher/Parent/Student/Counsellor/IFRW Administration	<ul style="list-style-type: none"> <li>Attendance warning letter</li> <li>Parent meeting/Communication</li> <li>Referral to counsellor</li> </ul>
Possible Loss of Class	Administration	<ul style="list-style-type: none"> <li>Second parent meeting/Communication</li> <li>Review of possible consequences and outcomes with the administration</li> <li>Potential loss of class letter</li> </ul>

## DISHONESTY

Theft and cheating are serious infractions of school rules and all instances will be referred to administration. Incidents of cheating or plagiarism may result in a loss of credit or opportunities to meet the learning outcomes using alternate methods.

## DRESS CODE

Students are expected to maintain an appearance that is not distracting or offensive to others. Clothing that bears any kind of drug, alcohol, or violence-related pictures and/or inappropriate messages may not be worn. Students may be asked to turn their clothing inside out or be asked to go home and change.

## INTIMIDATION/THREAT/VIOLENCE

The school attempts to maintain a safe and secure environment for students and staff in which they will be free from violence, harassment and intimidation. Incidents of this nature will be dealt with in accordance with District policy. The result could be a lengthy suspension. Every effort will be made to support those involved, in particular the victim(s) and/or those who report.

## RESTRICTED ITEMS

The following items are restricted and/or prohibited in school and will be confiscated. Please note that some restricted items will not be returned. Repeated infractions will result in confiscation for longer periods of time or parents may be required to come in to pick up the item:

Knives, guns, or replicas of weapons (will not be returned)	Prank items such as stink bombs or silly spray (will not be returned)
E-cigarettes/vapes, lighters (will not be returned, see below)	Electronic devices (see below)
Drugs and alcohol (will not be returned)	Wheeled devices (parent required to pick up)

## VANDALISM

Acts of vandalism and damage to school property will be subject to, but not limited to, a range of consequences including: cleaning it up, replacing and/or paying for damage done, or involvement of the RCMP

## CELL/SMART PHONES AND ELECTRONIC DEVICES

Frequent cellphone/Smart device interruptions harm the learning environment of the classroom and can result in loss of learning, negative impacts on mental well-being, and in extreme cases, issues of cyberbullying or sextortion. The Ministry of Education and Child Care has asked all school districts and schools to restrict the use of cell phones in schools to reduce interruptions and provide a safe and caring space for learning.

The updated restrictions include:

- not using personal digital devices to engage or participate in bullying, harassment, discrimination or defamation;
- limiting in-class use to school-related activities that enhance student learning, as directed by the classroom teacher;
- avoiding the use of personal digital devices during lockdown procedures and drills, so as not to interfere with emergency safety response; and
- asking for consent before recording, with video or audio, any staff and students.

The classroom teacher is responsible for the learning environment in the classroom. Students are expected to adhere to the class rules regarding personal device use and understand that the expectations might differ depending on the subject matter of the class and the learning outcomes of the lesson or assignment. The personal digital device rules for each classroom teacher can be found on the course outline. Personal digital devices for students who rely on them for translation services, medical support, health needs, adaptations for Individual Education Plans, and accessibility to resources will be permitted on a need basis.

Abuse of the classroom rules may result in the following escalating consequences:

- The classroom teacher will address the issue with the student and family;
- The classroom teacher will confiscate the device for the duration of the class;
- The device will be given to the office and the student will be required to meet with an administrator;\
- A parent meeting will be called to discuss the issue;
- Specific restrictions for a student unable to follow the school expectations.

It is important to note that the security and storage of personal devices is the sole responsibility of the owner/user. The District assumes no responsibility for the safety, security, loss, repair, or replacement of such devices. If students must bring a device to school, they are encouraged to ensure they are locked away in lockers.

## SMOKING

By law (The Tobacco Control Act, Section 2.3), smoking (this includes e-cigarettes) is not permitted on school property. Students smoking on school property may be given a verbal warning and have their cigarette(s) or e-cigarettes confiscated. Repeated offences will result in contact with the parent/guardian, or incur school- based consequences. Smoking or vaping of cannabis is a drug offence, and consequences will follow our drug and alcohol policy (see above).

## TECHNOLOGY

In keeping with the District Technology Acceptable Use Policy, students are required to use available technology in a manner that is respectful of themselves and others. Misuse of technology both on and off school property may be subject to discipline if it negatively impacts the school environment. This would include bullying and harassment via chat lines, social networking sites, or web pages. Students must use good judgment when using the internet as a research tool.

## PROCEDURES FOR A VIOLATION OF THE CODE OF CONDUCT

**School and classroom rules are established to maintain a safe, caring, and healthy learning environment.**

***A teacher*** may deal with unacceptable behaviours by using any/all of the following procedures:

1. Inform the student of the inappropriateness of his/her action;
2. Engage in a problem-solving process with the student to help him/her come up with a plan to ensure appropriate behaviour;
3. Assign a consequence
4. Contact parents;
5. Refer to the counsellor.

**Should the student choose not to respond to the above interventions,** the student may be referred to administration.

***The principal/vice principal*** may address the behaviour by using any or all of the following procedures:

1. Discuss with the student whether she/he is capable of providing a satisfactory solution to the problem;
2. Assign an after-school detention(s);
3. Develop a behaviour contract;
4. Phone the parents and involve them in the problem-solving process if the student is unable to solve the problem;
5. Send the student home if the problem persists until there is a meeting involving the student, parent, teacher and administrator;
6. Assign an in-school suspension;
7. Move to a partial-day schedule;
8. Assign community service;
9. Work on conflict resolution strategies;

10. Participating in meaningful consequences for the unacceptable behaviour;
11. Completion of an educational discipline package;
12. Assign an out-of-school suspension. (Return to school may be conditional upon assigned work being completed by the student); Refer to the District Support Committee;
13. Refer to home study, alternate program, or correspondence with consultation of the School Board Office.

For ease of reference, sections 7 and 8 of the *Human Rights Code* are reproduced below:

## **DISCRIMINATORY PUBLICATION**

- 7** (1) A person must not publish, issue or display, or cause to be published, issued or displayed, any statement, publication, notice, sign, symbol, emblem or other representation that
- (a) indicates discrimination or an intention to discriminate against a person or a group or class of persons, or
  - (b) is likely to expose a person or a group or class of persons to hatred or contempt because of the Indigenous identity, race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or that group or class of persons.
- (2) Subsection (1) does not apply to a private communication, a communication intended to be private or a communication related to an activity otherwise permitted by this Code.

## **DISCRIMINATION IN ACCOMMODATION, SERVICE AND FACILITY**

- 8** (1) A person must not, without a bona fide and reasonable justification,
- (a) deny to a person or class of persons any accommodation, service or facility customarily available to the public, or
  - (b) discriminate against a person or class of persons regarding any accommodation, service or facility customarily available to the public because of the Indigenous identity, race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or class of persons.
- (2) A person does not contravene this section by discriminating
- (a) on the basis of sex, if the discrimination relates to the maintenance of public decency or to the determination of premiums or benefits under contracts of life or health insurance, or
  - (b) on the basis of physical or mental disability or age, if the discrimination relates to the determination of premiums or benefits under contracts of life or health insurance.



# **PROFESSIONAL STANDARDS FOR BC EDUCATORS**



Belief in the success  
of all students is at the centre of the  
**PROFESSIONAL STANDARDS**  
for BC Educators.

The Professional Standards for BC Educators apply to individuals holding a Certificate of Qualification to teach in the BC Kindergarten to Grade 12 public, independent, offshore and First Nations school systems. The Standards also apply to both out-of-province applicants for certification and to teacher candidates enrolled in approved teacher education programs in BC's post-secondary institutions.

Professional Standards guide and advance the work of educators. These Standards communicate the knowledge, skills, attitudes and values that define educators' work. They communicate the responsibilities that educators have in fostering public confidence and highlight the complex and varied nature of educators' work. The Standards also reflect that educators contribute towards truth, reconciliation, and healing, acknowledging the history and contributions of First Nations, Inuit and Métis in Canada. Through the application of these Standards, educators advocate for student needs and contribute to a safe and inclusive learning environment that reflects the diversity of all students. Educators have a level of autonomy, are accountable for their actions, and must act in the public interest.

The Professional Standards serve both as ideals to which educators aspire and expectations that can be reasonably held. The Standards are also used by the education system as a whole:

- BC teacher education programs employ the Standards to prepare educators.
- The Director of Certification applies the Standards to issue certificates.
- Educators use the Standards to guide their practice and growth.
- The public draws on the Standards to understand the role and work of educators.
- The Commissioner for Teacher Regulation uses the Standards to address possible breaches.

BC educators' practice is governed by the ethics and principles as outlined in the Professional Standards. Through the educators' commitment to these Standards, a high quality education system is maintained, contributing to a democratic society. The actualization of the Professional Standards requires a shared commitment across BC's education system to provide educators with the necessary learning opportunities, resources and supports to ensure the success of students.

## MANDATE OF THE BRITISH COLUMBIA TEACHERS' COUNCIL

The *Teachers Act* establishes the British Columbia Teachers' Council (BCTC) and provides that the BCTC establish standards for those who hold certificates of qualification issued by the Ministry of Education. Section 10 (1) and (2) and section 13 (a) and (b) of the Act set out the objectives of the BCTC:

- Sets standards for the competence and conduct for applicants and for certificate holders (Professional Standards);
- Sets standards for the education of applicants for certification (Certification Standards); and
- Establishes teacher education program approval standards and determines if teacher education programs meet these standards (Teacher Education Program Approval Standards).

## PROFESSIONAL STANDARDS FOR BC EDUCATORS

### 1 | **Educators value the success of all students. Educators care for students and act in their best interests.**

Educators have a privileged position of power and trust. Educators are responsible for the physical and emotional safety of students. Educators respect and value the diversity in their classrooms, schools and communities, inclusive of First Nations, Inuit and Métis, and other worldviews and perspectives. Educators foster students' positive personal identity, mental and physical well-being, social and personal responsibility, and intellectual development. Educators engage students in meaningful participation in their own learning. Educators treat students equitably with acceptance, dignity and respect. Educators understand the importance of confidentiality, and protect student privacy, unless disclosure is required by law. Educators do not abuse or exploit students or minors for personal, sexual, ideological, material or other advantage.

### 2 | **Educators act ethically and maintain the integrity, credibility and reputation of the profession.**

Educators are role models. Educators are held to a higher standard and are accountable for their conduct on duty and off duty. Educators understand the law as it relates to their duties. Educators' individual conduct contributes to the perception of the profession as a whole. Educators know and recognize the importance of the Professional Standards for BC Educators.

### 3 | **Educators understand and apply knowledge of student growth and development.**

Educators are knowledgeable about how children and youth develop as learners and social beings. Educators demonstrate an understanding of individual learning differences and needs. Educators recognize the importance and connection of cultural identity, ways of being and worldviews to student learning. Educators use this knowledge to inform decisions about curriculum, instruction and assessment. Educators work to create a positive, safe and inclusive learning environment to best meet the diverse needs of students.

### 4 | **Educators value the involvement and support of parents, guardians, families and communities in schools.**

Educators understand, respect and encourage the participation of families and communities in student learning and development. Educators consider the perspectives of parents/guardians regarding their children. Educators communicate effectively and in a timely manner with parents/guardians.

**5 | Educators implement effective planning, instruction, assessment and reporting practices to create respectful, inclusive environments for student learning and development.**

Educators have the knowledge and skills to facilitate learning for students, including learning experiences that reflect individual contexts and local environments. Educators value collaborative practice. Educators recognize and understand the interconnectedness of all aspects of teaching and learning and employ a variety of instructional and assessment strategies. Educators communicate effectively in either English or French. Educators know when to seek support for their practice and for students.

**6 | Educators demonstrate a broad knowledge base and an understanding of areas they teach.**

Educators understand the curriculum and methodologies of areas they teach. Educators teach curricula from Canadian, First Nations, Inuit, Métis, and global perspectives. Educators build upon student capacity for intercultural understanding, empathy and mutual respect. Educators cultivate the values, beliefs and knowledge of Canada's democratic and inclusive society.

**7 | Educators engage in professional learning.**

Educators engage in professional learning and reflective practice to support their professional growth. Educators recognize and meet their individual professional needs through various learning opportunities. Educators develop and refine personal philosophies of education, teaching and learning that are informed by research, practice and the Professional Standards for BC Educators.

**8 | Educators contribute to the profession.**

Educators honour the profession by supporting, mentoring or encouraging other educators and those preparing to enter the profession. Educators contribute their expertise in a variety of ways, including opportunities offered by schools, districts, school authorities, professional organizations, post-secondary institutions and communities. Educators contribute to a culture of collegiality.

**9 | Educators respect and value the history of First Nations, Inuit and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Métis.**

Educators critically examine their own biases, attitudes, beliefs, values and practices to facilitate change. Educators value and respect the languages, heritages, cultures, and ways of knowing and being of First Nations, Inuit and Métis. Educators understand the power of focusing on connectedness and relationships to oneself, family, community and the natural world. Educators integrate First Nations, Inuit and Métis worldviews and perspectives into learning environments.

## GLOSSARY

*Note: These terms are included to assist the public. To the extent that there is any discrepancy between these terms and the definitions in the legislation, the legislative definitions prevail.*

<b>Certificate Holder:</b>	A person who holds a Certificate of Qualification or Independent School Teaching Certificate from the BC Ministry of Education. The Professional Standards are only applicable to educators who hold the BC Certificate of Qualification.
<b>Certificate:</b>	A Certificate of Qualification or Independent School Teaching Certificate from the BC Ministry of Education. The Professional Standards are only applicable to educators who hold the BC Certificate of Qualification.
<b>Commissioner for Teacher Regulation:</b>	An independent statutory decision maker appointed under the <i>Teachers Act</i> to ensure concerns about teacher competence and conduct are addressed fairly and in the public interest in both the public and independent school systems as set out in the <i>Teachers Act</i> .
<b>Director of Certification:</b>	A statutory decision maker whose mandate is detailed in the <i>Teachers Act</i> ; responsible for the regulation of the BC teaching profession in the areas of teacher certification.
<b>District:</b>	An area created or constituted as a school district under the <i>School Act</i> .
<b>Educator:</b>	A person who holds or has held a Certificate of Qualification or an Independent School Teaching Certificate from the BC Ministry of Education. The Professional Standards are only applicable to educators who hold the BC Certificate of Qualification.
<b>Ministry of Education:</b>	Under the authority of the Provincial Government, the Ministry of Education has responsibility for the Kindergarten to Grade 12 education system in BC.
<b>Parent/Guardian:</b> (in respect of a student or of a child)	<ul style="list-style-type: none"> <li>• The guardian of the person of the student or child, or</li> <li>• The person legally entitled to custody of the student or child, or</li> <li>• The person who usually has the care and control of the student or child.</li> </ul>
<b>School:</b>	A unit organized for educational purposes mandated under the <i>School Act</i> , the <i>Independent School Act</i> or the <i>First Nations Education Act</i> .
<b>School Authority:</b>	<ul style="list-style-type: none"> <li>• A society incorporated under the <i>Societies Act</i>, or</li> <li>• A corporation incorporated under the <i>Business Corporations Act</i> or a private Act, or</li> <li>• A person designated, by regulation, as an authority that operates or intends to operate an independent school.</li> </ul>



<b>Student:</b>	A person taught by the holder of a BC Certificate of Qualification.
<b>Teacher Education Program:</b>	A program of professional education that prepares a person to teach in the Kindergarten – Grade 12 school systems.
<b>Teachers Act:</b>	<u>Teachers Act</u> , S.B.C. 2011, c. 19 regulates and guides the work of the regulatory structure for the teaching profession in the BC Kindergarten – Grade 12 school systems.
<b>Truth, Reconciliation and Healing:</b>	Implementation of the Calls to Action outlined in the Final Report of the Truth and Reconciliation Commission of Canada (2015) regarding acknowledgement of the histories, legacies and associated harms of the former Indian Residential School systems.
<b>Ways of Knowing and Being:</b>	Forms of knowledge construction and understanding the world by groups of people that allow them to maintain their cultures over time.



# **CALENDARS AND BLOCK SCHEDULES**

CHSS 2025-2026 CALENDAR						
Week	1 <sup>st</sup> Monday of each week	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	Sept. 1	Labour Day	SEMESTER 1/MOSAIC 1 S1 Welcome Letter		4 blocks a day	
2	Sept. 8		Course Add/Drop Date			
3	Sept. 15					
4	Sept. 22	Truth and Reconciliation Week Wear Orange	School Photos	School Photos		Implementation Day
5	Sept. 29		National Day for Truth and Reconciliation		4 blocks a day	
6	Oct. 6		S/P/T		S/P/T Communication Day	
7	Oct. 13	Thanksgiving	Secret Path Week: Downie Wenjack Fund	School Photo Retakes Staff Meeting		
8	Oct. 20			Dept. Head Meeting		Pro-D
9	Oct. 27	Grad Photos	Grad Photos	Grad Photos	Grad Photos	
10	Nov. 3			Staff Meeting Make Up Day	MOSAIC 2 STARTS	Indigenous Veterans Day
11	Nov. 10	Remembrance Day Ceremony	Remembrance Day		4 blocks a day	
12	Nov. 17	Semester 1 Written Learning Update		Dept. Head Meeting		
13	Nov. 24					Pro-D
14	Dec. 1			Staff Meeting		
15	Dec. 8					
16	Dec. 15			Dept. Head Meeting		
	Dec. 22	Winter Break	Winter Break	Winter Break	Winter Break	Winter Break
	Dec. 29	Winter Break	Winter Break	Winter Break	Winter Break	Winter Break
17	Jan. 5			Staff Meeting		
18	Jan. 12		Grad Photo Retakes	Grad Photo Retakes		
19	Jan. 19			Dept. Head Meeting		
20	Jan. 26	Make Up Day	SEMESTER 2/MOSAIC 3 S2 Welcome Letter 4 blocks		4 blocks	
21	Feb. 2	Black History Month Semester 1 Summary of Learning	Course Add Drop Date	Staff Meeting		
22	Feb. 9		4 blocks		Pro-D	Indigenous Implementation Day
23	Feb. 16	Family Day		Dept. Head Meeting		
24	Feb. 23			Pink Shirt Day		
25	Mar. 2		S/P/T	Staff Meeting	S/P/T Communication Day	
26	Mar. 9			Dept. Head Meeting		
	Mar. 16	Spring Break	Spring Break	Spring Break	Spring Break	Spring Break
	Mar. 23	Spring Break	Spring Break	Spring Break	Spring Break	Spring Break
27	Mar. 30					Good Friday
28	Apr. 6	Easter Monday		Staff Meeting		
29	Apr. 13					Make-Up Day
30	Apr. 20		MOSAIC 4 STARTS	Dept. Head Meeting		Pro-D
31	Apr. 27	Semester 2 Written Learning Update				
32	May. 4		Red Dress Day (MMIWG)	Staff Meeting		
34	May. 11					Pro-D
35	May. 18	Victoria Day		Dept. Head Meeting		
36	May 25					
37	June. 1	National Indigenous History Month		Staff Meeting		
38	June. 8			Commencement Rehearsal	Commencement Rehearsal	Commencement
39	June. 15			Dept. Head Meeting		
40	June. 22	Make-Up Day	Instructional Transition Day Semester 2 Summary of Learning	Instructional Transition Day	Instructional Transition Day	Admin. Day



## Two-Week Break Calendar



**PRINCE  
RUPERT**  
School District No. 52

## 2025-26 School Calendar

Statutory Holidays

School Vacation Periods

Non-Instructional Days



September	1	Labour Day
September	2	School Opens
September	26	Implementation Day
September	30	National Day for Truth & Reconciliation
October	13	Thanksgiving
October	24	Professional Development Day
November	11	Remembrance Day Stat
November	28	Professional Development Day
December	19	Last School day before Winter Break
December	22	Winter Vacation
January	2	
January	5	School Re-Opens
January	23	Pro-D Elementary, Middle School
February	12	Pro-D Secondary
February	13	Indigenous Implementation Day
February	16	Family Day
March	13	Last School day before Spring Vacation
March	16	Spring Break
March	27	
March	30	School Re-Opens
April	3	Good Friday
April	6	Easter Monday
April	24	Professional Development Day, regional
May	15	Professional Development Day
May	18	Victoria Day
June	26	Administrative Day
June	26	Schools Close for Summer Vacation

Days of Instruction	179	Total
Pro-D Days - Schools Not In Session	7	187
Administrative Day	1	

## Required Hours of Instruction

Kindergarten	853
Grades 1 to 7	878
Grades 8 to 12	952

Update 1 April 2025

AUGUST 2025							SEPTEMBER 2025						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2		1	2	3	4	5	6
3	4	5	6	7	8	9	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27
24	25	26	27	28	29	30	28	29	30				
31													
OCTOBER 2025							NOVEMBER 2025						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4							1
5	6	7	8	9	10	11	2	3	4	5	6	7	8
12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20	21	22	23	24	25	16	17	18	19	20	21	22
26	27	28	29	30	31		23	24	25	26	27	28	29
							30						
DECEMBER 2025							JANUARY 2026						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6					1	2	3
7	8	9	10	11	12	13	4	5	6	7	8	9	10
14	15	16	17	18	19	20	11	12	13	14	15	16	17
21	22	23	24	25	26	27	18	19	20	21	22	23	24
28	29	30	31				25	26	27	28	29	30	31
FEBRUARY 2026							MARCH 2026						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	8	9	10	11	12	13	14
15	16	17	18	19	20	21	15	16	17	18	19	20	21
22	23	24	25	26	27	28	22	23	24	25	26	27	28
							29	30	31				
APRIL 2026							MAY 2026						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4						1	2
5	6	7	8	9	10	11	3	4	5	6	7	8	9
12	13	14	15	16	17	18	10	11	12	13	14	15	16
19	20	21	22	23	24	25	17	18	19	20	21	22	23
26	27	28	29	30			24	25	26	27	28	29	30
							31						
JUNE 2026							JULY 2026						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6				1	2	3	4
7	8	9	10	11	12	13	5	6	7	8	9	10	11
14	15	16	17	18	19	20	12	13	14	15	16	17	18
21	22	23	24	25	26	27	19	20	21	22	23	24	25
28	29	30					26	27	28	29	30	31	

# BLOCK SCHEDULE – SEMESTER WITH DOUBLE BLOCKS

Examples below show schedule on regular school days as well as on early dismissal due to Student/Parent or Guardian/Teacher conferences

Daily Period Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-10:05	Period 1	Period 1	Period 1	Period 2	Period 1
10:05-10:13	Transition		Transition		Transition
10:13-11:33	Period 2		Period 2		Period 2
11:33-12:13	Lunch	Lunch	Lunch	Lunch	Lunch
12:13-1:33	Period 3	Period 3	Period 3	Period 4	Period 3
1:33-1:41	Transition		Transition		Transition
1:41-3:01	Period 4		Period 4		Period 4

## Early Dismissal (SPT)

	Tuesday	Thursday
8:45-10:10	Period 1	Period 2
10:10-10:25	Break	Break
10:25-11:50	Period 3	Period 4

# **GRADUATION ASSESSMENT SCHEDULES**





## 2025/26 Graduation Assessment Schedule

### Important notes and reminders

1. **Assessment Duration:** All assessments are designed to be completed within two hours. Students are permitted up to 60 additional minutes, if required.
2. **Assessment Time:** Assessments can be launched anytime between 8:00 am – 4:00 pm (local school time). Schools can set their own start times within this window.
3. **Response Sheet Scanning:** The Grade 10 Numeracy Assessment includes a two-page paper response component. Schools should scan and upload NME10 and NMF10 response sheets **daily as they are administered**.
4. **For students in the Francophone program:** *Évaluation de littératie de la 10<sup>e</sup> année – Français langue première (LTP10)* and *Évaluation de littératie de la 12<sup>e</sup> année – Français langue première (LTP12)*: The written and oral components of these assessments are administered separately. Headphones are required for both the written and the oral components. Microphones are required for the oral component. For instructions regarding the oral component, please refer to the Guide d'organisation (Administration Guide) that is available on the [Technical Guides page on the e-assessment website](#).
5. **For students in the French Immersion program:** *Évaluation de littératie de la 12<sup>e</sup> année – Français langue seconde – immersion (LTF12)*: The written and oral components of this assessment are administered separately. All students must complete the written component on the days indicated. Students may complete the oral component on any day during the oral administration window. Headphones are required for the written and the oral components. Microphones are required for the oral component. For instructions regarding the oral component, please refer to the Guide d'organisation (Administration Guide) that is available on the Technical Guides page on the e-assessment website in [English](#) and [French](#).
6. **Assessment Schedule:** The Ministry of Education and Child Care aims to ensure this schedule does not change. Occasionally circumstances require changes after it is initially published. Should changes be required, the Ministry of Education and Child Care will communicate these changes via the Deputy Minister's Bulletin and a TRAX Update. An updated schedule will be posted to the Ministry of Education and Child Care's [Graduation Assessments: Information for Administrators](#) website.
7. **Chart of Important Dates:** An online list of important dates related to graduation assessments and data transfers is available [here](#).
8. **Contact:** Please contact the Ministry at [assessments@gov.bc.ca](mailto:assessments@gov.bc.ca) if you have any questions.



Updated 2025-01-07



Ministry of  
Education and  
Child Care

### Chart Format Schedules

November 2025 Administration:

Monday, November 03 – Friday, November 07 | 8:00 AM – 4:00 PM

Assessment	November				
	3	4	5	6	7
Grade 10 Literacy (LTE10)	✓	✓	✓	✓	✓
Grade 10 Numeracy (NME10)	✓	✓	✓	✓	✓
Grade 12 Literacy (LTE12)	✓	✓	✓	✓	✓
Évaluation de numératie 10 (NMF10)	✓				
Évaluation de littératie de la 12 <sup>e</sup> année – Français langue première (LTP12)					
Written Component		✓			
Oral Component			✓		

2

January 2026 Administration:

Monday, January 12 – Friday, January 23 | 8:00 AM – 4:00 PM

Assessment	January											
	12	13	14	15	16	17	18	19	20	21	22	23
Grade 10 Literacy (LTE10)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Grade 10 Numeracy (NME10)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Grade 12 Literacy (LTE12)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Évaluation de numératie 10 (NMF10)								✓				
Évaluation de littératie de la 10 <sup>e</sup> année – Français langue première (LTP10)												
Written Component	✓											
Oral Component		✓										
Évaluation de littératie de la 12 <sup>e</sup> année – Français langue première (LTP12)												
Written Component			✓									
Oral Component				✓	✓							
Évaluation de littératie de la 12 <sup>e</sup> année – Français langue seconde-immersion (LTF12)												
Written Component	✓	✓										
Oral Component	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓

3

April 2026 Administration:

Monday, April 20 – Friday, April 24 | 8:00 AM – 4:00 PM

Assessment	April				
	20	21	22	23	24
Grade 10 Literacy (LTE10)	✓	✓	✓	✓	✓
Grade 10 Numeracy (NME10)	✓	✓	✓	✓	✓
Grade 12 Literacy (LTE12)	✓	✓	✓	✓	✓
Évaluation de numératie 10 (NMF10)	✓				
Évaluation de littératie de la 10 <sup>e</sup> année – Français langue première (LTP10)					
Written Component		✓			
Oral Component			✓	✓	
Évaluation de littératie de la 12 <sup>e</sup> année – Français langue première (LTP12)					
Written Component				✓	
Oral Component					✓

4

June 2026 Administration:

Monday, June 8 – Friday, June 19 | 8:00 AM – 4:00 PM

Assessment	June												
	8	9	10	11	12	13	14	15	16	17	18	19	
Grade 10 Literacy (LTE10)	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	
Grade 10 Numeracy (NME10)	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	
Grade 12 Literacy (LTE12)	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	
Évaluation de numératie 10 (NMF10)								✓					
Évaluation de littératie de la 10 <sup>e</sup> année – Français langue première (LTP10)													
Written Component	✓												
Oral Component		✓											
Évaluation de littératie de la 12 <sup>e</sup> année – Français langue première (LTP12)													
Written Component			✓										
Oral Component				✓									
Évaluation de littératie de la 12 <sup>e</sup> année – Français langue seconde-immersion (LTF12)													
Written Component	✓	✓											
Oral Component	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	

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# **STAFF INFORMATION/ASSIGNMENTS**

## STAFF LISTS

### Charles Hays Secondary

**2025-26**

TEACHER NAME	E-MAIL
ANDERSON, Karina	karina.anderson@sd52.bcca
ANDERSON, Lisa	lisa.anderson@sd52.bc.ca
ARMSTRONG, Hilary	hilary.burghardt@sd52.bc.ca
BARAK, Ben	ben.barak@sd52.bc.ca
BARAK, Cora	cora.barak@sd.52.bc.ca
BIELAVIN, Max	max.bielavin@sd52.bc.ca
BISHOP, Melissa	melissa.bishop@sd52.bc.ca
BISHOP, Ryan	ryan.bishop@sd52.bc.ca
BRYANT, Lonni	lonni.bryant@sd52.bc.ca
CLIFTON, Kelli	kelli.clifton@sd52.bc.ca
COOPER, Megan	megan.cooper@sd52.bc.ca
CRUMP, Kerry	kerry.crump@sd52.bc.ca
DeARAUJO, Kristina	kristina.dearaujo@sd52.bc.ca
DUECK, Danielle	danielle.dueck@sd52.bc.ca
JANZ, Jeremy	jeremy.janz@sd52.bc.ca
JOHNSON, Sarah	sarah.johnson@sd52.bc.ca
KENNEDY, Jennifer	JKennedy@coastmountaincollege.ca
KERTES, Thomas	tom.kertes@sd52.bc.ca
LAYCHUK, Derrick	derrick.laychuk@sd52.bc.ca
LING, Vania	vania.ling@sd52.bc.ca
LORANGER-SAINDON, Arianne	arianne.loranger-Saindon@sd52.bc.ca
MAH, Cindy	cindy.mah@sd52.bc.ca
MARK, Ben	benjamin.mark@sd52.bc.ca
McDONALD, Josh	josh.mcdonald@sd52.bc.ca

McNEIL-CLARK, Donna	donna.mcneil-clark@sd52.bc.ca
MORO, David	david.moro@sd52.bc.ca
MOVOLD, Lauren	Lauren.Movold@sd52.bc.ca
OFFUTT, Kathy	kathy.offutt@sd52.bc.ca
PAPILLON, Gary	gary.papillon@sd52.bc.ca
PARKER, Tasha	tasha.parker@sd52.bc.ca
PINKHASIK, Jonathan	jonathan.pinkhasik@sd52.bc.ca
PROHASKA, Anna-Marie	anna-marie.prohaska@sd52.bc.ca
RAMLOCHUN, Bhavna	bhavna.ramlochun@sd52.bc.ca
ROURKE, Carla	carla.rourke@sd52.bc.ca
SAWKA, Kevin	kevin.sawka@sd52.bc.ca
SAWKA, Raegan	raegan.sawka@sd52.bc.ca
SHARMA, Karishma	karishma.sharma@sd52.bc.ca
SIM, Daniel	daniel.sim@sd52.bc.ca
SMITH, Allison	allison.smith@sd52.bc.ca
SMITHANIK, Aisa	asia.smithanik@sd52.bc.a
SPENCER, Ben	ben.spencer@sd52.bc.ca
TURNER, Brendan	brendan.turner@sd52.bc.ca
WICK, Jason	jason.wick@sd52.bc.ca
WRIGHT, Tianna	tianna.wright@sd52.bc.ca
<b>SUPPORT STAFF NAME</b>	<b>EMAIL</b>
ARMSTRONG, Christina	christina.armstrong@sd52.bc.ca
ATCHISON, Teresa	teresa.atchison@sd52.bc.ca
BARKI, Catherine	catherine.barki@sd52.bc.ca
BILL, Bonnie	bonnie.bill@sd52.bc.ca
BLOW (NELSON), Kelly	kelly.nelson@sd52.bc.ca
DAVIES, Maria	maria.davies@sd52.bc.ca
HARMAN, Elaine	elaine.harman@sd52.bc.ca



HUGHES, Michelle	michelle.blain@sd52.bc.ca
KENNEDY, Alisha	alisha.kennedy@sd52.bc.ca
LEIGHTON, Christina	christina.leighton@sd52.bc.ca
LINDENBLATT, Christa	christa.lindenblatt@sd52.bc.ca
MARTINSON, Patricia	patricia.martinson@sd52.bc.ca
MIDDLETON, Rose-Marie	Rosemarie.Middleton@sd52.bc.ca
NELSON, William (Billy)	billy.nelson@sd52.bc.ca
NICHOLLS, Kim	kim.nicholls@sd52.bc.ca
NICHOLSON, Duke	don.Nicholson@sd52.bc.ca
O'BRIEN, Coretta	coretta.o'brien@sd52.bc.ca
SMITH, Rebecca	rebecca.smith@sd52.bc.ca
SOBREDO, Albert	albert.sobredo@sd52.bc.ca
SOTTO, Red	red.sotto@sd52.bc.ca
WITTCHEN, Christena	christena.wittchen@sd52.bc.ca

ADMINISTRATIVE DUTIES 2025-26			
Categories	Carla Rourke (Principal)	Jeremy Janz (Associate Principal)	Cora Barak (Vice-Principal)
<b>Students</b>	Grade 12 academics (support for other grades)	Grades 11 & 12 student/family needs and discipline	Grades 9 & 10 student/family needs and discipline
	Grade 12 Timeline	Awards Night	Awards Night
		Grade 12 Timeline	
	Extra-curricular - Budgets/Travel Approval Forms/CRCs	Curricular/Extracurricular Bus Travel	Extracurricular Organization: work with Athletic Director, Coaches/Sponsors meetings, Communication, Paperwork, Handbook, & Trip Planning.
	Curricular Field Trips Approval	Curricular Field Trips Approval	Core Competency Self-Evaluations
	Student Voice	Graduation Assessments	Graduation Assessments
	Grad/External Awards/Local Scholarships	Honour Roll/Effort Roll	Grade 8/9 Transition
	Student Medical	Student Voice/Student Council	Student Voice/Student Council
	Grad/External Awards/Local Scholarships (mentoring)	Grad/External Awards/Local Scholarships	Grad
		Lester Centre Presentations & School Presentations	Student Medical
<b>Teaching Staff</b>	Course Outlines	Course Outlines	
	Informal Learning Updates	TTOCs	TTOCs (backup)
	Supervision	Supervision/Report Writing	Supervision/Report Writing
	Staff Meetings	Staff Meetings	Staff Meetings
	Learning Resources	Learning Resources	Learning Resources
	Staffing (primary)	Staffing (backup)	
		LOA and Payroll - Teachers	
<b>Support Staff</b>		Support Staff Meetings	Support Staff Meetings
			LIF
			Schedules
			LOA - Support Staff and Payroll
			Noon Hour Supervision
<b>Communication</b>	Parent Advisory Council	Parent Advisory Council & Canadian Parents for French	Parent Advisory Council
	Website/Facebook/CHSS Update (backup)	Website/Clock Tower	Website/Facebook/CHSS Update (primary)
<b>Health &amp; Safety</b>	VTRA Team (district level)	VTRA Team	VTRA Team
	Keys	Health and Safety/ OHS Paperwork	Northern Health Liaison
	Situation Table (district level)	Earthquake/Lockdown/Fire Drills	Earthquake/Lockdown/Fire Drills
		Physical Plant/Work Orders	Physical Plant/Work Orders
		Weekly Situation Table	Weekly Situation Table

ADMINISTRATIVE DUTIES 2025-26			
Categories	Carla Rourke (Principal)	Jeremy Janz (Vice-Principal)	Cora Barak (Vice-Principal)
Administration	Budgets	Remedy	Department Budgets
	School Growth Plan	Technology	Events/Dates put in online calendars
	My Ed/Timetabling	School Growth Plan	Birthdays
	Reporting Memos	My Ed/Timetabling	Event prep (food ordering, supplies, organizing, communication)
	Dual Credit (district level)	College Liaison, oversee TRAIN/WEX/WORK. Dual Credit	Surveys
	1701 primary	1701 backup	Updating Staff Handbook
	Grants (writing, monitoring, and reporting)	Surveys	Breakfast Club ordering and Costco ordering
		Reporting Memos	
		Grants (writing, monitoring, and reporting)	
		Thursday Morning Meeting prep	

## ASSIGNMENT OF OFFICE DUTIES

## **Counselling Secretary – Alisha Kennedy**

- Counsellor typing and Administration typing
- CRC letters
- Revenue Canada letters
- Counsellor appointments
- Flagged student information: Input and Outgoing information and disbursement of information
- Graduation: Measure and Order Grad Gowns Order Diplomas/Paper Inserts Prepare Grad List
- Report Cards: Prepare and print report cards for filing
- Graduation status update (Portal)
- Assists families with Portal
- Support Services typing
- Student Records:
  - Student demographics
  - P.R. Cards
  - Requests for records Student registration Medical notes
  - Filing
  - Student profiles, Transcripts
- My Ed BC Timetable:
  - Pre-timetable
  - Input new students/teachers/etc. Removing students leaving this school Print student timetables as required Print timetable reports as required
  - Student demographics - beginning of year as required throughout the year Timetable changes
  - Student locks and lockers
- 1701: Sept.30<sup>th</sup> and Feb. 1<sup>st</sup> of each year
- Other: Prepare Scholarship, Bursary, and Award booklet Send letters related to Awards
- Student password reset and Wi-Fi
- Lockers – spreadsheet and forms

## **Administrative Secretary – Teresa Atchison**

- Administration typing and assistance Announcements/Emails
- Attendance: Update continually for individual students Update for teachers
- B.C. School Sports:
  - Team Registration
  - Team Lists /Academic Cards/Team Registration
- Celebration Assembly Certificates
- Honour/Effort Roll
- Clerical assistance to staff:
  - Collect fees, write receipts Earthquake/Fire Drill
  - Key Distribution to T.T.O.C.s
- Interim Reports
- Locker Clean out – slips and checklist

- Mail/Inter-mail - distribution
- Monthly Calendars
- Newsletters- Emailing families
- Paper
- Student Medical Safety Plans
- Student/Parent/Teacher Conferences:
  - Prepare spreadsheets
  - Make appointments- Sign up Genius
  - Phone calls
  - Interim Reports
- Receptionist duties
- Reset Student Accounts and Passwords & Wifi (Teresa and Kim can do this, but please go to Alisha first)
- Report Cards:
  - Honour Roll/Effort Roll Certificates Prepare Envelopes for mailing Print Labels
  - Report Card anecdotal Report Card distribution
  - Assist families with Portal
- School Messenger
- Supply Room
- Telephone Tree for Staff- Admin has group text
- Grad Photos/Student Photos/Upload to MyEd
- Yearbook – Take order forms and make spreadsheet
- Front Desk – receiving payments
- T.T.O.C: (Kim assists)
  - Daily Record
  - Key Distribution to T.T.O.C.s
  - Month End Report
  - Make necessary material available
- Maintaining and Operating:
  - Telephone System- contacting Colin
  - Staff Phone Extension #'s
- Time Sheets: Teachers: SDS and Admin/Teachers L.O.A.s/Timesheets
- SDS and Support Staff: L.O.A.s /Timesheets
- Year End:
  - Collect teacher mark books at end of year
  - Keys
  - Summer Addresses
  - Inventory Checklist

## **Administrative Secretary – Kim Nicholls**

- Administration typing

- Budget:
  - School District Accounts – Efunds
  - Extra-Curricular Accounts
  - Monthly Budget Reports for Departments and Extra-Curricular Clubs/Teams
  - Bank Deposits, monthly reports, etc.
- T.T.O.C: (assists Teresa)
  - Daily Record
  - Key Distribution to T.T.O.C.s
  - Month End Report
  - Make necessary material available
- Assist with:
  - Boxes
  - Mailings
  - Teacher Files, etc.
  - Report Cards
- Elevator
- Fax / Photocopiers Inventory
- Keys: Collection and Distribution of keys to staff
- Locker Clean out – slips and checklist
- Leave of Absences
- Maintaining and Operating:
  - Telephone System- contacting Colin
  - Staff Phone Extension #'s
- Ordering Supplies - Purchase / Requisition Orders
- Outlook Calendars for MPR
- Purchasing Cards:
  - BMO and Save-on-Foods Postage machine – refill, mailing
- Receptionist duties
- Paper
- Textbooks: Outstanding Lists / Paid Lists / Refund Lists
- Refunds for Textbook Deposit/Camera Deposits, etc.
- Yearbook:
  - Provides monetary totals.

### **Library/Book Room – Christina Armstrong**

- Assists in the care and upkeep of printed materials and audio-visual equipment.
- Responsible for the control, fees, inventory and rebinds of all textbooks.
- Textbook Program in Book Room
- Assists with outstanding library and textbook lists

## **COUNSELLING**

## Overview

The primary function of a school counsellor at Charles Hays Secondary School is to assist in the maximization of student learning. This assistance will, of necessity, span a wide spectrum of the school's activities and may, for convenience, be classified under the following headings:

1. Personal Counselling
2. Group Counselling
3. Career Counselling
4. Administrative Services
  - a. Orientation of Grade 9 students. (Information given, arrange Grade 8 visits to school, placement discussed with middle school teachers, etc.)
  - b. Orientation of new students who transfer in during the year.
  - c. Provide assistance to students concerning course selection and placement with teachers.
  - d. Arrange and lead parent/teacher meetings as the need presents itself.
  - e. Collect data about students for teachers, parents, probation, social workers.
  - f. Provide co-operative linkages with community agencies (R.C.M.P., Human Resources, Probation, Public Health).
  - g. Provide services at parents' request for children. e.g. arrange for collection of homework for students who are ill, monitor and report students' progress.
  - h. Registration, programming and timetabling of all students.
  - i. Maintenance of electronic student files.
  - j. Assist in timetabling – developing and student placement.
  - k. Counsellors return to work one week before the start of the next school year to help with student timetables and administrative tasks for start-up.

## COUNSELLORS

### Counsellor - Lonni Bryant

- Grades 9-12 - Counselling
- Programming Student Timetabling
- Registration Liaison with Parents
- Liaison with Community Agencies NCDE contact
- PCS Counsellor/Liaison PSI Visit
- Resource person for Aboriginal Information Scholarships and Bursaries
- TRAX
- Peer Tutor Program

### Counsellor – Karina Anderson

- Student Timetabling/ Registration
- Child in Care Contact
- Grade 8-9 Transition
- Liaison with Community Agencies Liaison with Parents
- Post-Secondary Information
- File Special Services (Course Co-ordinator)

## **L.S.T. – LEARNING SERVICES TEACHERS**

### **Overview**

The Support Services Program at Charles Hays is designed to provide services to the school and its students by providing support for a wide range of individual learning needs, consulting with teachers, parents/guardians and other professionals, and assessing individual students. The goal of the program is to keep students in the regular classroom with appropriate supports. The program is open to all students who are experiencing difficulty within a subject area. Staff, also oversees students with Ministry of Education designations, (such as hearing impairments, visual difficulties, learning disabilities & physical handicaps) and those students on a modified program.

The Learning Disability and Chronic Health program will serve students with a learning disability, chronic health condition, autism, or physical disability in grades 9 to 12. An Individualized Education Plan (I.E.P.) will be jointly planned by the student's support team (L.D. Program teacher, regular classroom teachers, learning resource teachers) and parents/guardians. The program will include a statement of the student's present levels of educational performance, suggested classroom assignment and test modifications, the evaluation procedure and a date for reviewing the program.

### **Case Manager for IBI-SMI and in-school modified students:**

- Develops I.E.P.s for above
- Screening, testing and evaluation of the above
- Liaise with teachers/parents/guardians/outside agencies to advocate for and support the above  
Provide in-class support for teachers of integrated students
- Assists in assignment and support of Ed. Assistants working with above students
- Manages psycho-educational testing list
- Monitors regular (undesignated) student progress throughout semester as required
- Screening, testing and evaluation of students
- Supports students who miss skills/assignments due to illness and /or absences
- Supports classroom teachers and their non-designated students where required
- Team-teaches with transition course teachers
- Chairs School Based Team meetings
- Attends Thursday Morning Meetings and updates participants on caseload

## **PROGRAMS**

### **Modified Program Overview:**

The Modified Program consists of a modified curriculum in an integrated setting designed to serve students who have severe difficulty in coping with the regular program.

Courses are adjusted to match student abilities. These courses do not meet the requirements for entry into some post-secondary programs and do not qualify students for a Provincial Dogwood Graduation Certificate. Students graduating on the Modified Program receive a School Completion Certificate.

Some students will have the opportunity to re-enter the Regular Program, while others will continue a Modified Program until graduation.



**Note:** Some students are on Modified Programs for their academic courses only. They receive regular grades for their elective courses.

Inclusion, in the broadest sense of the word, is the goal of the Life Skills Program at Charles Hays. It is our intention to enable the students in our program, through meaningful education and practical experience, to take part in all of life's purposes, pleasures, and pursuits. When students complete their program, they will receive a high school leaving certificate at graduation.

### **E.L.D. – English Language Development Program Overview**

The goals of the English Language Development program (ELD), according to District documentation, are to:

- Strengthen the language skills needed to make progress in school
- Honour and affirm the cultural identity of students
- Provide a strong focus on oral language and vocabulary development
- Compliment the District Literacy Initiative

These objectives also align with our School Improvement Plan to focus on improving student literacy. At Charles Hays Secondary, the ELD program teachers are a resource to all, developing and modelling development strategies in partnership with classroom teachers as well as providing indirect, in-class support to specified students.

#### **Specific tasks:**

- Assess, keep files, reports on ELD students
- Develop and lead in-class based implementation of program for ELD students Collaborate and team teach with teachers in implementing strategies Provide in-class support
- Provide statistics to document progress of ELD program
- Attends Thursday Morning Meeting and updates participants on case-load

#### **Teen Parent Re-entry Program**

- Develop and implement individual programs for Teen Parents as necessary Provide appropriate parenting programming as required
- Advocate for teen parents
- Liaise with parents/guardians/outside agencies Supervise CCW
- Transition students to and from regular classes
- Attends Thursday Morning Meetings and updates participants on case-load

## **INDIGENOUS FAMILY RESOURCE WORKERS**

#### **Student Support:**

- Periodic contact with ALL aboriginal learners before, during recess, lunch, after school
- Regular contact with students who require additional support
- Homework Club, Boys/Girls Club, Computer Club/Culture Club

- Supply food, clothes, supplies (emergency situations)
- Academics
- Home visits/home support calls home
- Assist with setting up appointments: dentist/doctor
- Attendance
- Driving to appointments
- Fitness incentives: swimming, special treats
- Visiting the classroom
- Hygiene/health
- Occasional classroom support
- Discuss responsibilities
- Connect with students on school ground
- Social/emotional advocate

### **Family Supports:**

- Transition to New Schools: Elem/Middle School/Secondary School/Alternate School
- Liaison between home-school
- Advocate
- Home visits
- Sounding board
- Cultural supports
- Role model
- Strong start, PALS, POPS, WTK
- Summer read & play
- Academic support
- Provide information re: community supports
- Emergencies
- Attendance

### **Involvement with community activities:**

- Homework
- Field trip consent
- Good news/celebration sharing
- Parent teacher conferences/meetings
- Clothing support
- Family contacts/weekend/evening
- Social/emotional
- IEP/SBTM
- Social worker meetings
- Hygiene
- Release of information

### **School Staff/District Supports (assist with):**

- Connecting with teachers/principals before/after school, during recess
- Transitions to new schools
- Develops connections within school supports
- In-class connections
- Build relationship with home
- Parent teacher conferences
- Academic, social, emotional
- Cultural knowledge
- Advocate for students & families
- Aboriginal role model
- Family signatures (for a variety of school supports)
- Facilitates home-school relationships and communications
- School-Based team meetings.
- Liaises between parents/guardians, teachers, administrators, students and community agencies
- Attends Thursday morning meetings and updates participants on case load
- Follow-up to all the above

### **District Staff/Aboriginal Education:**

- Attend monthly meetings
- Bi-monthly report
- Aboriginal student connection report
- Sounding board/listening

## **DEPARTMENT HEAD**

### **FUNCTION**

To coordinate the teaching and related activities within a defined subject area so that student learning is maximized.

### **PURPOSE AND RESPONSIBILITIES**

#### **General**

- a) The position of "Department Head" exists for the prime purpose of improving student success, improving communication, and school wide planning.
- b) It is expected that members will attempt to achieve this purpose by:
  - Collaborating with their respective Departments regarding student learning, curriculum, assessment practices, and resources.
  - Offering professional assistance and leadership to colleagues.
  - Carrying out assigned administrative details.
- c) Department Heads are directly responsible to their Principal/Vice-Principal for the proper performance of

their duties.

### **Specific**

In addition to a normal teaching load, Department Heads and Team Leaders shall:

1. Chair meetings of teachers (at least 4 meetings per school year).
2. Encourage both individual initiative and the sharing of ideas amongst teachers.
3. Lead the organizing of adequate and appropriate term work in all courses taught within the Department or Team.
4. Discuss individual class progress with teachers.
5. Discuss assessment practices and ways to communicate student learning.
6. Assist in examining and implementing the curricular Learning Standards, Big Ideas, and Core Competencies.
7. Obtain suitable teaching resources for use within the Department or Team.
8. Report to the Principal regularly regarding budgets, requisitions, and recent or upcoming department/team activities. Attend monthly Department Head meetings.
9. Maintain an up-to-date inventory of supplies and equipment.
10. Carry out such other specific duties as are requested by the Principal and Superintendent of Schools.

### **Year-End Report**

DH will be asked to write a year-end report that includes information regarding the following:

- Department goals for the year – noting how they align with the School Improvement Plan and the District Strategic Plan.
- Purchase of learning resources and materials from the previous year and proposed purchases.
- Equipment purchased.
- Professional development by department members.
- Implementation of the BC Curriculum and assessment strategies.
- Summary of the year.

### **CHSS DEPARTMENT HEAD APPLICATION: 2025-2026**

School District 52 Regulation 3.11 states that the position of "Department Head" exists for the prime purpose of improving student success, improving communication, and school wide planning.

If you are interested in taking on a leadership role, please answer the following questions and email them to Carla Rourke by the end of the day on Friday, September 12, 2025. If you would like to set up a meeting to discuss the questions, we can arrange that as well, please book the meeting with Carla before September 12th.

1. In which department or area(s) are you interested?
  - English
  - Inclusive Education (Learning Services)
  - Mathematics

- Counselling
  - Practical and Applied Skills (ADST)
  - PE
  - Languages
  - Fine and Performing Arts
  - Social Studies
  - Science
2. We are looking for Department Leaders to help align their department goals with our CHSS School Plan/District Strategic Plan. As a Department Head, what focus area of our 3-year school plan would you like to work on this year? (See the updated goals in our School Plan)
  3. What are some ideas you have about selecting a measurable goal that can be tracked throughout the year?
  4. Are there any specific areas where your department needs support?
  5. Is there anything else related to the curriculum or K-12 Reporting Order you wish to explore in our department meetings?

Please refer to the description of the Function, Roles and Responsibilities of a Leadership Team Member as well as the updated goals in our School Plan.

Please email your application to Carla Rourke: [Carla.Rourke@sd52.bc.ca](mailto:Carla.Rourke@sd52.bc.ca)

# **SCHOOL INFORMATION**

## **SCHOOL INFORMATION**

### **After hours**

The school office is open from 8:00 a.m. to 4:00 p.m. during the week. No student is allowed in the building after school or on weekends unless there is a teacher or other designated adult in charge.

### **Bicycles**

All bicycles must be kept in the racks in front of the school and should be securely padlocked. They are not to be brought into the school. The school assumes no responsibility for bicycles.

### **Emergency drills**

In the event of an emergency an alarm will sound. Students must leave the school promptly and quietly using the nearest exit route. Students must then gather in an area specified by their teacher at least 25 metres from buildings and off roadways. Attendance will be taken. See Occupational Health and Safety section for more details.

### **Gymnasium**

Although primarily a teaching area, the gymnasium is also used before and after school and at lunch time. Food and drinks are not allowed in the gym. Proper gym strip should be worn. No street shoes are to be worn.

### **Locks and lockers**

When lockers are utilized, students will be assigned a locker which remains the property of the school and may be subject to search at any time by the Principal, Vice-Principal or designate if there is reason to suspect that the locker contains prohibited material. The school will supply the locks for our lockers and it is mandatory that students use a school lock. The school does not assume responsibility for items lost or stolen out of lockers or for the use in the gymnasium change rooms. Students should keep lockers free from vandalism and graffiti. Students must provide a spare lock for use in the gymnasium change rooms.

### **Lost and found**

Students who find lost articles are asked to take them to the office where they can be claimed by the owner.



## **Parking/drop off**

Student parking will be in the lower parking lot only. Students are to be dropped off along Prince Rupert Blvd. or the lower parking lot only. Due to safety concerns, drop-off is not permitted at the main entrance unless necessitated by injury.

Cars parked in the Service Area, Handicapped or Emergency Zones (No Card) may be towed away at the owner's expense.

## **School photographs**

Photos are taken by a commercial photographer in September. All students will be photographed for school records and will receive a student ID. Purchase of colour prints by students is optional.

## **School visitors' policy**

Anyone visiting Charles Hays must immediately check into the main office. School law prohibits trespassing in public school buildings. Students are NOT to invite friends to visit them at school.

## **Sign out – accidents and emergencies**

Accidents and emergencies should be referred to a teacher immediately. If students wish to go home because of an accident or illness, they must sign out in the main office after one of the secretaries has called home to confirm.

## **Announcements**

Announcements to be read over the PA should be emailed to Teresa. Announcements will be read between during the morning session, at lunch and after school each day.

## **Assemblies**

Grade Assemblies will be scheduled during the morning session before the lunch period. Periodically, an emergent grade assembly will be called. Teachers are to sit with their class and keep their class under control when a guest is talking and/or performing. If a class is attending an assembly virtually, teachers are asked to project assembly via zoom on class smartboards and monitor class so that they are active listeners and participants during the assembly.

## **Awards**

Awards are given to students at a Celebration Assembly held in June each year. Teachers are asked to submit names of students for awards decided by their department. Teachers may choose to present awards to students in classes according to their own procedures.

## **Bulletins and notices**

The CHSS Update is emailed out to staff and families bi-weekly with information about upcoming events for the week.

Announcements to be displayed on the monitors in the hallways should be emailed to Danielle Dueck for formatting and posting.

Union notices coming into the school for the staff will be given to the staff representative and posted in the staff room.

## **Buses**

Metlakatla and Dodge Cove students need to take a bus and a ferry right after school and should not be expected to stay after school. If necessary, they can serve detentions at lunchtime. The bus and ferry schedules are posted in the office and on the bulletin boards near the office.

## **Child Abuse/Neglect**

It is our duty to report any suspected child abuse and/or neglect. The Child Protection Policy 1310 and Regulation 1310-10 is on the School District website also available through the Principal. Please review the section dealing with the role of the school and the teacher. If you have made a reports during the school year, please enclose each report form in a sealed envelope and send it to the SD52 Board Office using the interschool mail.

## **Classroom/Shops/Labs**

Be sure that any room or area you use is properly cleaned and tidied before you leave. As part of the classroom routine students can be assigned to do this. Wherever possible, be sure all lights are turned out and windows are closed.

## Communications Outside School

Any communication that is to go outside of the school, specifically on school letterhead, and directly involves the school is to first go through the Carla. It is the principal's responsibility to be informed in all aspects of the school. This can only occur with your support.

## Fundraising

All fundraising initiatives must be approved by the Administration. All funds raised through any campaign will be used for the purpose of the program the funds were raised for. If all funds are not used in the year originally intended for, the funds will carry over to subsequent years and remain with the program.

## Course Outlines

It is important that students and parents are made aware of what the course expectations are at the beginning of the semester. This should be provided to each student in the form of course outlines as early in the school year as possible. These should outline learning outcomes, consistent with provincial or locally-developed curricula, behavioural expectations and classroom routines, and should set criteria for assessment. Students should understand how they will be evaluated and how their mark will be arrived at for report cards. The more that they are involved in the process, the more likely they are to succeed.

When course outlines are submitted to students, they should also be submitted to the Principal.

Course Outlines should include the following:

- Information about the Curriculum including the Core Competencies
- A breakdown of assessment including descriptive feedback, student self-assessment, and rubrics, in accordance to the 2023 K-12 Reporting Order.

You could also include the following:

- A list of resources
- Reference to the Code of Conduct – For example, your Cell Phone Policy
- Supplies and/or materials
- Your websites or blogs
- Email address or preferred contact information for students and parents to use.

### ***Remember:***

Work habits and attendance are reported separately on report cards. If you have any questions, please see Carla.

## Curriculum assessment and evaluation resources

<http://curriculum.gov.bc.ca>

Classroom assessment is an integral part of the instructional process and can serve as meaningful sources of information about student learning. Feedback from ongoing assessment in the classroom can be immediate and personal for a learner and guide the learner to understand their misconceptions and use the information to set new learning goals.

The goal of reporting and communicating student learning is to ensure that parents are well informed about their student's progress. Effective communication between the home and the school is central to student success. Improving and ensuring effective practices for reporting and communicating student learning assures that students and parents will receive information about the student's progress in a timely and responsive manner.

### Assessment

- B.C. Performance Standards
- Classroom Assessment and Evaluation Handbook Series
- Rethinking Classroom Assessment with Purpose in Mind

### Policy

- Student Reporting policy

### Discipline

Everyone in the school is a part of this circle of responsibility

#### 1. Classroom

- a. Teachers should have several basic guidelines and consequences. Consequences should be related, reasonable, and respectful.
- b. Teachers are encouraged to call or email a parent or guardian as first step to addressing discipline issues in the classroom.
- c. Consistency with proper follow through is important.

#### 2. Hallways

- a. All teachers and administrators are responsible for this area. Reasonable behaviour is expected. Safety, cleanliness and appropriate language should be monitored.
- b. Please be judicious about limiting the number students leaving your class and set the expectation that they are quick.

- c. Students should not be working in spaces such as the MPR, Computer Lab, or empty classrooms/offices unsupervised.

## Student Attendance Process

It has been demonstrated that students with good attendance have a better chance of being successful in school. Teachers play an important part in helping students to attend classes. Teachers need to help students to see the importance of their classes and how the learning is relevant to their present and future lives.

Teachers need to counsel students as well as talk to parents. Positive reinforcement needs to be used. If changes do not occur, then counselling should be contacted. Please familiarize yourself with the attendance policy in the School Code of Conduct.

Listed below is an outline of attendance procedures:

### 1. Day-to-Day

- a. Teachers take attendance on-line at the beginning of each morning and afternoon sessions.

### 2. Office Information

- a. Office staff will put the information into the computer immediately.
- b. Students need to sign out from the office if leaving early.
- c. The computer will make daily phone calls home.

### 3. Reporting

- a. As soon as a student's attendance becomes a problem a teacher should call home to discuss their concerns with a parent. If the problem persists, they should elicit the support of a counsellor or an Aboriginal Family Resource Worker.

## Teacher Attendance Policies

In case of a teacher absence, teachers are responsible for booking a TTOC and submitting an LOA to the principal.

### How to Book a TTOC:

- **Preferred way:** phone the TTOC line at 250 627 8037.
- **OR:** email [ttoc@sd52.bc.ca](mailto:ttoc@sd52.bc.ca).
- **OR:** submit a TTOC form found on the school district website.

Call the TTOC Clerk as soon as you know the dates you will be absent as it is sometimes difficult to get a Teacher- Teaching-on-Call. Please also email the Admin team and Kim.

### Submitting an LOA & Types of Leaves:

- **Sick Leave:** Book a TTOC as soon as possible and submit an LOA upon return.
- **Medical Appointments:** Submit an LOA and book a TTOC for a full or half day as needed.
- **All other leaves:** Submit an LOA and await approval before booking a TTOC as outlined in the Collective Agreement.
- **Absences over three days might require a doctor's note.**

**Additional items:**

- Please phone the TTOC clerk at the end of a sick day to indicate if you are returning to work or not. If you are not, she can often retain the same Teacher Teaching-on-Call for you and this can be helpful. (Absences exceeding three days may require a medical note from a doctor).
- ALL absences DO require an online Leave of Absence form to be filled out, printed and given to the principal/administrative assistants.

**TTOC Lesson Plan's Must Include**

- Lesson plans in sufficient detail for work to be carried out. Note: Many TTOC's are new or uncertified so detail and step by step instructions are very important.
- It is helpful to also have additional activities in the event of student's finishing their assignments quickly.
- Any special instructions concerning student seating, sending students to library, or other classroom rules and procedures.
- Cell phone policy.
- Emergency procedures and any student medical information.

In the event of absence, teachers may choose to e-mail lesson plans to the school. These should be e- mailed to all of the following:

Carla Rourke: [carla.rourke@sd52.bc.ca](mailto:carla.rourke@sd52.bc.ca)

Jeremy Janz: [jeremy.janz@sd52.bc.ca](mailto:jeremy.janz@sd52.bc.ca)

Cora Barak: [cora.barak@sd52.bc.ca](mailto:cora.barak@sd52.bc.ca)

Teresa Atchison: [teresa.atchison@sd52.bc.ca](mailto:teresa.atchison@sd52.bc.ca)

Kim Nicholls: [kim.nicholls@sd52.bc.ca](mailto:kim.nicholls@sd52.bc.ca)

**Punctuality**

Periodically you may be late for a class. Remember students learn from example. If your tardiness becomes a problem, then a discussion with the Principal or Vice Principal will occur to try to help you and solve the problem.

**Accounting and Purchasing****Department Supply Budget**

Each department is allotted a sum of monies once the total budget is passed by the School Board. Each department head is then responsible for ordering their GENERAL SUPPLIES by filling out the request form and giving it to the principal. Departments must stay within their allotted budget.

### **Replacement Of Capital Equipment**

Each department is responsible for keeping an up-to-date inventory. Each department should have a life expectancy file for equipment. We should not wait until an item breaks down before we replace it.

### **Curricular And Extracurricular Travel**

The Principal is responsible for this section of the budget. Any fundraising ventures, must be cleared in advance with the Principal. It is important that each teacher review the Extracurricular Package which can be found in the Photocopy Room.

There is policy and regulation governing any school travel, whether curricular or extracurricular. Please ensure you familiarize yourself with the policy before booking travel.

The Administrators may call a meeting of extracurricular for fall, winter and spring sports to review expectations and policies.

### **Capital Expenditures**

Specific items and an amount may be approved by the Board if considered essential, provided no other source of funds is available.

### **Requisition Procedures**

- All requisitions for supplies or equipment are to be made through your department head. He or she will make up the requisition and contact the principal who oversees all ordering for the school.
- Official requisition forms are to be used. The yellow form is found on the shelf in the photocopy room.
- Orders to be placed by phone go through: Kim Nicholls ([Kim.Nicholls@sd52.bc.ca](mailto:Kim.Nicholls@sd52.bc.ca))
- Items can be purchased by using the school's credit card and or Purchase Orders. For items over \$100.00 complete a yellow Requisition Form. Present the receipt to Kim who will in turn get the payment authorized.



[illegible]

- All inquiries about ordering or receiving of supplies or equipment are to be directed to Kim Nicholls. Staff are asked not to contact the School Board office or other suppliers. See the sample requisition form above. It is required to follow the proper procedure for the School Board to fund these purchases.

## Credit Card

The MasterCard is to be used for purchases under \$1000.00. Once again, the teacher should see his/her Department Head and a requisition should be approved by both the Department Head and the Principal before using the card. The card can be picked up from Kim.

## Cheque Request(s)

- The CHSS Cheque Request (All Funds – Curricular and Extra Curricular) Cherry Colour
- Where staff have paid personally for items, this form is used for funds withdrawn from school-based account(s). Kim will prepare a cheque for you.
- School District No.52 Prince Rupert Cheque Request:

### C.H.S.S. – CHEQUE REQUEST (All Funds – Curricular or Extra-Curricular)

DATE: \_\_\_\_\_ CHEQUE NO.: \_\_\_\_\_

CHEQUE PAYABLE TO: \_\_\_\_\_

IN THE AMOUNT OF: \_\_\_\_\_ G.S.T.: \_\_\_\_\_

CHARGE TO THE FOLLOWING ACCOUNT(S):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

FOR:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NOTE: ATTACH ALL INVOICES/RECEIPTS

REQUESTED BY: \_\_\_\_\_

AUTHORIZED BY: \_\_\_\_\_

Principal or Vice Principal

- Where staff have paid personally for items, this form is used to access monies from School Board accounts. Your cheques are direct deposited into your account.
  - Incoming orders will be opened in the office and packing slips checked off and serial numbers recorded for the inventory (if applicable). Provided orders are small enough, they will be put in your mail box in the office. If not, a note will be put in your mailbox informing you that the order is in. You should arrange to pick up the materials from the office as soon as possible.

## Student Money

- To assist teachers who are raising money we have a central banking system. Each group raising funds is to inform the Principal. A separate ledger sheet will be set up, and then only that organization is permitted to withdraw funds from that account.
- The office will do the banking for sponsors, keep an up-to-date balance, and let the fundraisers view this ledger sheet on request.

## Keys

- At Charles Hays Secondary School the Principal is responsible for the issue and safe keeping of the school keys.
- A register of keys issued is to be maintained by the Sr. Secretary. **All keys** issued to teachers are to be recalled before school closes in June, and a report of deficiencies is to be provided to the Secretary-Treasurer. A **NIL REPORT** indicating no deficiencies, is required.
- Teachers requiring access to schools during the summer may make arrangements with the Secretary- Treasurer, or in his absence the Maintenance supervisor.
- A written report must be forwarded to the secretary should keys become lost or stolen. Advise the Maintenance supervisor immediately by telephone so that door locks can be replaced if necessary.
- School Board Policy also states that teachers are not to give their keys to non-Charles Hays staff members. The Board looks on this as a serious breach of policy if it occurs.

## Lester Centre For the Arts

At different times during the year the school will take part in activities at the Lester Centre. You are asked to sit with your class and actively monitor the conduct of the students. Below is the expected behaviour of guests of the Lester Centre. **Teachers, please remind students to walk under the bridge on the way to and from the Lester Centre.**

- Be respectful of the presenter and remain quiet during the performance
- Keep feet off seat back
- The Lester Center does not allow chewing gum
- Food or drinks are not permitted in the house
- Rough housing is not permitted
- Throw away any garbage you produce
- Keep the aisles, stairways or doors free from obstruction
- Stay out of the control booth or catwalks
- Note that skateboards or longboards are not accepted into the building

## Library Learning Commons Use

A few general rules:

- Always pre-arrange with the LLC staff before sending classes or large groups to the LLC.
- Always send an “Out of Class” slip with a student or a small group of students.
- When you are present in the LLC with your students you are responsible for discipline.

## Part-Time Students/Adult Students

Through consultation and permission from administration, a person may attend Charles Hays Secondary School as a part-time student. This is for recently graduated students who have not turned 19 years of age.

## Photocopier

In the interests of costs and your carbon footprint, please try to limit photocopying. Copy limits per staff member are in affect. Teachers will be assigned a code number for use of the photocopy machine within the school and are solely responsible for all copying. Teachers are not to send students or EAs to do copying during class time. Administrators receive a report of all photocopying that we can share with you.

## Plagiarism

With students’ easy access to the internet and the proliferation of sites containing papers written on various topics, plagiarism is a growing concern.

At Charles Hays Secondary School, we address plagiarism with the following:

*“When it has been determined that a student has either cheated or plagiarized material, strict consequences will be applied. These may include loss of credit, a letter informing parents, a referral to administration, or formal suspension.”*

Below are definitions of types of plagiarism as described in the booklet “Plagiarism: What It Is And How to Avoid It” prepared by Dr. Colin H. Gordon, Professor Peter Simmons and Dr. Graeme Wynn of the Faculty of Arts at the University of British Columbia:

- **Complete Plagiarism**
  - This is the most obvious case: a student submits, as his or her own work, an essay which has been written by someone else. Usually the original source is a published journal article or book chapter. The use of unpublished work, including the work of another student, is just as serious.
  - In such cases, plagiarism cannot be “avoided” by paraphrasing the original or acknowledging its use in footnotes. The work is the property of another author and should not be used.

- *Near-complete Plagiarism*
  - A student may also lift portions of another text and use them in his or her own work. For example, a student might add her or his own conclusion or introduction to an essay. Or a student might scatter his or her own comments through a text taken substantially from another source.
  - These practices are unacceptable. Even with some attribution, the bulk of the work has been done by another.
- *Patchwork Plagiarism*
  - In many cases, a student will lift ideas, phrases, sentences, and paragraphs from a variety of sources and “stitch” them together into an essay. These situations often seem difficult to assess. Most essays, after all, are attempts to bring together multiple sources and arguments. But the line between plagiarism and original work is not difficult to draw.
- *Lazy Plagiarism*
  - Lazy plagiarism crops up in many student essays, and is usually the result of sloppy note-taking or research shortcuts. Examples include:
    - Inadvertent use of another’s language, usually when the student fails to distinguish between direct quotes and general observations when taking notes. In such cases, the presence of a footnote does not excuse the use of another’s language without quotation marks.
    - Use of footnotes or material quoted in other sources as if they were the results of your research.
    - Sloppy or inadequate footnoting which leaves out sources or page references.
    - Although it may not be the student’s intention to deceive, it is often difficult for instructors to distinguish between purposeful and accidental plagiarism.
- *Self-Plagiarism*
  - The use of an essay written for one course to satisfy the requirements of another course is plagiarism. Students should not use, adapt, or update an essay written for another purpose.

## **R.C.M.P. In The School**

1. Refer to School Board Policy found on the school district website.
2. Our policy:
  - a. We will attempt to co-operate with the reasonable requests of the R.C.M.P.
  - b. With the exception of emergency situations we will insist that R.C.M.P. officers meet with a member of the administration before proceeding into the school.
  - c. We should ensure the student's rights are safe guarded.
  - d. Staff members observing a member of the R.C.M.P. in the building should politely introduce themselves and ascertain if the officer has met with an administrator. In almost all cases the R.C.M.P. should be accompanied by an administrator. If they have not been into the office or you feel uncomfortable about the situation either: (a) request that they come to see us or, (b) come to us yourself

## District Indigenous Resource Lending Library

The Resource Centre, located at Wap Sigatgyet, has a variety of resource materials for all grades and subjects. Materials can be ordered online via the SD52 website. There is a reserve system as well as a return and delivery system. To place a hold or request items for delivery, please contact the Administrative Assistant at Wap Sigatgyet.

You can also browse items for borrowing here: <https://www.libib.com/u/wap>

## Missing Tests and Assignments

Students who will miss classes because they are representing the school or the community at a competition or at a conference, should notify teachers **in advance** of the absence. It is the student's responsibility to make up work missed for all absences. Tests may be taken when the student returns to school, provided the student is given warning and preparation time. Teachers should be reasonable and flexible about such matters.

If a family has vacation plans that will require a student to miss school, the parents or guardians should inform the principal or vice-principal. Teachers should not provide work for extended absences without first consulting the principal or vice-principal.

- ❖ Extended holidays may result in a withdrawal from school or a fail in the course.

**If a student is ill**, the student is expected to show the initiative to find out from the teacher or a classmate what work was missed and to make up any such work or assignments. If tests are missed and proper notification of the illness has been given to the office, it is the teacher's option to either:

- ❖ "Omit" the test's mark from the term's total or
- ❖ Provide a make-up exam.

**NOTE:** Proper notification means that a parent has called the office or sent a note with a sibling or friend on the **day** of the illness.

## Record Of Marks

Records of marks of each student are to be left at the office on the last day of school.

## Student Reporting

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/student-reporting>

The goal of communicating student learning is to ensure that:

- Students take part in meaningful conversations that help them develop responsibility for engaging deeply with their learning
- Parents and caregivers are well informed, are involved in decisions and dialogue about their child's learning, and understand ways to support and further their child's learning

The use of the Provincial Proficiency Scale (Grades K-9) or letter grades and percentages (Grades 10-12) gives students, parents, and caregivers a clear understanding of what students can already do and areas for future growth. Classroom assessment and reporting that is focused on student proficiency in relation to the established learning standards, rather than on marks, leads to increased student engagement and deeper learning that transfers into life outside the classroom.

## Learning Updates

Learning Updates provide meaningful and timely information to students and parents/guardians about student learning in relation to the Learning Standards of the Provincial Curriculum. They are intended to be formative in nature.

During the school year, parents/guardians must be provided with at least 4 Learning Updates (2 Informal Learning Updates and 2 Written Learning Updates). Districts, schools, and teachers determine how they will informally communicate with students and parents/guardians. Informal Learning Updates may include, but are not limited to telephone calls, conferences, e-mails, and other means.

The 2 Written Learning Updates must meet the content requirements below.

### *Grades K-9*

For grades K-9, the Written Learning Updates provided during the school year must include:

- Communication of learning in each Area of Learning currently being studied in relation to the Learning Standards, using the Provincial Proficiency Scale;
- Descriptive Feedback on areas of significant growth and opportunities for further development;
- Information about student attendance; and
- Student-generated content including Student Self-Reflection of the Core Competencies and Student Goal Setting.

### *Grades 10-12*

For grades 10-12, the Written Learning Updates provided during the school year must include:

- Communication of learning in each learning area currently being studied in relation to the Learning Standards, using letter grades and percentages;



- Descriptive Feedback on areas of significant growth and opportunities for further development;
- Information about student attendance; and
- Student-generated content including Student Self-reflection of the Core Competencies and Student Goal Setting.

## **Summary Of Learning**

As specified by the Learning Update Order, at the end of the school year Boards of Education must provide 1 written Summary of Learning to parents/guardians. The Summary of Learning will use clear and accessible language to provide information about student learning in relation to the Learning Standards of the Provincial Curriculum.

### *Grades K-9*

For grades K-9, the Summary of Learning must include:

- A summary of student learning in all learning areas studied during the school year using the Provincial Proficiency Scale;
- Summary Descriptive Feedback on areas of significant growth and opportunities for further development;
- Information about student attendance; and
- Student-generated content including Student Self-Assessment of the Core Competencies and Student Goal Setting.

### *Grades 10-12*

For grades 10-12, the Summary of Learning must include:

- A summary of student learning in all learning areas studied during the school year using letter grades and percentages;
- Summary Descriptive Feedback on areas of significant growth and opportunities for further development;
- Information about student attendance;
- Student-generated content including Student Self-Reflection of the Core Competencies and Student Goal Setting; and
- A graduation status update indicating student progress in relation to graduation program requirements.

## **Insufficient Evidence Of Learning**

As defined in the Provincial Letter Grades Order, the "IE" reporting symbol will be used to inform parents/guardians when students, for a variety of reasons, have provided insufficient evidence of learning in relation to the Learning Standards of the Provincial Curriculum. The "IE" symbol is temporary and indicates that further information is required before students can be evaluated. The "IE" symbol can be used in grades K-12.

When an "IE" reporting symbol has been assigned teachers must identify:

- The problem or problems preventing the student from providing sufficient evidence of learning;
- A plan of action to help the student provide sufficient evidence of learning; and
- A timeline for converting the “IE” to another indicator or letter grade.
- An “IE” (Insufficient Evidence of Learning) must be converted to another indicator or letter grade:
  - When letter grades or indicators are recorded in the permanent student record,
  - Before submission to the ministry for inclusion on the student’s transcript of grades,
  - Before a student’s records are transferred to another school unless there is agreement between the principals of the 2 schools to defer the conversion of the “IE” letter grade; and
  - In any event, within 12 months of being assigned.

*\*- An “F” letter grade can only be assigned if an “IE” reporting symbol was previously assigned but the work was not completed to demonstrate learning.*

## Inclusive Education

This Policy applies to all students, including Students with Disabilities and Diverse Abilities, English Language Learners, and French Language Learners. All students, including those who may also have individual learning goals identified in a document such as an Individual Education Plan (IEP) or an Annual Instruction Plan (AIP), will receive communications of their learning in the same format, and on the same schedule as their peers.

Where a student with a disability or diverse ability is following the Learning Standards the provincial curriculum or a local program, regular reporting procedures are used to communicate student learning. There will be rare occasions where students with significant cognitive disabilities and diverse abilities are assessed and evaluated only on individualized learning goals as outlined in their Individual Education Plan (IEP), and not the Learning Standards of the curriculum for the course or grade they are enrolled. In these instances, written Learning Updates and the Summary of Learning do not need to include a scale indicator or letter grade and percentage. Written feedback is required that clearly explains the student’s progress made towards their individualized learning goals and areas for further growth. If a scale indicator or a letter grade and percentage are used on Written Learning Updates and the Summary of Learning, it must be noted that the student is being evaluated in relation to their individualized learning goals as outlined in their IEP and not the Learning Standards of the curriculum for the course or grade for which they are enrolled.

Where an English language learner, or a French language learner in a Francophone program, is following the Learning Standards of the provincial curriculum or a local program, regular reporting procedures are used to communicate student learning. Where the student’s language proficiency is impeding a student from demonstrating their learning in relation to the Learning Standards of the curriculum, the written Learning Update and Summary of Learning must contain descriptive feedback describing what the student can do, areas for further growth, and ways of supporting their learning. A scale indicator or letter grade and percentage are not required until such a time as the student’s language abilities allow them to demonstrate their learning in relation to the Learning Standards of the curriculum. If a scale indicator or a letter grade and percentage are used on Written Learning Updates and the Summary of Learning, it must be noted that the

student is being assessed in relation to the student's goals for language proficiency, and not the Learning Standards of the curriculum.

## **Honour Roll**

For the Honour Roll, students will need to obtain an average of 86% or better in courses taken.

## **Promotional Policy**

The promotional policy for Grades 10 - 12 at Charles Hays states that: students with less than 50% in any course may not be eligible for promotion or for credit for that subject. If a student scores below 50% adjudication may take place to determine whether or not the student will be required to repeat the course.

At the Grade 9 level, the decision to repeat core courses will be made in conjunction with all stakeholders.

## **Student/Teacher/Parent Conferences- Informal Learning Updates**

Student/Parent/Teacher conferences will be held two times per year and all teachers are required to be in attendance. For the reasons stated below, every effort should be made to include students.

- With all participants present, misunderstandings will be kept to a minimum.
- Students are better able to understand the reporting process and what may be needed to sustain or improve on their progress.
- They should provide an opportunity to increase students' self-esteem.
- They provide an opportunity to help students develop ownership for their learning.
- They give all parties involved a forum for problem-solving
- School and family relationships are partnerships that are important to student success

Teachers are expected to communicate with all families. informal Learning Updates can be provided in a variety of formats, including conferences, in-person or virtual discussions, telephone calls, e-mails, portfolio entries, or written summaries.

## **Textbooks**

- Textbooks have been bar-coded and entered on computer.
- Students and teachers will need their Charles Hays ID card in order to borrow textbooks.
- Five-six days at the beginning of each term will be set aside for teachers to sign up to take their classes down to get texts for the term. The book room will be open during recess on an ongoing basis for students to access books.

- Students generally cannot borrow textbooks until they have paid their textbook deposit and any outstanding lost textbooks.

## Teacher Evaluation

The Purpose of supervision and evaluation is to promote and reinforce good instruction.

A Teacher evaluation may be conducted at any time but it is expected that a teacher new to the district will be evaluated in his/her first year of employment and other teachers at least once every five years. A Teacher who has more than one year of teaching experience with the district shall be notified, in writing, by no later than October 31<sup>st</sup> (except pursuant to School Regulations 5.2, 6.4, or Article C.22, if an evaluation is to be done in that school year. Please see Article E.22 in the Collective Agreement for further information on the procedure.

- 1) made with the supervisor **and** the school principal or vice-principal.
- 2) Make arrangements with the supervisor for contacting parents/guardians should the need arise.
- 3) Seek the permission of their supervisor for any unscheduled or unplanned activity which may reflect unfavourably on the level of supervision being provided.
- 4) Always be in the company of one or more "buddies" when on their own.
- 5) Under no circumstances, consume alcoholic beverages or use illegal drugs.
- 6) Attend school if it is in session, up until the time of departure and immediately upon return, unless excused by the supervisor.

## Field Trip Policy

### Rationale/Purpose

Well-planned and properly supervised field trips provide educational and cultural value for students. For the purpose of this policy and the accompanying regulations, a field trip is any supervised teacher or school- sponsored activity where students leave the school premises for part of a day, a day, or multiple days. Field trips should be selected, planned, organized, and conducted in the context of clear educational benefits and student safety.

### Policy

The Board of Education supports well-planned and properly supervised field trips that are of educational and cultural value for students. The safety of students and the educational and cultural value of the field trips shall be the primary considerations when planning and approving such trips.

*Related Policies, Regulations and forms can be found in the appendices at the end of the Handbook and online at the school district website.*

\*All fieldtrips have to be approved by CHSS Admin. Due to health and safety guidelines admin has to be aware of the details of any activities happening outside of school property.

### Curricular/Extra-Curricular Travel

Travel may be restricted and will be dependent on regional Public Health Orders and Guidelines due to the Covid-19 Pandemic. Permitted travel is outlined in SD52 Policies, Regulations and Bylaws Documents

<http://sd52policy.com/index.php/policies-regulations-and-forms/policies/field-trip-policy>

- Read the Extra-Curricular Activities Handbook.
- Read the trip supervisor and participant expectations.
- Familiarize yourself with the district policy 1610 and related regulations around travel found in the Handbook appendices
- Ask Carla Rourke.

#### *Trip supervisors shall:*

- Make it clear to participants and parents/guardians that it is a privilege to travel on behalf of the school and school district and, for disregard of travel rules, the privilege may be withdrawn.
- Advise the participants, in advance, of the expectations regarding their behaviour. Outline the step-by-step consequences of inappropriate behaviour.
- Keep other teachers in the school informed of student travel plans that might affect them.
- Provide participants and parents/guardians with a trip itinerary.
- If driving participants, be adequately insured, licensed and have an up-to-date volunteer driver form.
  - **NOTE:** Only professional drivers will be able to transport students when snow tires are required on the highway Oct 31<sup>st</sup>-April
- Assure male supervision for male students and female supervision for female students. If this is not possible, special arrangements must be approved by the principal or vice-principal and parents/guardians. Also required is the written consent of the superintendent.
- Advise parents/guardians of how and when their child and/or supervisor might be reached, in the event of an emergency.
- Have a procedure for contacting parents/guardians should the need arise. Parent/guardians should be notified if the estimated arrival home is more than two hours later than originally planned.
- Have students move about in groups of two or more, when on their own.
- If billeting, try to arrange for pairs to be accommodated.
- Establish and enforce a curfew. (11:00 P.M.) Supervisor must be available on site to students after this time.
- Assure the separation of male and female participants when assigning and supervising sleeping accommodation.
- Report all possession and/or use of alcoholic beverages or illegal drugs to the school principal and to parents/guardians.
- Report all instances of serious inappropriate behaviour to the principal, or his/her designate, as soon as is reasonably possible.

- Attend to their school duties up to the time of departure and immediately upon returning, unless excused by the principal.

*Participants shall:*

- Obey the instructions of the supervisor.
- Understand that it is a privilege to travel on behalf of the school and school district and, for disregard of travel rules, the privilege may be withdrawn.
- Conduct themselves in a manner that will bring credit to their parents/guardians, their supervisors, their school and the district.
- Be returned home at the expense of the parents/guardians if, in the opinion of the supervisor, there is serious misconduct.
- Recognize that participation in school travel events requires co-operating with regular class teachers and getting assignments done.

## **Start Of Classes - September**

Listed are several procedures each teacher should do at the start of each new year/each new class.

- Explain and run through the fire, lockdown, earthquake, hold and secure procedures.
- Explain and teach classroom routines.
- Notebook/assignment expectations.
- Class rules and expectations
- Rules should be written in a positive form not negative. This should be done with student input. The main emphasis is that the teacher provides the following:
  - Clear expectations,
  - Is fair,
  - Is consistent and
  - Revisits them throughout the year.
- Consequences should be related, reasonable and respectful.
  - Each teacher is to develop and publish a course outline – these can be emailed to parents and students and must be emailed to the principal and vice-principal (see white section, pg.4). Ultimately, we would like to post them on the CHSS website.

## **Conspiracy Of Caring - Home-School Connections**

Never call a parent with a problem until you have first made a positive, hopeful, or visionary phone call.

Schools must change the ritual of only calling home when there is a problem. Parents are a powerful source of assistance. When the teacher and parent conspire (breathe together) on behalf of the learner, the impact is increased immensely. Check with counsellors if you have concerns about a student's attitude or behaviours. They may have information that can help you see the student in a different light.

## Students And The Law

Suggestions of the Ontario Secondary School Teachers' Federation are listed below. These may, in some cases, pre-empt student violence and the need to involve law enforcement procedures.

- Do not place a hand on a student except to protect another student or in self-defence and then do not use excessive force.
- Do not attempt to confine a student. Leave room for the student to leave the area.
- If a student refuses to leave at your request, call the office and let "them" deal with it.
- Avoid confrontational situations and do not be provoked into a confrontation.
- Remember – educators have a role to teach, not to physically enforce

**NOTE:** Teachers do have the right to use appropriate force to protect themselves, students or other people.

## General

- Classrooms are to be kept locked whenever not in use. **Lights off please.**
- Teachers should be in class – i.e. with the doors open, at the beginning of a class period.
- Teachers should have their doors **locked** but **open** during a class period.
- Teachers may use the ministry daybook or one they have selected that serves the same purpose.
- Unit related materials should be displayed in the classroom.
- Guest speakers must be cleared by the Principal or Vice-Principal before being invited. Access to students is governed by School District policy.
- When the principal or vice-principal visits your classroom, no interruptions from the normal routine should occur.
- Please do not leave loose money and handbags unsecured in your classroom.
- Do not send a student home – send them to the office for sign out procedures.
- Be fair and consistent in cultivating a positive atmosphere in the classroom. The teacher oversees discipline in the classroom and should make every effort to bring about solutions to problems that arise. However, where more serious problems arise, do not hesitate to contact the principal or vice-principal.

## Maintenance Of Your Classroom


- Only washable felt pens to be used on white boards.
- White boards should not be used for display purposes. Tape can damage the surface.

- Please leave your room clean and tidy at the end of each day. No paper is to be left on the floor. Regular housekeeping routines using students should be established in the first week of school.
- Please avoid allowing collection of material (projects, etc.) to stand for long periods in your room.
- Please do not alter the furniture/room or paint any walls/windows without first checking with admin, who will ask maintenance.
- Teachers responsible for classrooms are to make periodic checks of the condition of the room. Should any examples of faulty cleaning or maintenance become apparent in your room, or indeed anywhere else in the school, please draw it to the attention of the principal or vice principal.

## **Laptop Labs and Computer Labs**

- Laptop Labs are available on each floor for teachers to sign out.
- There are two computer labs at CHSS, room 200 and room 315.
- Teachers are welcome to sign out either the laptop lab or the computer lab for their class if they are available.
- Please note that some courses will be scheduled into a computer lab making it unavailable for that block.
- The sign-out sheets for these labs are located in the photocopy room adjacent to the coffee pot and are available on a first come first serve basis.
- Please note that the labs can only be signed out for 2 consecutive days at a time to allow other teachers access to the technology.
- The laptop labs can be found in the math faculty room, the humanities faculty room and the business faculty room.
- They are colour coded to ensure the computers remain in their designated cart.
- Please review the following important computer information that helps the laptop labs remain in good working order.
- To maintain proper sanitizing, laptops must be sanitized before and after use.

## **Important Computer Information**

- Please make sure the computer bank is always plugged in.
- Please have your students' sign computers out and if there are any issues with any computer in the cart bring the computer to Jeremy.
- Please ensure the computers are returned to their labeled shelves and that they are fully plugged in.
- The computer cart **MUST** be returned to its home base at the end of class as it may be signed out by other teachers.
- The computers must be **SHUT DOWN** at the end of each session. NOT just logged off or the lid shut.
- If the computer will not log on- make sure that the Wi-Fi button is activated  (light should be blue).

## **Copyright and Movies**

We have two subscriptions available to the district for showing movies to your classes.



1. Criterion on Demand. This is a streaming site and anything you use on this site for classroom use is available without breaching copyright laws.
2. ACF. This license covers movies from a variety of studios and producers. If you cannot find the movie on Learn 360 you can see if the license is available through ACF by accessing their website [www.acf-film.com](http://www.acf-film.com). This license covers any copy of the movie you wish to show. If you use movies under this license you must fill out the “Copyright Performance Report” and return it to administration at the end of the year with your end of the year paperwork. See attachment.

Please note that there are different rules for showing movies outside of school as fundraisers. If you are interested in showing a movie as a fundraiser, please see Carla Rourke for more details.

To access these resources and more, please visit <https://rupertschools.ca/high-school-digital-classroom/>

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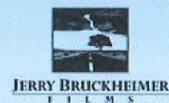
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## 1170-10 | COPYRIGHT GUIDELINES

- The Board of School Trustees recognizes the existence of the Copyright Act (1988) designed to protect the rights of authors and producers of creative works.
- The Board requires its employees to respect copyright provisions as they pertain to all aspects of modern publishing, media and computer technology and the Board will not accept financial responsibility for any violations that are knowingly undertaken by its employees.
- Employees of School District No. 52 need to be instructed so that they do not violate the Copyright Act (1988) when performing their duties. Accordingly, Administrative Officers and supervisors should ensure their staff is familiar with the Regulations and guidelines.
- The Board requires teachers, when there are opportunities for copyright violations by students, to instruct students what the Copyright Act means and to attempt to supervise students in a manner that a copyright violation does not occur.
- The Superintendent shall create guidelines to instruct employees on what is or is not a violation of the Copyright Act.
- Copies of the guidelines shall be readily available to all employees.
- Applicable portions of the Copyright Act and guidelines will be attached to V.C.R.'s, computers, photocopiers and other appropriate duplicating equipment.

### Fair Dealing Guidelines

The fair dealing provision in *the Copyright Act* permits use of a copyright-protected work without permission from the copyright owner or the payment of copyright royalties. To qualify for fair dealing, two tests must be passed.

First, the “dealing” must be for a purpose stated in the Copyright Act: research, private study, criticism, review, news reporting, education, satire, and parody. Educational use of a copyright-protected work passes the first test.

The second test is that the dealing must be “fair.” In landmark decisions in 2004 and 2012, the Supreme Court of Canada provided guidance as to what this test means in schools and postsecondary educational institutions.

These guidelines apply to fair dealing in non-profit K–12 schools and postsecondary educational institutions and provide reasonable safeguards for the owners of copyright-protected works in accordance with the Copyright Act and the Supreme Court decisions.

### Guidelines

1. Teachers, instructors, professors, and staff members in non-profit educational institutions may communicate and reproduce, in paper or electronic form, short excerpts from a copyright-protected

work for the purposes of research, private study, criticism, review, news reporting, education, satire, and parody.

2. Copying or communicating short excerpts from a copyright-protected work under these Fair Dealing Guidelines for the purpose of news reporting, criticism, or review should mention the source and, if given in the source, the name of the author or creator of the work.
3. A single copy of a short excerpt from a copyright protected work may be provided or communicated to each student enrolled in a class or course
  - a. as a class handout;
  - b. as a posting to a learning or course-management system that is password protected or otherwise restricted to students of a school or postsecondary educational institution;
  - c. as part of a course pack.
4. A short excerpt means:
  - a. up to 10 per cent of a copyright-protected work (including a literary work, musical score, sound recording, and an audiovisual work);
  - b. one chapter from a book;
  - c. a single article from a periodical;
  - d. an entire artistic work (including a painting, print, photograph, diagram, drawing, map, chart, and plan) from a copyright-protected work containing other artistic works;
  - e. an entire newspaper article or page;
  - f. an entire single poem or musical score from a copyright-protected work containing other poems or musical scores;
  - g. an entire entry from an encyclopedia, annotated bibliography, dictionary, or similar reference work.
5. Copying or communicating multiple short excerpts from the same copyright-protected work with the intention of copying or communicating substantially the entire work is prohibited.
6. Copying or communicating that exceeds the limits in these Fair Dealing Guidelines may be referred to a supervisor or other person designated by the educational institution for evaluation. An evaluation of whether the proposed copying or communication is permitted under fair dealing will be made based on all relevant circumstances.
7. Any fee charged by the educational institution for communicating or copying a short excerpt from a copyright-protected work must be intended to cover only the costs of the institution, including overhead costs.

## **Computer Software**

1. Unauthorized duplication of computer software is illegal and constitutes infringement of copyright according to both judicial precedent and the Copyright Act.
2. It is not legal for a teacher to make class sets of software without first obtaining authorization (i.e. site licences) from the copyright owner.
3. Owners of computer software may make one back-up copy/or modify legally obtained computer software for their personal use.

4. Administrators are advised to investigate the overall computer software situation at their schools and formulate policies for dealing with unlawful software duplication. For example, if classroom sets of pirated software are currently in use, step should be taken to destroy such copies, and to obtain the software legally. Teachers and students should also be advised that pirated software is illegal and subject to penalty.

### **Public Performance**

1. The right to perform is among the rights conferred to owners of copyright works by the Copyright Act. A performance is considered to be of a “public” nature simply if it can be “heard” by members of the public. School performances of both dramatic and musical works are protected by copyright.
2. A dramatic work is only infringed if an unauthorized “material and substantial” portion of the production is performed in public. The unauthorized reading or recitation in public by one person of any reasonable extract from a “published work” is not prohibited by the Act.
3. Copyright of a dramatic work will be infringed if there is an unauthorized reproduction of a substantial portion of the work, incidents or characters in “the same order and arrangement” as provided in the original production.
4. A copyright infringement is avoided where the person permitting an unauthorized performance subject to copyright was not aware and had no reasonable grounds for suspecting that the performance would be an infringement of copyright. This fair dealing defence could be employed, for example, in the case of a teacher who, in good faith, was not aware of the copyright laws governing a public performance and staged dramatic work without the permission of a copyright holder.
5. The unauthorized reproduction (i.e. photocopy) or distribution of multiple copies of a substantial portion of a dramatic work constitutes copyright infringement.
6. Copyright of a musical work is infringed in most circumstances by staging a public performance of a substantial part of the work, without authorization. Schools are exempted from the general copyright rules as a result of Section 17(3) of the Copyright Act which states that no school shall be held liable to pay any compensation to the owner of any musical work or to any person claiming through him by reason of the public performance of any musical work in furtherance of an educational purpose.
7. The term “musical” is not defined by the Copyright act. Schools should therefore verify that the work to be performed is in fact a “musical”, before a public performance is staged.
8. Photocopying and distributing a substantial portion of a musical work to students for a public performance without authorization constitutes copyright infringement.

# **OCCUPATIONAL HEALTH AND SAFETY**

## Occupational Health and Safety

1. Your safety committee representative will be posted in the Staffroom.
  - a. committee meets monthly
  - b. conducts site safety inspections
  - c. reviews incidents
  - d. responds to your concerns
  - e. minutes of these meetings are posted in the staffroom and sent to Union reps
2. WorkSafe regulations are available for your perusal in the photocopy room and in the office of Carla Rourke.
3. The information that follows in this section should guide you to general safety procedures in the workplace.
4. Note the Staff Occupational Health and Safety Checklist that appears at the end of this section.

## WHMIS Information

Canada has aligned the Workplace Hazardous Materials Information System (WHMIS) with the Globally Harmonized System of Classification and Labelling of Chemicals (GHS).

This is the system that supplies information on materials found in the workplace that may be hazardous to the worker.

### Workplace Label/Supplier Label

Labels found on products used in the workplace. The purpose of such labels is to alert you to the potential hazards of a controlled product and the safe procedures necessary to work with or near the product. NB – attachment “Classification of Controlled Products.” The labels must tell you the following:

- What the product is – name
- The supplier
- Hazard symbols and or risk phrases
- Precautionary statements (clothing, handling, using, storing, disposal)
- First Aid measures
- Statement indicating MSDS available

### Safety Data Sheet (SDS)

Is a technical bulletin that provides specific hazard information, safe handling information and safety information specific to each controlled product.

- Product Information – identification and use, manufacturer and supplier name/address, emergency phone numbers
- Hazardous Ingredients – specific chemical names, percentages, acute toxicity data



- Physical Data – general information on physical and chemical properties, (e.g. specific gravity, boiling point, evaporation rate)
- Fire and Explosion Hazard – sensitivity, ignition points, procedures to deal with fire and explosion hazards
- Reactivity Data – conditions and other substances preventing dangerous reactions
- Toxicological Properties – how substance enters body and possible health effects from single/repeated exposure
- Preventive Measures – required protective equipment, safe clean-up of spills, safe use, handling, storage, disposal, transportation
- First Aid Measures – specific instructions for immediate treatment in case of inhalation, ingestion, skin or eye contact
- Preparation Information – information on date or preparation of MSDS and who prepared

For a continuous updated list of the *Safety Data Sheets* you can visit:

[https://www.ccohs.ca/oshanswers/chemicals/whmis\\_ghs/sds.html](https://www.ccohs.ca/oshanswers/chemicals/whmis_ghs/sds.html)



### **Accident/Injury/First Aid Procedure**

In case of accident or injury to staff or students, contact the main office 8100 and the First Aid attendant/s will be dispatched to your location.

If the first aid attendant is not available, or while you wait for the first aid attendant to arrive, you should follow the following procedure:

1. Do not move the victim, or allow the person to leave your care until the nature of the injury has been determined
2. Stay with the victim and send someone to the office for help and to report back
3. Remember to check the airway, breathing and any bleeding (use universal precautions)
4. Use cold pack for sprain or bruise (available in staffroom fridge)
5. Cool water on a burn
6. Apply pressure to excessive bleeding

## Safe Work Practices

For dealing with biohazards and sharps:

1. Treat blood and body fluids of *every* person as if they are infectious (universal precautions).
2. Wear disposable gloves (a box is available in *every* faculty room) when dealing with injury and also use tongs when disposing of potentially hazardous materials/substances/items (eg used condom, abandoned needle).
3. Cover broken skin with waterproof dressing when at work.
4. Report any incident of exposure to administration.
5. Sharps containers are available in Textiles Lab, Main Office and Science Labs.
6. Wash hands thoroughly using warm running water and non-abrasive soap.
7. Remove disposable gloves as described on the following page.
8. Pick up sharps or other items as described in following pages.
9. Do not reach into a backpack, garbage, or other place where you can't see clearly.
10. Handle garbage safely as described in following pages.
11. Wash hands thoroughly following any incident.

Chemical Spill Protocol follows this section and is also posted in Science Labs, Art Room, and Shops. Spill kits are available in those locations.

Report accident or injury to administration, complete Worker's Compensation form for a staff member (available in main office) or Accident Report form for student (available in photocopy room) and record in book on back counter of office

First aid kits are available in the Front Office and in the meeting room.

Designated first aid attendants are Josh McDonald and Catherine Barki

## How To Remove Rubber Gloves

1. Hold your right hand out with your palm facing up.
2. Pinch a portion of the glove that covers the inside of your wrist on your right hand. Use the thumb and index finger of your left hand.
3. Gently pull the glove down about half way over your palm, revealing the inside of the glove. Do not completely remove the glove. Let go of the glove after you pull it down over the palm.
4. Use your right thumb and index finger to repeat these steps on your left hand. This time, you will pinch the outside of glove above the inner portion of your left wrist and completely remove the glove on the left hand. Continue holding the left glove with your right thumb and index finger.
5. Pull up a portion of the right glove with your bare left thumb and index finger. Touch only the inside portion of the glove that has already been revealed.
6. Remove the right glove by pulling down with your left thumb and index finger. As you pull down, the left glove that has already been removed should fold up inside the right hand glove.
7. Dispose of the rubber gloves in a proper container.

## How To Pick Up a Sharp And Place It In A Sharps Container

1. Have disposable gloves and sharp container ready (available in Textiles lab, main office and Science labs).
2. Put gloves on. Place sharps container next to the needle or other item. Do not hold the container in your hand as you may accidentally jab yourself.
3. Use tongs or pliers to pick up the sharp. Place the sharp in the container, pointed end first, away from you.
4. Remove gloves as above and discard. Wash hands with soap and water.

## How To Handle Garbage Safely

1. Handle garbage as little as possible.
2. Be alert – look for sharps sticking out of bags, listen for broken glass.
3. Don't compress garbage or reach into garbage containers with your bare hands.
4. Don't use your bare hands to pick up garbage that has spilled out of an overflowing container.
5. Hold garbage bag away from your body.
6. Don't place one hand under the bag to support it.

## What To Do When an Exposure Incident Occurs

If skin is punctured, mucus membrane or broken skin is splashed with blood or certain body fluids, follow the following procedures:

1. Get first aid immediately.
  - a. flush with lots of clean water at eyewash station or sink.
  - b. if bleeding, allow wound to bleed freely, then wash area thoroughly with non-abrasive soap and water.
  - c. if non-intact skin is affected, wash the area thoroughly with non-abrasive soap and water.
2. Seek medical attention immediately.
3. Report the incident and complete WCB Claim form.

## Chemical Spill Procedures

In the event of a chemical spill, the individual(s) who caused the spill is responsible for prompt and proper clean-up.

Category	Size	Response	Treatment Materials
Small	up to 300cc	chemical treatment or absorption	neutralization or <a href="#">absorption spill kit</a>
Medium	300 cc - 5 liters	absorption	<a href="#">absorption spill kit</a>
Large	more than 5 liters	call public safety	outside help

### Small Spills:

- If less than 300ml the neutralize the spill
- If unsure of the strength of substance use spill absorption kit
- Work from outside to inside with spill control materials

### Medium Spills:

- If less than 5 liters but greater than 300 ml, then use the spill absorption kit

### Large Spills:

- Call 911 for Fire Dept
- Evacuate the building

### How To Clean Up Spills of Blood And Certain Body Fluids

Restrict access to the area and call the main office.

**DO NOT ATTEMPT TO CLEAN UP YOURSELF.**

### Bullying and Harassment: SD52 Policy:

“Bullying and harassment is not acceptable or tolerated at School District #52 (Prince Rupert). All workers will be treated in a fair and respected manner”.

School District #52 policies and procedures can be found on the School District website under Board policies.

[www.rupertschools.ca](http://www.rupertschools.ca)

For more tips, resources and information, visit <https://WorkSafeBC.com/bullying>.

# **EMERGENCY PROCEDURES**

## **FIRE DRILL ORGANIZATION Updated September 2025 \*\*This version is Blue.**

1. The FIRE TELEPHONE NUMBER is 911.
2. The fire alarm shall be the continuous sounding of the fire alarm bell.
3. The first two students to arrive at the fire exit door will act as fire marshals, holding the doors open for their class and any other class in sight. If no class is in sight, they close the doors and join up with their own group.
4. In case of a fire drill during a class change period, students will leave the building quickly and quietly by the nearest safe exit and assemble at the FIRE DRILL STATION they would be at from their previous class.
5. At the sound of the alarm, the teacher in charge of the class will take the class list and instruct the students and EA(s) to use the designated FIRE EXIT and FIRE DRILL STATION at least 25 metres from the school building.
6. **Teachers should sweep the building on the way out to ensure all individuals have left the premises.**
7. In case of a fire during lunch hour or recess, students will leave the building quickly and quietly by the nearest safe exit.
8. If a student (or group of students) is not with the class or at time of the fire alarm they will proceed to the nearest FIRE EXIT and join up with their class at the fire drill station. At this time they will report their presence to the teacher. All students must walk quickly- not run.
9. Elevators should not be used during a fire drill.
10. At the fire drill station, each teacher will check their class against the class list. All students not accounted for should be listed on a slip of paper and the list sent to the secretary who will be located outside the main entrance holding a red flag at the front of the school. On the slip teachers should include names of EA(s), peer tutor and classroom guests (if applicable).
11. Teachers should ensure students stay with the group.
12. Teachers not teaching a class should check hallways and washrooms before leaving the school.
13. A short triple ring signifies the return to class.

### **Students with Special Needs**

If you have a student with special needs in your classroom at the time of a fire drill or earthquake drill, they are your responsibility. A childcare worker, a teacher aide or a reliable student should be assigned to assist the student. If possible, stairs should be avoided. (Every floor has a ground-level exit.) If the stairs need to be taken and the student has difficulty with stairs, have the student and a helper wait in the Area of Refuge until all students have filed out or until help is available. Elevators should not be used during a fire drill.

Students who are physically dependent have specialized safety plans in place. The LST Department Head is the coordinator for these students.

## EARTHQUAKE DRILLS

Earthquakes happen with no warning; therefore, life-protecting actions must be taken at the first indication of ground shaking. Even in the most severe earthquakes, buildings rarely collapse completely. Injury and even death are most often caused by the shattering and falling of non-structural elements such as window glass, ceiling plaster, lighting fixtures, chimneys, roof tiles, and signs. There will be no time to think what to do; therefore, of all earthquake-preparedness measures, EARTHQUAKE DRILLS ARE THE MOST IMPORTANT.

Three earthquake evacuation drills will occur each school year. Earthquake Drills may partner with Fire Drills. Drills should regularly simulate emergencies such as jammed doors, and blocked hallways and stairways.

The following are recommended earthquake drill procedures for a teacher and class of students:

- TAKE COVER under desks or tables
- FACE AWAY from windows
- ASSUME "CRASH" POSITION on knees, head down, one hand clasped on back of neck or head with the other hanging onto the desk/table.
- COUNT ALOUD to 60; earthquakes rarely last longer than 60 seconds and counting is calming. Should a second tremor occur before the 60 second count completed, start the count again.

The teacher should:

- Issue the 'Duck, Cover and Hold' order
- Also take cover for 60 seconds
- Review evacuation procedures
- If the teacher is injured, two student monitors should have designated authority to give instructions.

In other areas of the school, at the first sign of an earthquake, occupants should:

- Move away from windows, shelves and heavy objects that may fall.
- Take cover under a table or desk, in a corner or doorway.
- In halls, stairways and other areas where no cover is available, move to an interior wall, kneel with back to wall, place head close to knees, clasp hands behind neck, cover side of head with arms.
- In the library, move away from where books and bookshelves may fall, take cover.
- Stay inside; usually the most dangerous place is just outside where building debris may fall; exit only after shaking has stopped.
- In science laboratories, extinguish all burners, if possible before taking cover; stay away from hazardous chemicals that may spill.
- In other areas, such as gymnasiums, auditoriums, music rooms, and industrial education shops, the district or school committee should prepare appropriate guidelines based on the above.

Simulation exercises should occur outdoors as well as inside the school. Students and teachers should move to an open space away from buildings and overhead power lines; lie down or crouch because legs will be unsteady, and look around to be aware of dangers that may require movement.

On the school bus, the driver should stop the bus away from power lines, bridges, buildings, and overpasses; occupants should remove heavy objects from overhead racks, stay in seats, and hold on to the seat in front.

Indoors or outdoors TAKE ACTION AT THE FIRST INDICATION OF AN EARTHQUAKE.

After an earthquake, building evacuation should occur as soon as possible, due to the possibility of aftershocks, building collapse, fires, and explosions.

**Students should:**

- EVACUATE the building in single file when instructed by the teacher or monitor
- KEEP CALM
- WEAR SHOES
- DO NOT use an elevator

**Teachers should:**

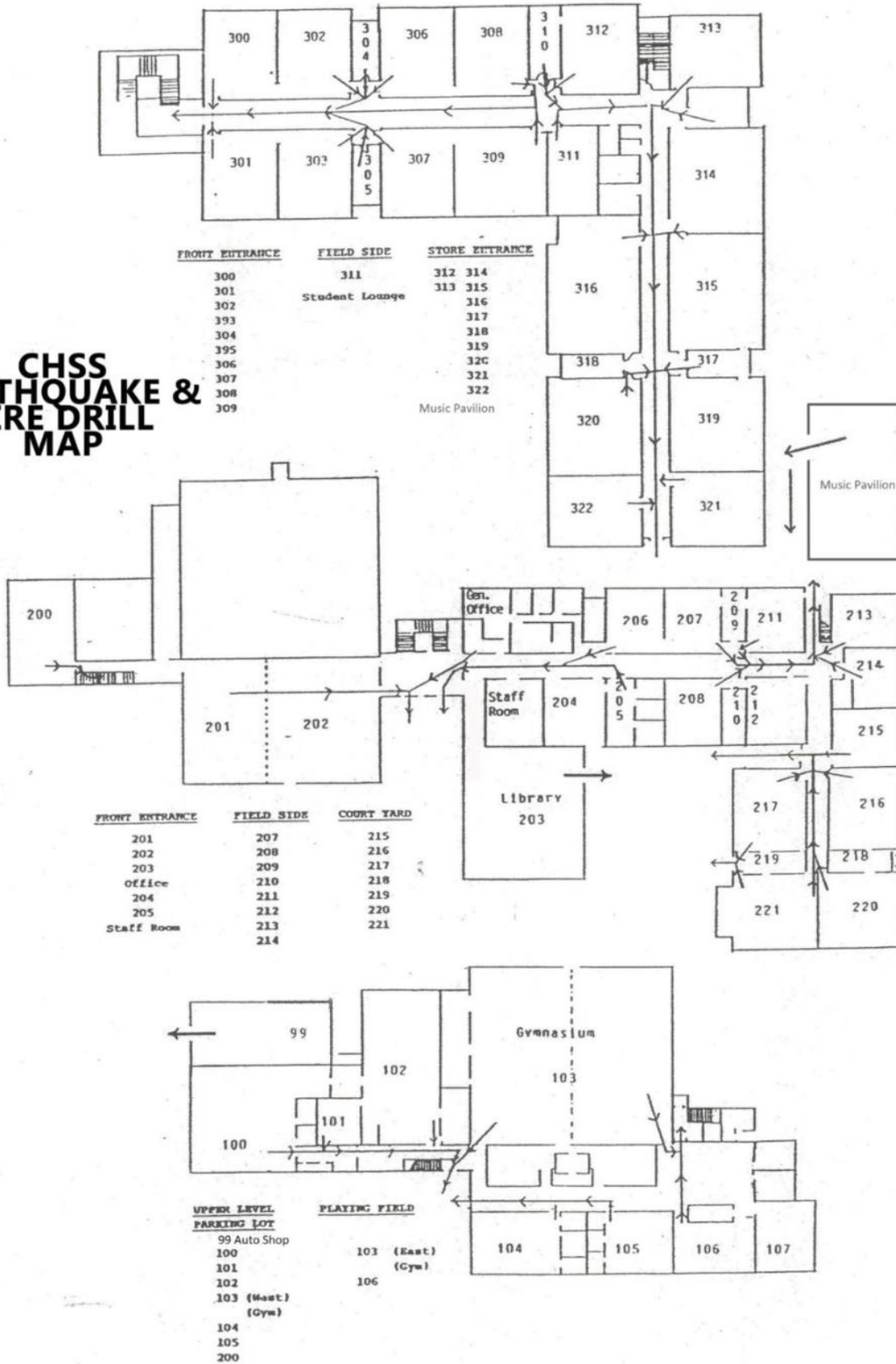
- INSTRUCT students to evacuate when all shaking has stopped
- LEAD CLASS to the designated assembly area
- BE PREPARED to choose alternative escape route in case of fire or exit blockage
- TAKE class list, first aid kit
- GIVE FIRST AID, if necessary
- DO NOT re-enter the building unless instructed by the principal

Copies of the standard drill procedures should be given to each teacher to implement in the classroom. While an earthquake may not occur during the childhood of the students, the earthquake safety lessons they learn will stay with them and be useful in adulthood, both for themselves and to pass on to their children. All students must participate.

**Continue to map on next page...**



# CHSS EARTHQUAKE & FIRE DRILL MAP



### Earthquake Kit Updated 2025-26

Blanket (72)	Candles (31) and matches (250)
Lighter (5)	First aid kit
Flashlight/Radio (crank)	Small shovel
Light sticks (50)	Whistles (2)
Water 192 rations (125 ml)	Aquatabs - Water purification tablets 60 (will purify 1200 L water) expires 2027
Food 180 rations (3, 682 calories each) expires 2027	Utensils (102 assorted)
Knives (2)	Manual can opener (1)
Sanitizer packets (100)	Extra eyeglasses/ safety goggles
Garbage bags and rain ponchos	Bleach (1.89L)
Basic tools kit (pocket knife, work gloves, hammer, screw driver set, pliers, and wrench)	Duct tape (4)
Axe (3)	Crowbar (1)
Rope (100 feet) plus 2 extra rolls.	Tarps (two 10 x 12 feet)
Body bags (30)	Wet wipes (1 box)
Feminine hygiene products (48)	Toilette paper (3 large rolls)
Ziploc Bags (45)	Candy (low blood sugar)- replace 2027
Soap (10 bars)	Nitrile gloves (3 box)
Surgical tape (1 box)	Towel tablets (48)
Feminine Hygiene Products	Dust masks (box)
Door hex key	Assorted emergency signs
Masks and hand sanitizer	* This kit is located in the metal bin adjacent to the Music Pavilion. To access the bin in the case of an emergency use your X2 key.

### EMERGENCY PREPAREDNESS - HOLD AND SECURE

Hold and Secure is used when it is desirable to secure the school due to an emergency occurring outside the school and is not necessarily related to the school.

Hold and Secure procedures:

- The principal or designate will order and announce “Hold and Secure” over the PA. This will be repeated several times. If it is a drill, it will be announced as a Practice Drill.
- Classes that are outside the building should enter the building. Persons within the school not affiliated to the school will also become part of the procedure if it is initiated.
- All exterior doors will be locked and monitored to allow students who are outside to re-enter.
- A sign will be posted on the front door advising visitors that the school is in a “Hold and Secure” situation. The non-emergency number to the Prince Rupert RCMP Detachment will also be provided.
- Clear hallways, restrooms and other rooms that cannot be secured.
- Pull shades, keep students away from windows.

- Turn off cell phones.
- Do not use in-house phone systems as the lines must be kept clear for emergency calls.
- Control all movement but continue classes. Bells should be ignored unless an announcement has been made.
- Move classrooms on announcement only.
- Washroom Breaks: If the hold and secure extends for a significant period of time the Principal or designate will announce that washroom breaks are allowed. At this time staff and students must use the most direct washroom relative to their classroom.
- Principal or designate will announce “all clear” once hold and secure is completed.

## INTRUDER LOCKDOWN

Intruder Lockdown is used when it is necessary to lockdown the school due to a serious and immediate threat in the school. Anyone observing a threat, or a serious potential threat, must contact the office immediately to initiate the lockdown: **initiating the lockdown is the First Priority.**

Intruder Lockdown procedures (these actions happen rapidly)

- The principal or designate will order and announce several times: “Activate Lockdown Now.”
- If the Intruder Lockdown is a drill, it will be announced as a Practice Drill.
- If this is NOT a drill, a call will be placed to 9-1-1.
- If safety permits, immediately direct all students, staff and visitors to the nearest classroom or secured space.
- Classes that are outside of the building should not enter the building. Move outside classes to Civic Centre
- If on a Field Trip, remain at Field Trip location and notify School Board Office. They will maintain contact and give further instructions.
- Lock classroom door (your door should always be locked regardless) and barricade if possible.
- Turn off lights.
- Leave exterior doors “as is” – do not approach them. We want the threat to be able to leave the building.
- Move people away from windows and doors. Close and lock all windows and pull curtains or shades.
  - Remember this is about “Line of Sight”. If you can see it, it can see you.
- Keep out of sight and remain silent.
- Cell phones are not to be used except to communicate pertinent information to emergency services. Cell phones should be put on silent so communication can be transmitted.
- DO NOT respond to any bells or alarms.
- DO NOT respond to ANYONE at the door at your door even if you recognize the voice or they are asking for help.
- DO NOT respond to any announcements once the Lockdown has been initiated.
- Once the threat has been neutralized, the RCMP will check-in with, and escort out, every classroom. No one leaves their safe zone until they have a clear RCMP escort.

## POWER OUTAGE PROCEDURE

1. Keep all students in your class.
2. All staff (Support and Teaching) who are not teaching or directly involved one on one, please report to the administration in the office.
3. Administration will assign staff to duties.
4. Please be patient – if the power does not come back on within a couple of minutes, we will keep you updated as soon as we know something.
5. Open curtains and engage in an educational activity, continue with your lesson if possible.

## BOMB THREAT PROCEDURE

1. The person receiving the phone call / threat will:
  - a) Listen, be calm and courteous, and will not interrupt the caller.
  - b) Obtain as much information as possible. Ask questions about explosion time, bomb type, location, etc. Note voice and speech characteristics and emotional state of caller. Any background noises if the caller was familiar with the school or area. Refer to the Bomb Threat Procedure Checklist for more information and if available fill out.
  - c) Note the call display
  - d) Use call trace action after you hang up by dialing \*57 immediately after and note all information given.
  - e) Contact the school's Administrative Officer(s) in person or via the Emergency extension **8100** and relay your notes.
2. The Administrative Officer(s) will:
  - a) Obtain details of the bomb threat call and pay attention to details regarding placement and the time the caller indicated the bomb was set to detonate.
  - b) Contact the RCMP immediately.
  - c) If a suspicious or unusual object or package is found, DO NOT TOUCH IT: police have bomb squad specialists. Do not assume there is only one bomb.
  - d) Evaluate how best to evacuate based on information gained. Evacuate school by using the \*fire alarm bell or going to classrooms and asking the teachers to follow fire drill procedures.  
  
(\* Note: if a suspicious package is located, ask the appropriate teachers to use an alternate evacuation route away from the package before using the fire alarm bell.)
  - e) Notify the Superintendent or other Board Office Staff at the emergency phone number: **250 624-6717** (if possible).
3. Participation in Search:
  - a) School Administrative Officer(s), \*staff volunteers and \*custodial volunteers will meet the R.C.M.P. near the front (main) entrance of the school to receive instructions regarding extended search procedures. (\* Note: School personnel have the right of refusal to participate in such a search.)
  - b) "All Clear" Procedure.
4. Once the "all clear" signal has been given, teachers and students will be recalled to classes.

See Bomb Threat Procedure Checklist on Next Page...

## 4110-45 FORM

## BOMB THREAT PROCEDURE CHECKLIST

(KEEP THIS FORM NEAR YOUR TELEPHONE TO RECORD DATA)

<b>WHEN A BOMB THREAT IS RECEIVED:</b>	<b>QUESTIONS TO ASK:</b>
<ul style="list-style-type: none"> <li>➤ Listen</li> <li>➤ Be Calm &amp; Courteous</li> <li>➤ Do Not Interrupt the Caller</li> <li>➤ Obtain As Much Information As Possible</li> <li>➤ Initiate Call Trace Action, If Available, And Notify Your Responsible Authority By Pre-Arranged Signal While The Caller Is On The Line</li> <li>➤ Complete This Form And Give It To Your Supervisor</li> </ul>	What Time Will The Bomb Explode? Where Is It? What Does It Look Like? Where Are You Calling From? Why Did You Place The Bomb? What Is Your Name?
<b>Telephone Trace Number:</b>	<b>IDENTIFYING CHARACTERISTICS:</b>
<b>RECORDED DATA:</b>	<b>Sex</b> <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Not Sure
Date:                      Time: <input type="checkbox"/> AM <input type="checkbox"/> PM	<b>Accent</b> <input type="checkbox"/> English <input type="checkbox"/> French Other
Duration of call:	<b>Voice</b> <input type="checkbox"/> Loud <input type="checkbox"/> Soft                      Other
<b>EXACT WORDING OF THREAT:</b>	<b>Speech</b> <input type="checkbox"/> Fast <input type="checkbox"/> Slow   Other
	<b>Diction</b> <input type="checkbox"/> Good <input type="checkbox"/> Nasal <input type="checkbox"/> Lisp Other
	<b>Manner</b> <input type="checkbox"/> Emotional <input type="checkbox"/> Calm <input type="checkbox"/> Vulgar Other
	Background Noises:
	<input type="checkbox"/> Voice was familiar
	<input type="checkbox"/> Caller was familiar with area
	<b>THREAT RECIPIENT'S PARTICULARS:</b>
	Name:
	Department:
	Telephone:
	Person to Contact:
Telephone:	

## Tragic Events School Support Program

### Help for Our “Grieving” Times

It is important for our schools to have guidelines for the purpose of fostering a supportive atmosphere to help all concerned deal with loss and tragedy. In the effort to assist student, teachers and parents in dealing with a tragic event, the *Tragic Events School Support Program* operates with the following goals.

1. To acknowledge that grief is a natural response to a tragedy and shows itself in a variety of ways
2. To supply current information on tragedy and grief
3. To provide support to students and personnel by fostering an environment which offers consolation and an opportunity for release of emotions
4. To provide additional resources and to endeavor to provide follow-up for Individuals/groups who may be at risk
5. To oversee all aspects of addressing a tragedy within our school community.

Who comprises your Tragic Events Support Team? - an administrator, school counselors, one or two teacher volunteers as well as school district personnel and community resource people as needed.

### Adolescents and Grieving

- The death of someone close violates all rationalizations of the fairness of life and raises a whole set of questions for an adolescent who is already questioning the ideas and values of the adults around them.
- He/she may be devastated if the death of someone his own age occurs just at the stage of his life when risk taking and counting on feelings of immortality to bolster the ego may prevail.
- Adolescents often will talk to their peers before they confide in their parents or other significant adults in their life.
- There is no timeline for grieving and each person because of past experiences, relationships to the dead person and the support found during the grieving process, proceeds at the different pace.

### What Can You Do to Help Our Students And Staff Who Are Grieving?

1. Help to identify high risk individuals (i.e.. Close friends, people at the scene or near the scene, teachers who worked closely with the individual, people experiencing other recent losses or situations which may trigger a grieving reaction).
2. Allow students who are extremely upset to leave the classroom and get help from a supportive adult. The counseling area, career room and to her areas will be identified at a staff information meeting. There is an ongoing understanding that staff members are available to students who wish to talk or just have some quiet space.
3. Stay connected by showing you care. Have patience as mood swings and occasional strange behaviour may occur.

## Violence Prevention

School District 52 has a Violence Prevention Manual which is available in Carla Rourke's office and in the Staff Room. All staff are advised to consult this useful resource. Please see appendices for the Threat Violence Report. The attached pages from the manual deal with the following:

- Dealing with Violent students – basics
- Dealing with Violent students – during an incident
- Reporting procedures - threat/violence report forms are available in the photocopy room
- Responding to a Violent Situation

If staff becomes aware of the possibility of a fight or other violent incident, they should report it and all details of location and participants immediately to administration and/or counsellors. While staff has a responsibility to try to prevent such actions among students, they should be aware that their own safety is the first priority.

If responding to a fight:

### DO:

- Walk to the scene with another staff member
- Disperse crowd on approach
- Send student for assistance
- Give simple, loud verbal commands
- Use combatant's names if possible
- Watch for weapons
- Use cell phone to contact police
- Obtain medical assistance if necessary

### DO NOT:

- Intervene alone
- Get between combatants
- Physically restrain combatants
- Prevent combatants from leaving
- Chase combatant

## Occupational Health and Safety Checklist

1. All staff with relevant job assignments are required to demonstrate the ability to use MSDS Fetch and correctly interpret MSDS and Workplace labels particular to their work BY THE END OF SEPTEMBER.
2. Staff who routinely handle potentially hazardous materials will have relevant MSDS Sheets organized in a clearly marked binder in their workspace (photography, science, shops) and advise TTOC's and ancillary staff of the existence of the binders.
3. TTOC orientation sheets updated and available to TTOC's but not to students.
4. All staff must know proper evacuation and lockdown procedures.
5. All teachers will have a clearly marked binder placed in an obvious position close to the classroom exit containing the following:
  - a. Map showing exit route and meeting place
  - b. Procedures for exiting and accounting for students
  - c. Updated class lists for each period in the room for the current term
  - d. Specific safety rules or concerns for each period
6. All staff must demonstrate knowledge of first aid, biohazard and sharps, chemical spills protocols at CHSS.
7. Shop and band teachers are required to have hearing tests annually.
8. Shop teachers and science teachers must use appropriate hearing and or eye protection.
9. All staff should demonstrate knowledge of violence prevention procedures as outlined in the SD 52 Violence Prevention Manual.
10. Staff must report potential hazards and incidents to administration, union representatives, and/or the CHSS safety committee.



*Thank you for your attention to these matters and for your efforts in making CHSS a safe place to work!*










# STUDENT MEDICAL

## STUDENT MEDICAL

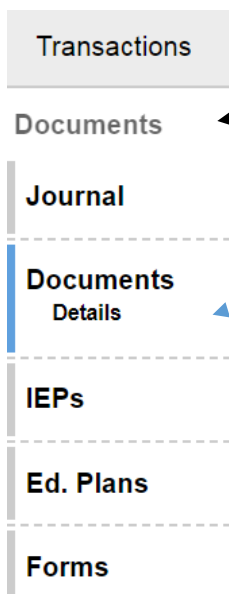
Student medical concerns are the responsibility of all staff. As a teacher, you are required to be apprised of the health conditions of the students in your classes. This information can be found on My Ed BC by clicking on the alert icons next to the student's name. Each icon will contain important information about the student. The

two that relate to medical are  and .

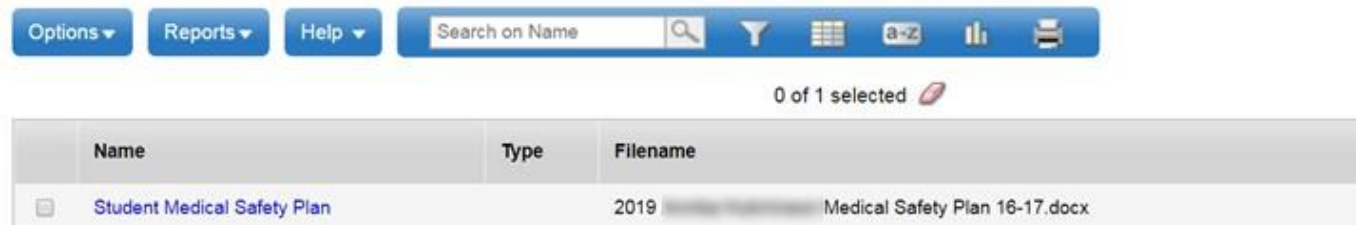
There are three types of alerts:

- Legal: entered only when a custody or restraining order or other legal document is on file 
- Medical: a life threatening medical condition 
- Other – Family: notes if the student is staying away from home or other family-related information 
- Other - Information: other information that requires an alert 
- Other – Health: a non-life threatening medical condition or other health-related information 
- Other – Student Services: An alert will appear here if the student is assigned a designation 
- Other – IEP: An alert will appear on the student list if an IEP is on file, but details cannot be seen here. 

All students with a life threatening medical condition (such as a peanut allergy requiring an epi pen) will have a safety plan in the Documents section on the right side-tab. You need to click Documents, then Documents again. These **confidential** medical safety plans are also available to photocopy in the office, they are located beside Kim's desk as well as in the safety binder in Carla's office.



You should see the following document that can be downloaded and saved onto your computer.



Name	Type	Filename
Student Medical Safety Plan	2019	Medical Safety Plan 16-17.docx

If a student has medication at school, it will be located in a plastic bag behind his/her safety plan in the main office.

Students can have a variety of medical concerns. The ones that we train for are Diabetes, Seizures, Anaphylaxis and Asthma. Public Health nurses come to staff meetings each year to review the procedures around these concerns. More is available in the student medical alert book in Carla's office and in **the appendices of the handbook**.

# APPENDICES

# EMPLOYEE WELL BEING

**Regulation No.** 4330-20A  
**Date Approved:**  
**Date Amended:** February 10, 2015

## 4330-20 Threat and Violence Report

(Print clearly - Use another sheet if necessary. Forward copies to Administrative Officer & Board Office when complete.)

### 1. REPORT DETAILS:

Date & time of incident: \_\_\_\_\_ at \_\_\_\_\_ am/pm.

School/Location: \_\_\_\_\_

Name of employee involved: \_\_\_\_\_ Occupation: \_\_\_\_\_

Witnesses: \_\_\_\_\_

### 2. TYPE OF INCIDENT:

\_\_\_\_\_ Threat/Intimidation \_\_\_\_\_ Assault \_\_\_\_\_ Possession of weapon \_\_\_\_\_ Use of weapon

Other: \_\_\_\_\_

Description of weapon(s) involved: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**3. DESCRIBE INCIDENT:** What happened which led to this incident? (Note any unsafe conditions that may have contributed to this incident.) Attach another page clearly numbered as "#3" if you need more space.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### 4. NAME OF PERSON MAKING THREAT (if known):

\_\_\_\_\_ Parent \_\_\_\_\_ Student \_\_\_\_\_ Other: \_\_\_\_\_

Name: \_\_\_\_\_ Telephone Number \_\_\_\_\_

Address: \_\_\_\_\_

**5. ASSAILANT DETAILS (if person unknown):**Male ☐ Female ☐ Estimated age:  Weight:  Height: Glasses: ☐ Yes ☐ No Clothing: Hair length:  Hair Colour: Other identifying features: (scars, tattoos, birthmarks, etc.): **Speech**Fast ☐  
Slow ☐  
Impediment ☐  
Distinct ☐  
Disguised ☐**Language**Educated ☐  
Simple ☐  
E.S.L. ☐  
Cursing ☐**Voice Tone**Loud ☐  
Soft ☐  
Harsh ☐  
High Pitch ☐  
Low Pitch ☐**Accent**Local ☐  
Foreign ☐**Manner**Calm ☐  
Emotional ☐  
Laughing ☐  
Deliberate ☐Vehicle make, model & age:  Colour: License plate #:  Identification marks: (dents, rust, etc.) Signature of Person Completing the Report (Items 1-5):  Date: **TO BE COMPLETED BY ADMINISTRATOR:****6. WAS THE EMPLOYEE WHO REPORTED THE INJURY OR ADVERSE SYMPTOMS ADVISED TO CONSULT A PHYSICIAN OF THE WORKER'S CHOICE FOR TREATMENT?**☐ Yes ☐ No**7. WAS THE EMPLOYEE WHO REPORTED THE INJURY OR ADVERSE SYMPTOMS REFERRED TO THE EMPLOYEE AND FAMILY ASSISTANCE PROGRAM?**☐ Yes ☐ No**8. ACTION TAKEN:**Parent/Guardian notified? ☐ Yes ☐ NoHave staff been informed? ☐ Yes ☐ NoPolice notified? ☐ Yes ☐ NoName of investigating officer: Case #: 

Summary of action taken:

Signature of Administrative Officer:  Date:

**BOARD OFFICE USE ONLY:****9. FOLLOW-UP: (to be completed by Board Office)**

Copy of Threat/Violence Report to Joint Occupational Health &amp; Safety Committee.

\_\_\_\_\_ Yes \_\_\_\_\_ No Date: \_\_\_\_\_

Were the action(s) taken appropriate? \_\_\_\_\_ Yes \_\_\_\_\_ No

Is there any further follow-up required? \_\_\_\_\_ Yes \_\_\_\_\_ No

If so, what is required?

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Follow-up completed by: \_\_\_\_\_ Date: \_\_\_\_\_  
Administrative Officer/Supervisor Signature\_\_\_\_\_  
School/Facility Based OH&S Committee Signature Date: \_\_\_\_\_**10. REVIEWED BY JOINT OCCUPATIONAL HEALTH & SAFETY COMMITTEE:**

Meeting Date: \_\_\_\_\_ Chair: \_\_\_\_\_

*The personal information collected on this form is collected by School District No. 52 under the authority of the School Act, Section 15(1). The information will be used solely for the purpose of complying with Workers Compensation Board regulations and will be protected under the Freedom of Information and Protection of Privacy Act. Questions about the collection and use of this information should be directed to the Information and Privacy Coordinator, School District No. 52, 634 - 6th Avenue East, Prince Rupert, B.C. V8J 1X1. Telephone: (250) 624-6717 or Fax: (250) 624-6517.*





## Employee and Family Assistance Program

### What is an EFAP?

Your Employee and Family Assistance Program (EFAP) provides employees and their families with quick access to experienced professional counsellors and consultants who can help you resolve a broad range of personal and work related concerns. Services through the EFAP are paid for by your employer. There is no cost to you.

### Who is Eligible?

Employees and their eligible dependents can access the service. This includes partner/spouse and dependent children.

### Is the Service Confidential?

Yes, your use of the EFAP and any information collected is completely confidential within the full limits of the law. The information FSEAP counsellors collect during the initial call and throughout the service process is used to:

- Ensure we can contact you;
- Understand your service needs;
- Maintain accountability as a service provider;
- Ensure that safety, legal and ethical standards are met; and
- Assess the quality of our services.

FSEAP counsellors and consultants do not release any information to anyone (including your employer) without your prior written consent. The only exception is to protect life and when ordered to do so by a court of law.

### What to Expect?

Our professional EFAP counsellors and work/life consultants are trained to address many issues. The goal of FSEAP's services is to assist you within a short-term, problem resolution style of counselling. We have found over time that most issues are adequately addressed within 3-4 hours of service, although some issues may require more sessions. For issues that require long-term or specialized treatment, our counsellors will provide an appropriate referral to resources in the community.

### Who Provides the Services?

Services are provided by FSEAP, a National provider of EFAP services since 1975. The Vancouver office of FSEAP provides and coordinates all services delivered in BC. As a National network of FSEAP offices and affiliate providers, we offer counselling services in locations throughout Canada and the U.S. FSEAP's provider network is made up of highly qualified and professional EFAP counsellors, all of whom hold a Masters or Doctorate degree in psychology, counselling psychology or social work.

### How do I Access the Service?

Simply call the toll-free line: **1-800-667-0993**. Your call will be answered live 24/7 by a Masters level counsellor who will talk with you about your reason for calling and assess the level of intervention that is required to address your issue or need. They can provide immediate crisis support as needed, or schedule you for the appropriate counseling work/life service, or help you find the perfect specialized resource in your community.



- Confidential services
- Helpful counselling from qualified professional staff
- Immediate assistance 24/7/365
- Information to help you with life and work





## Employee and Family Assistance Program

### Counselling Services Available

Your Employee and Family Assistance Program (EFAP) provides confidential crisis and personal counselling services. For any urgent need, crisis counselling is available 24/7 just by calling the 1-800 line. Personal counselling is short-term in nature and includes assessment, information, referral, and/or short-term, goal focused counselling. In-person, telephone or e-counselling appointments are available. Professional counsellors are trained to address many issues, including but not limited to:

- Addictions (i.e. alcohol, drugs, gambling, internet, sexual)
- Anger
- Anxiety and depression
- Career development
- Childcare and eldercare issues
- Communication
- Family concerns
- Family violence
- Financial or legal issues
- Grief and loss
- Harassment or abuse
- Health and diet concerns
- Life transitions
- Parenting
- Personal development
- Relationship issues
- Separation and divorce
- Sexuality
- Substance use concerns
- Stress management (work or home)
- Trauma
- Work-related concerns

### Work / Life Services Available

In addition to counselling services, your EFAP also provides a variety of work/life services to help you manage work and personal responsibilities and reach your goals. The work/life services available include:

- Career Counselling
- Child/Eldercare Consultation
- Financial and Credit Counselling
- Legal Consultation
- Life Coaching
- Nutritional Counselling
- Resource Kits—Family Stages
- Smoking Cessation Support

### On-Line Health & Wellness Resources Available

The EFAP also offers an online health and wellness resource library, offering articles, newsletters, e-books, learning modules and links to web resources to help you deal with challenges of life stages. You can access these confidential on-line resources at :

[www.fseap.bc.ca](http://www.fseap.bc.ca)

Username: **SD52**

Password: **2bwell**

For more information or to access services, just call toll-free

**1.800.667.0993**

TTY 1.888.234.0414



- Confidential Services
- Helpful counselling from qualified professional staff
- Immediate assistance 24/7/365
- Information to help you with life and work



[fseap.bc.ca](http://fseap.bc.ca)

# **FIELD TRIP INFORMATION**

# Field Trip Approval and Permissions

## 1610-10 | Field Trip Approval and Permissions

Date Approved: June 12 2013

Date Amended: November 07 2016

Student trips of significant educational value are encouraged and student trips of recreational value are permitted subject to the rules established in this regulation. Student safety is a primary consideration.

Students participating in field trips will behave in accordance with the school code of conduct and any special directions required to ensure student safety during the trip.

A curricular (educational) field trip relates specifically to a particular course or school program, and should generally be intended for all students in a class or program. Planning for a curricular field trip should endeavour to enable all students in the class to participate in the field trip.

The following table provides a brief summary of the categories of field trips that may be approved:

Category	Duration	Location	Activity (examples)	Approval
Low Risk	Up to One Day	Prince Rupert/ Port Edward *	Museum; swimming pool; ice rink; Lester Centre	Principal
Medium Risk	One Day or Overnight	Within B.C.	Outdoor skating or swimming; skiing; play days; band trip; sports tournaments	Superintendent
High Risk	One Day or Overnight	Any Location	Wilderness activities, e.g. backpacking; kayaking	Superintendent
	Overnight	Out of Province (including international)	Tours, tournaments	Board of Education

\* For Hartley Bay school, in the Hartley Bay area.

## Low Risk Activities

a) Low risk field trips will have the following characteristics:

- One day or less in duration (i.e. not overnight).
- Take place within the Prince Rupert to Port Edward area (or, for the Hartley Bay school, within the Hartley Bay area).
- Provide for educational visits to local institutions for activities that do not fall within the medium or high risk definitions

b) Form [1610-20, Field Trip Approval Application Form](#), must be submitted by the teacher to the principal for approval a minimum of five (5) school days before the planned trip. The principal will send a scanned copy of all approved forms to the Superintendent for information purposes.

c) Approval from the Principal is required. The principal will send a scanned copy of all approved forms to the Superintendent for information purposes.

d) Procedures– the teacher shall:

1. Obtain copies of Form [1610-30, Field Trip Consent Form](#), signed by a parent/guardian for each student participating in the field trip.
2. If parent/guardian approval has been obtained for all low risk field trips, Form [1610-35, Field Trip Information Form](#), should be provided to parents in advance of each individual field trip.
3. With the principal, make alternate arrangements for any student who has not provided a signed permission form for the field trip.
4. Take on the field trip a copy of the form for each student.
5. Consider having male and female supervisors on co-ed field trips; this may involve the use of parent volunteers (see Regulation [5310-10, Volunteers In School](#)).

## Medium Risk Activities

a) Medium risk field trips will have the following characteristics:

- One day or longer in duration.
- Take place within the Province of British Columbia.
- Provide for educational or extra-curricular trips for activities that do not fall within the high risk definitions.

b) Form [1610-20, Field Trip Approval Application Form](#), must be submitted by the teacher to the principal and the Superintendent for approval a minimum of ten (10) school days before the planned trip.

c) Approval from the Superintendent is required.

d) For an extra-curricular sports team with a schedule of play days in other communities, it is expected that



approval will be asked for all of the scheduled games at the commencement of the season.

e) Commercial transportation is recommended during winter driving months (October to April).

f) Procedures– the teacher shall:

1. Obtain copies of [Form 1610-40, High Risk Activity Consent Form](#), signed by a parent/guardian for each student participating in the field trip; if the teacher believes [Form 1610-30, Field Trip / Extracurricular Trip Consent Form](#) is sufficient for the risks associated with the proposed field trip, the teacher can request use of this form on [Form 1610-20, Field Trip Approval Application Form](#).
2. If parent/guardian approval has been obtained for all of the scheduled games for an extra-curricular sports team, [Form 1610-35, Field Trip Information Form](#), should be provided to parents in advance of each individual game.
3. With the principal, make alternate arrangements for any student who has not provided a signed permission form for the field trip.
4. Take on the field trip a copy of the form for each student.
5. Consider having male and female supervisors on co-ed field trips; this may involve the use of parent volunteers (see Regulation [5310-10, Volunteers in Schools](#)).

### **High Risk – Wilderness Activities**

a) High risk field trips – wilderness activities – will have the following characteristics:

- One day or longer in duration.
- Normally take place within the Province of British Columbia.
- Provide for educational trips for wilderness activities with a high degree of risk, such as backpacking, rock climbing and kayaking.

b) Form [1610-20, Field Trip Approval Application Form](#), must be submitted by the teacher to the principal and the Superintendent for approval a minimum of fifteen (15) school days before the planned trip.

c) Approval from the Superintendent is required.

d) Commercial transportation is recommended during winter driving months (October to April).

e) Procedures– the teacher shall:

1. Obtain copies of [Form 1610-40, High Risk Activity Consent Form](#), signed by a parent/guardian for each student participating in the field trip.
2. With the principal, make alternate arrangements for any student who has not provided a signed permission form for the field trip.
3. Take on the field trip a copy of the form for each student.
4. Consider having male and female supervisors on co-ed field trips; this may involve the use of parent volunteers (see Regulation [5310-10, Volunteers In Schools](#)).
5. Ensure at least one supervisor has a current first aid certificate.
6. Ensure trip planning includes appropriate precautions for the nature of the risks inherent in the planned activity, including the use of necessary safety equipment.

7. Ensure students have received appropriate instruction and training for the planned activity, and are aware of the risks involved in the activity.
8. Inform parents, at a pre-trip meeting, of the specific nature of the activity, its inherent risks, precautions that will be taken, and the role of the activity in the school curriculum.

### **High Risk Activities – Out of Province Travel**

a) High risk field trips – out of Province travel – will have the following characteristics:

- One day or longer in duration.
- Take place outside the Province of British Columbia.
- Provide for educational or extra-curricular trips.

b) A sponsor teacher must not have any discussions with students, parents or the media prior to obtaining approval for the trip from the Board of Education.

c) The plan submitted to the school administration must outline educational objectives, expected costs & funding, location, means of travel & duration of trip.

d) If plan is approved by principal, [Form 1610-20, Field Trip Approval Application Form](#), must be submitted by the teacher to the principal and the Superintendent for approval a minimum of four (4) months before the planned trip; if trip fundraising is expected to exceed \$20,000 the form must be submitted a minimum of twelve (12) months before the planned trip.

e) Approval from the Board of Education is required. Fundraising must not take place before Board of Education approval for the trip is received.

e) Commercial transportation is required.

f) Procedures– the teacher shall:

1. Obtain copies of [Form 1610-40, High Risk Activity Consent Form](#), signed by a parent/guardian for each student participating in the field trip.
2. With the principal, make alternate arrangements for any student who has not provided a signed permission form for the field trip.
3. Take on the field trip a copy of the form for each student.
4. Consider having male and female supervisors on co-ed field trips; this may involve the use of parent volunteers (see Regulation [5310-10, Volunteers In Schools](#)).
5. Ensure at least one supervisor has a current first aid certificate.
6. Ensure trip planning includes appropriate precautions for the nature of the risks inherent in the planned activity, including medical insurance and the need for passports.
7. Ensure students have received appropriate instruction and training for the planned activity, and are aware of the risks involved in the activity.
8. Inform parents, at a pre-trip meeting, of the specific nature of the activity, its inherent risks, precautions that will be taken, and the role of the activity in the school curriculum.

## Field Trip Decision Tree

Will the field trip be outside of British Columbia?

		If Yes	High Risk - Board of Education Approval
IF			
No	Will the trip involve wilderness or other high-risk activities?	If Yes	High-Risk - Superintendent Approval
No	Will the Field Trip be outside of Prince Rupert / Port Edward?	If Yes	Medium Risk - Superintendent Approval
No	Will the trip include outdoor activities such as skating or swimming?	If Yes	Medium - Risk - Superintendent Approval
No	Low Risk - Principal Approval		



# Field Trip Risk Management Regulation

## 1610-13 | Field Trip Risk Management Regulation

Date Approved: August 26 2015

Date Amended: November 22 2016

### Trip Planning – Identification of Risk

Risk management begins with the initial planning for a trip. In addition to looking at the logistics for a trip (number of students, means of transportation, length of trip) it is important to identify the risks associated with the trip. A general categorization of trips can be found in *Regulation 1610-10 Field Trip Approval and Permissions*. The expected risks associated with each proposed trip must be considered. This risk will depend upon all of the circumstances, including:

1. The nature and location of the activity;
  - o For out-of country travel, review any travel advisories from the Government of Canada at <https://travel.gc.ca/travelling/advisories>.
2. The number of students being supervised;
3. Known medical risks and special needs of students expected to participate (e.g. allergies);
4. The competency and capacity of the students, taking into account their age, training and degree of skill;
5. The possibility that some students may act recklessly or in disregard of authority; and
6. The risk of injury to a student.

### Trip Planning – Mitigation of Risk

Once the planning for a trip is underway, consideration must turn to mitigating the risks identified. Mitigation of risk will include consideration of:

1. Appropriate numbers of supervisors (Volunteer supervisors must meet the requirements set out in *Regulation 5310-10 Volunteers*, including completion of a criminal record check);
2. Adequate training and expertise of supervisors. For example, a canoe outing will require supervisors with appropriate knowledge and expertise in canoeing;
3. Availability of both female and male supervisors on co-ed trips;
4. Availability and use of appropriate safety equipment, e.g. helmets, personal flotation devices; and
5. Whether a supervisor with first aid training is required.

### Parental Consent

Parents must provide informed consent, so it is important that the consent form provide specific identification of the risks associated with the field trip. For high risk field trips an information meeting for parents and students is mandatory.

#### Safety & Emergency Preparedness

All supervisors on a trip must be familiar with all of the risks identified for a trip. An emergency response plan must be in place which will include items such as:

1. Access to student emergency response kits and knowing how to use them;
2. Copies of all consent forms to be brought by the teacher;
3. Access to an appropriate first aid kit;
4. Chain of notification in the event of an emergency, including the Principal, the Superintendent and parents; and
5. An emergency communication device if the field trip will be in a remote area;

#### REFERENCES

- *Policy 1410 – District Code of Conduct Policy*
- *Policy 1610 – Field Trip Policy*
- *Regulation 1610 – Field Trip Approval and Permissions Regulation*
- *Regulation 1611 – Field Trip Transportation Regulation*
- *Regulation 1612 – Field Trip Supervision Regulation*
- *Regulation 1614 – Field Trip – Unescorted Travel – Regulation*
- *Regulation 1615– Field Trip Budget Regulation*
- *Form 1610-20 – Field Trip Approval Application Form*
- *Form 1610-30 – Field Trip / Extracurricular Trip Consent Form*
- *Form 1610-35 - Field Trip / Extracurricular Trip Information Form*
- *Form 1610-40 – High Risk Activity Consent Form*
- *Regulation 5310 – Volunteers Regulation*

# Field Trip Supervision Regulation

## 1610-12 | Field Trip Supervision Regulation

Date Approved: August 26 2015

Date Amended:

### Teacher Responsibilities

The *School Regulation*, Sec. 5 (7) (g) states:

- (7) The principal of a school is responsible for administering and supervising the school including
  - (f) the general conduct of students, both on school premises and during activities that are off school premises and that are organized or sponsored by the school.

The *School Regulation*, Sec. 4 (1) (b) states:

- (1) The duties of a teacher include the following:
  - (b) providing such assistance as the board or principal considers necessary for the supervision of students on school premises and at school functions, whenever and wherever held

Therefore teachers involved in field trips are responsible under the authority of the principal for the supervision of students before, during and after regular hours, both inside and outside the school itself.

When planning a field trip a teacher will ensure that supervision is available at all times, and that assistant supervisors are competent to deal with any emergencies that may arise. The degree of supervision necessary will depend on factors such as:

1. the age and maturity of the students;
2. the risks associated with the activity;
3. the location for the field trip (for example, a trip to the museum would not need as many supervisors as a trip to the seashore).

The teacher is responsible for adequate supervision of students at all times, although the teacher may be assisted by parent volunteers and other competent adults.

Supervision arrangements will be made known to parents.

## Water Activities

A supervisor with a lifeguarding certificate is required for any field trip taking students in or on the water. Swimming pool lifeguards meet this requirement at a public swimming pool. For other activities such as swimming in Diana Lake or taking students on canoeing or kayaking trips, a lifeguard must accompany students on the trip.

## Overnight Trips

Male students will be accompanied by male supervisor(s) and female students will be accompanied by female supervisor(s) for overnight trips, unless special arrangements have been made with, and approval given by, the Superintendent. Special arrangements will include obtaining written parental permission on a form that outlines the specific nature of supervision to be provided.

For the protection of both students and supervisors, the following rules will be used for each overnight trip that requires supervision:

- Students shall not be given single accommodation.
- Student access to supervisor's room shall be carefully controlled and single access prohibited (one-on-one discussions or counselling shall occur at a neutral site such as a coffee shop or hotel lobby).
- In cases of billeting, there shall be more than one student per home. Students and billets shall be given the contact numbers for the coaches and other chaperones. The coach sets the curfew and monitors that curfew by calling the hosts to ensure compliance. (No students are to be billeted in homes without a phone.)

## High Risk Field Trips – Wilderness Activities

For high risk activities, competent instruction and supervision is mandatory. The principal must be satisfied that the teacher will provide adequate supervision, competent instruction, and follow recognized safety procedures for the planned activities. Competence may be established by virtue of a certificate from a governing body, such as a Canoeing Instructor's Certificate from Canoe Sport B.C., a Red Cross Small Boats Certificate, or a Canadian Canoeing Association Instructor Certificate. In areas where certificates are not issued, competency may be recognized by the leader's peers by virtue of experience and demonstrated expertise in the activity.

# Field Trip Transportation Regulation

## 1610-11 | Field Trip Transportation Regulation

Date Approved: August 26 2015

Date Amended: December 21 2016

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### Low Risk (Local) Field Trips

1. A class may walk together on a field trip when time allows and providing appropriate supervision is available, considering the age of the students.
2. Private vehicles may be used if the vehicles are in good working order, all passengers use seat belts (and booster seats when necessary), the designed seating capacity is not exceeded and there are no more than ten people in the vehicle, including the driver. Each volunteer driver should complete the Volunteer Driver Application Form (as per Regulation 1610-20). **Note:** Minimum Third Party Liability Insurance in the amount of \$2,000,000.00 is required.
3. Transportation by commercial bus is encouraged when funds are available.

### Medium and High Risk (Out of Town) Field Trips

1. Commercial transportation (Bus, Train or Air) is expected.
2. Use of alternate transportation requires approval of the Superintendent. If the use of private vehicles is approved, the requirements for private vehicles set out in #2 for Low Risk Field Trips apply.
3. When students travel by different means as participants in the same event and a cost to students is involved, it is expected that the travel costs will be pooled and shared equitably among the participants. For example if some students travel using Air Miles tickets, the cost of those tickets must be included in trip costs and all students will pay the same average cost.

### Use of Electronic Devices

Supervisors must ensure that passengers are not using electronic devices in such a way as to distract the vehicle driver.

### Use of District Field Trip Bus

The district has a bus, licensed for 20 passengers and one driver, available for field trips. The following conditions must be met in order for a driver to be approved for the bus:

1. Obtain approval from the school principal.
2. The School Board Office must be provided with copies of:
  - the driver's Class 4 (or higher) driver's license; and

- a current driver's abstract from the Motor Vehicles Branch indicating that the driver has no driving offences.
- 3. This is a diesel bus and is slightly different to operate from gasoline fueled buses, so before a driver uses the bus for the first time, they must contact either Dave Salyn or Dave Garcia for a quick run-through.

The procedures to book and use the district field trip bus are as follows:

1. The principal or vice-principal will contact Helena Geske at the School Board Office to book the bus.
2. The bus key will only be available at the School Board Office. The bus is stored at the City Yard on Wantage Road.
3. Each driver must complete and sign a **Trip Record/Pre-Trip Inspection Report** and submit the report to the School Board Office at the end of the trip. This form can be picked up with the bus key.
4. All bus inspection deficiencies must be reported immediately to Dave Garcia, Director of Operations. If the bus does not pass the Pre-Trip Inspection it will not be used until the deficiencies have been corrected.
5. No eating or drinking on the bus. **The bus must be returned clean, inside and outside, when you are finished with it.**
6. The bus must be filled with **diesel fuel** after each use so that it is ready for the next user. Record the fueling information on the Trip Record/Pre-Trip Inspection Report.
7. If the City Yard is closed when the bus is to be returned, the bus must be returned early the next morning. If this is not possible, contact Helena Geske at the School Board Office to confirm whether the bus is booked for the next day and, if so, make arrangements with the next driver.
8. Your club/team, etc., will be charged \$25.00 per day plus the current rate per kilometer for each booking.
9. Community User groups will be charged \$50 per day, plus the current rate per kilometer for each booking.
10. A **School Bus Confirmation Form** will be issued following the use of the bus. This form will also be the invoice for the use of the bus.

**NOTE:** The field trip bus serves as the back-up to the district's busses for students with special needs. A booking for the field trip bus is subject to cancellation if one of the busses for students with special needs is out of service.

# Transportation of Students

## 1610-60 | Transportation of Students

Date Approved: February 28 2017

Date Amended:

1.0 There are many occasions where individual students, or small groups of students, require transportation during the school day. Examples include therapy sessions at the swimming pool or the sensory room, and work experience placements.

2.0 There are a number of options for transportation:

- Walking
- BC Transit bus
- Taxi
- School District Special Needs Bus
- School District Field Trip Bus
- Employee vehicle
- Volunteer vehicle

3.0 Principals will approve travel arrangements taking into consideration cost, timeliness, disruption to other students, requirements for student supervision and weather conditions.

4.0 Use of an employee vehicle must be in compliance with [7120-30 Car Allowances Regulation](#).

5.0 Use of a volunteer vehicle must be in compliance with [5310-10 Volunteers in Schools Regulation](#) and [Form 5310-20A](#) must be completed and kept on file.

### REFERENCES:

[5310-10 – Volunteers in Schools Regulation](#)

[5310-20A – Volunteer Driver Information and Authorization Form](#)

[7120-30 – Car Allowances Regulation](#)



1610-20A

# Field Trip – Approval Application Form

1. School: \_\_\_\_\_
2. Trip Destination: \_\_\_\_\_
3. Dates of Trip: \_\_\_\_\_ 4. No. of school Days: \_\_\_\_\_
5. Grades or classes involved: \_\_\_\_\_ No. taking trip: \_\_\_\_\_
6. Reasons for less than whole class taking trip if this is the case: \_\_\_\_\_
7. Purpose of trip, particulars of plans, and educational valued anticipated:  
\_\_\_\_\_  
\_\_\_\_\_
8. Mode of Travel:  
School District Mini Bus: \_\_\_\_\_ Contract School Bus: \_\_\_\_\_  
Private Vehicle: \_\_\_\_\_ Capacity of Vehicle: \_\_\_\_\_ Other: (state) \_\_\_\_\_
9. Plans for students in the class not taking trip (if any): \_\_\_\_\_
10. (a) Anticipated revenues and sources: \_\_\_\_\_  
(b) Anticipated expenses: \_\_\_\_\_  
(c) Cost of Teacher-on-Call: \_\_\_\_\_
11. Supervisory arrangements (specify teacher in charge, parents, etc.):  
\_\_\_\_\_  
\_\_\_\_\_
12. Any other comments of Administrative Officer (including, if applicable, consideration given to possibility of trip during holiday period, availability of suitable substitute if needed, etc.):  
\_\_\_\_\_  
\_\_\_\_\_

 \_\_\_\_\_  
Signature of Teacher

 \_\_\_\_\_  
Date

 \_\_\_\_\_  
Signature of Administrative Officer
**APPROVED:**
 \_\_\_\_\_  
Superintendent or Designate

Revised 26-Aug-2015




**FORM 1610-30A Field Trip/Extracurricular Trip Consent Form**

To the Parents(s)/Guardian(s) of \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

**Please read the contents of this Consent form.**  
**Clarify any questions or concerns with the Lead teacher PRIOR to signing it.**

**PROGRAM / ACTIVITY INFORMATION**

Destination/Activity: \_\_\_\_\_ Date(s): \_\_\_\_\_

Purpose (or Educational Goals): \_\_\_\_\_

Itinerary / Activities: \_\_\_\_\_

Method of Transportation: \_\_\_\_\_ By: \_\_\_\_\_

**Depart on \_\_\_\_\_ at \_\_\_\_\_ (time) from \_\_\_\_\_.**  
**Return on \_\_\_\_\_ at \_\_\_\_\_ (time) to \_\_\_\_\_.**

Lead Teacher: \_\_\_\_\_ contact # \_\_\_\_\_ No. of supervisors Planned: \_\_\_\_\_

Supervisory Arrangements: \_\_\_\_\_

Cost to the Student: \_\_\_\_\_ What to bring: \_\_\_\_\_

Additional Comments: \_\_\_\_\_

**THE REMAINDER OF THIS FORM MUST BE RETURNED COMPLETED. IF NOT RETURNED COMPLETED, THEN PARTICIPATION WILL BE DENIED.**

**CONSENT AND ACKNOWLEDGEMENT OF RISK**

Destination / Activity: \_\_\_\_\_ Date: \_\_\_\_\_

- I accept the mode of transportation for this activity.
- I acknowledge my right to obtain as much information as I require about this activity and associated risks and hazards, including information beyond that provided to me by the school or board.
- I freely and voluntarily assume the risks/hazards inherent in the program/activity and understand and acknowledge that my child may suffer personal and potentially serious injury arising from his/her participation.
- My child has been informed that he/she is to abide by the rules and regulations, including directions and instructions from the school's and/or service providers administrators, instructors, and supervisors over all phases of the program/activity.
- In the event my child fails to abide by these rules and regulations, disciplinary action may require his/her exclusion from further participation or that I be contacted to have him/her picked up, unless I have specified other transportation arrangements and will be responsible for any costs associated.
- I acknowledge that it is my duty to advise the Lead Teacher of any medical/health concerns of my child that may affect his/her participation.
- I acknowledge that the board may choose to cancel the trip if travel conditions are deemed unsafe (e.g., weather, health advisory). I accept that the board will not be liable for any costs associated with such a cancellation.
- I acknowledge that the trip supervisors may secure transport to emergency medical services as they deem necessary for my child's immediate health and safety, and that I shall be financially responsible for such services.
- Based on my understanding, acknowledgement, and consents as described herein, I agree that

(Name of Student) \_\_\_\_\_ (Date of Birth) \_\_\_\_\_  
 \_\_\_\_\_ has my permission to participate.

Date: \_\_\_\_\_ Name (Please print): \_\_\_\_\_

Signature: \_\_\_\_\_

Contact phone number \_\_\_\_\_

Medical Coverage Number if requested: Yes ☐ No ☐ \_\_\_\_\_

Special Comments: (medical concerns etc..) \_\_\_\_\_

\_\_\_\_\_

Personal information contained on this form is collected under the authority of the Schools Act, for the purpose of participating in school trips. If you have any questions about this form, please contact your school administrator.



**FORM 1610-35A Field Trip/Extracurricular Trip  
Information Form**

To the Parents(s)/Guardian(s) of \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

**Please read the contents of this Consent form.**

**Clarify any questions or concerns with the Lead teacher BEFORE signing it.**

**PROGRAM / ACTIVITY INFORMATION**

Destination/Activity: \_\_\_\_\_ Date(s): \_\_\_\_\_

Purpose (or Educational Goals): \_\_\_\_\_

Itinerary / Activities: \_\_\_\_\_

Method of Transportation: \_\_\_\_\_ By: \_\_\_\_\_

**Depart on \_\_\_\_\_ at \_\_\_\_\_ (time) from \_\_\_\_\_.**

**Return on \_\_\_\_\_ at \_\_\_\_\_ (time) to \_\_\_\_\_.**

Lead Teacher: \_\_\_\_\_ contact # \_\_\_\_\_ No. of

supervisors Planned: \_\_\_\_\_

Supervisory Arrangements: \_\_\_\_\_

Cost to the Student: \_\_\_\_\_ What to bring: \_\_\_\_\_

Additional Comments: \_\_\_\_\_

**Consent was previously provided for your student to participate on this trip.**



1610-40A

**High Risk Activity Consent Form**

**Commentary:** *It is the School District's intent that this form provides parents with sufficient information about the field trip or extracurricular trip to facilitate parents making an informed decision about participation in this activity. This form is not asking parents to give up the right to sue if there has been gross negligence on the District's part; nor can a parent give up the right of a child to sue.*

To the Parents(s)/Guardian(s) of \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

Please read the contents of this Consent form. Clarify any questions or concerns with the Lead teacher BEFORE signing it.

**If this form is not signed and returned to the school by \_\_\_\_\_, your child WILL NOT be allowed to attend.**

#### PROGRAM / ACTIVITY INFORMATION

Destination/Activity: \_\_\_\_\_ Date(s): \_\_\_\_\_

Purpose (or Educational Goals): \_\_\_\_\_

Itinerary / Activities: \_\_\_\_\_

Method of Transportation: \_\_\_\_\_ By: \_\_\_\_\_

**Depart on \_\_\_\_\_ at \_\_\_\_\_ (time) from \_\_\_\_\_.**

**Return on \_\_\_\_\_ at \_\_\_\_\_ (time) to \_\_\_\_\_.**

Lead Teacher: \_\_\_\_\_ contact # \_\_\_\_\_ No. of supervisors Planned: \_\_\_\_\_

Supervisory Arrangements: \_\_\_\_\_

Cost to the Student: \_\_\_\_\_ What to bring: \_\_\_\_\_

Other considerations: \_\_\_\_\_

#### POTENTIAL KNOWN RISKS

Potential known risks include the following:

Additional comments / requirements:

THE REMAINDER OF THIS FORM MUST BE RETURNED COMPLETED BY \_\_\_\_\_.  
IF NOT RETURNED COMPLETED, THEN PARTICIPATION WILL BE DENIED.

CONSENT AND ACKNOWLEDGEMENT OF RISK

Destination / Activity / Program: \_\_\_\_\_ Date: \_\_\_\_\_

1. I accept the mode of transportation for this activity.
2. I acknowledge my right to obtain as much information as I require about this activity and associated risks and hazards, including information beyond that provided to me by the school or board.
- 3. I freely and voluntarily assume the risks/hazards inherent in the program/activity and understand and acknowledge that my child may suffer personal and potentially serious injury arising from his/her participation.**
4. My child has been informed that he/she is to abide by the rules and regulations, including directions and instructions from the school's and/or service providers administrators, instructors, and supervisors over all phases of the program/activity.
5. In the event my child fails to abide by these rules and regulations, disciplinary action may require his/her exclusion from further participation or that I be contacted to have him/her picked up, unless I have specified other transportation arrangements and will be responsible for any costs associated.
6. I acknowledge that it is my duty to advise the Lead Teacher of any medical/health concerns of my child that may affect his/her participation.
7. I acknowledge that the board may choose to cancel the trip if travel conditions are deemed unsafe (e.g., weather, health advisory). I accept that the board will not be liable for any costs associated with such a cancellation.
8. I acknowledge that the trip supervisors may secure transport to emergency medical services as they deem necessary for my child's immediate health and safety, and that I shall be financially responsible for such services.
- 9. I waive any and all claims I may have, as a result of my child's participation in this field trip, against the Board of Education of School District No. 52 and its officers, employees, agents, volunteers and representatives, unless such claim is caused by their gross negligence or wilful misconduct.**
10. Based on my understanding, acknowledgement, and consents as described herein, I agree that

(Name of Student) \_\_\_\_\_

(Date of Birth) \_\_\_\_\_ has my permission to participate.

Name (Please print): \_\_\_\_\_ Signature: \_\_\_\_\_

Contact phone number \_\_\_\_\_ Date: \_\_\_\_\_

Medical Coverage Number if requested Yes ☐ No ☐

Special Comments: (medical concerns etc.) \_\_\_\_\_

Personal information contained on this form is collected under the authority of the Schools Act, for the purpose of participating in school trips. If you have any questions about this form, please contact your school administrator.

# **STUDENT MEDICAL APENDICES**

## ANAPHYLAXIS POLICY

### 1380-10 | Anaphylaxis

#### Definition

*Anaphylaxis is a sudden and severe allergic reaction, which can be fatal, requiring immediate medical emergency measures be taken.*

#### 1. Signs and symptoms of Anaphylaxis

- a. Signs and symptoms of a severe allergic reaction can occur within minutes of exposure to an offending substance. Reactions usually occur within two hours of exposure, but in rarer cases can develop hours later. Specific warning signs as well as the severity and intensity of symptoms can vary from person to person and sometimes from attack to attack in the same person.
- b. Signs and symptoms of an anaphylactic reaction can involve any of the following symptoms which may appear alone or in any combination, regardless of the triggering allergen:
  - i. Skin: hives, swelling, itching, warmth, redness, rash;
  - ii. Respiratory (Breathing): wheezing, shortness of breath, throat tightness, cough, hoarse voice, chest pain/tightness, nasal congestion or hay fever-like symptoms \*runny, itchy nose and watery eyes, sneezing), trouble swallowing;
  - iii. Gastrointestinal: nausea, pain/cramps, vomiting, diarrhea;
  - iv. Cardiovascular: pale/blue colour, weak pulse, passing out, dizzy/lightheaded, shock;
  - v. Other: anxiety, feeling of “impending doom”, headache, uterine cramps in females.
- c. The most dangerous symptoms of an allergic reaction involve:
  - i. BOTH SYMPTOMS BELOW MAY LEAD TO DEATH IF UNTREATED.
  - ii. Cardiovascular: pale/blue colour, weak pulse, passing out, dizzy/lightheaded, shock;
    1. A drop in blood pressure indicated by dizziness, light-headedness or feeling faint/weak.
  - iii. Breathing difficulties caused by swelling of the airways, and
- d. Because of the unpredictability of reactions, early symptoms should never be ignored, especially if the person has suffered an anaphylactic reaction in the past. If an allergic student expresses any concern that a reaction might be starting, the student should always be taken seriously. When a reaction begins, it is important to respond immediately, following instructions in the student’s *Emergency Response Plan*. The cause of the reaction can be investigated later.

#### 2. Identifying students at risk

- a. It is the responsibility of the parents/guardians with anaphylactic children to notify the school principal when a child is diagnosed as being at risk of anaphylaxis and provide the school with updated medical information annually. An adult student with anaphylaxis is also required to provide this information.
- b. The parents/guardians/adult student must further provide the school with updated medical information whenever there is a significant change related to their child/children or self.
- c. The parent/guardian or adult student must outline the possible symptoms and requested intervention by school staff.
- d. The parent/guardian or adult student shall familiarize him/herself with Board Policy and School Anaphylaxis Administrative Guidelines.
- e. The parent/guardian or adult student shall provide the required medication to the school with instructions for intervention.
- f. The Emergency Response Plan will include:

- i. A completed copy of form 1350-10A Request for Administration of Medication at School
  - ii. A completed copy of form 1350-10B Student Medical Alert
  - iii. A completed copy of the form 1350-10C Anaphylaxis Action Plan
- g. A copy of the current Request for Administration of Medication at School must be filed in the student's file and copies must be located in the areas designated by the Principal. The form must be readily available in the event of emergency.
- h. The Principal shall establish and maintain a School Anaphylaxis Management Plan that shall include the development and maintenance of strategies that reduce the risk of exposure to Who within the school community is to be informed about the plan (e.g. teachers, volunteers, classmates); and anaphylactic agents in the school.
- 3. Record keeping: monitoring & reporting
  - a. The school Principal is responsible for keeping accurate records for each students at-risk of life-threatening allergies
  - b. A record with information relating to the specific allergies for an identified anaphylactic student will form part of the record required to be maintained under section 2 of the Permanent Student Record Order. That record shall include the Emergency Response Plan.
  - c. School Principals must monitor and report information about anaphylactic incidents to the Superintendent of Schools in aggregate form, to include number of at-risk anaphylactic students and number of anaphylactic incidents.
  - d. All staff members, including support staff, teachers-teaching-on-call and when necessary, volunteers, must be made aware of anaphylactic students and appropriate procedures.
  - e. In a school where a student has been identified as at-risk for anaphylaxis, the Principal shall enlist the support and cooperation of all staff, students, and parents/guardians so as to reduce the potential risk to the student.
- 4. Student Level Emergency Procedure Plan
  - a. For each student with identified life-threatening allergies, the school must develop and maintain an accurate, up-to-date Emergency Response Plan. The plan should be developed in conjunction with the student's parents and the student (where age appropriate), and the plan must be approved by a qualified physician, allergist, or public health nurse.
  - b. The student Emergency Response Plan must be signed by the student's parents, the student (where age appropriate) and the physician, and must be kept on file at readily accessible locations.
  - c. The student Emergency Response Plan shall include at minimum:
    - i. The diagnosis;
    - ii. The current treatment regimen;
    - iii. Current emergency contact information for the student's parents/guardian
  - d. The student's emergency response plan shall also explicitly address:
    - i. The parent's responsibility for advising the school about any change/s in the student's condition; and
    - ii. The school's responsibility for updating records
  - e. Those exposed to individual student *Emergency Response Plans* have a duty to maintain the confidentiality of all student personal health information.
- 5. School Level Emergency Procedure Plan
  - a. All schools must have an emergency protocol in place to ensure responders know what to do in an emergency. The emergency protocol shall include:
    - i. Administering an auto-injector;
    - ii. Calling emergency medical care (911)
    - iii. Calling student's parents;



- iv. Administering second dose (within 10 to 15 minutes if symptoms have not improved)

## 6. Use of Medical Information

- a. The use of medical identifying information such as the Medic Alert® is strongly recommended. To provide a uniform standard of identification, boards of education are required to include an education plan for anaphylactic students and their parents to encourage the use by anaphylactic students of medical identifying information.

## 7. Provision and Storage of Medication

- a. School policy must identify the central, unlocked location where medication will be stored. Additionally, schools must ensure that parents/guardians are informed that it is their responsibility:
  - i. Provide appropriate medication for their anaphylactic child;
  - ii. To inform the school where the anaphylactic child's medication will be kept – i.e. with the student, in the student's classroom, and/or other locations;
  - iii. To inform the school when they deem the child competent to carry their own medication/s, and that the child understands they must carry their medication on their person at all times;
  - iv. To provide a second auto-injector to be stored in a central, safe but unlocked location;
  - v. To ensure anaphylaxis medications have not expired; and
  - vi. To ensure they replace expired medications.

## 8. Allergy Awareness, Prevention, & Avoidance Strategies

- a. While it is impossible to eliminate all potential allergens from the school environment, schools should create an allergy-aware environment in response to the most common triggers for anaphylaxis: food allergens and insect stings and for managing risk associated with rarer allergies to other substances, for example when a child is identified with allergies to medications, exercise, latex.

## 9. Staff Development and Training

- a. Appropriate training is a critical component to effectively managing risk associated with anaphylaxis.
- b. The Principal shall be responsible for ensuring that school-based staff is informed as to identification of at-risk students and trained annually in
  - i. Signs and symptoms
  - ii. Common allergens
  - iii. Avoidance strategies
  - iv. Emergency procedures
  - v. Emergency plans
  - vi. Methods of communication with and strategies to educate and raise awareness of parents, students, employees, and volunteers about anaphylaxis.
- c. The Northern Health Department shall be contacted to provide training to all staff on anaphylaxis management and administration of an epinephrine auto-injector (Epipen©) at the beginning of each school year or as soon as an at-risk individual(s) has been identified at the school.
- d. Should staff change at any time throughout the year, it is the responsibility of the Principal to inform and provide training for new staff members(s) and Teachers-Teaching-On-Call or substitute Education Assistants.
- e. Direct training is provided to all those reasonably expected to have supervisory responsibility of school-age and pre-school students (e.g. school personnel, teachers-teaching-on-call, foodservice staff, and volunteers); best practice suggests training should include student peers, depending on age and maturity.
- f. Distinction is made between needs of younger and older anaphylactic students.
- g. School principals should communicate to all school community members (students, parents, teachers, volunteers, etc.)



# How to use EpiPen® and EpiPen® Jr Auto-injectors.

Remove the EpiPen® Auto-Injector from the carrier tube and follow these 2 simple steps:

1



- Hold firmly with orange tip pointing downward.
- Remove blue safety cap by pulling straight up. Do not bend or twist.

2



- Swing and push orange tip firmly into mid-outer thigh until you hear a 'click'.
- Hold on thigh for several seconds.



## Built-in needle protection

- When the EpiPen® Auto-injector is removed, the orange needle cover automatically extends to cover the injection needle, ensuring the needle is never exposed.



**After administration, patients should seek medical attention immediately or go to the emergency room. For the next 48 hours, patients must stay within close proximity to a healthcare facility or where they can call 911.**

For more information visit [EpiPen.ca](http://EpiPen.ca).

EpiPen® and EpiPen® Jr Auto-Injectors are indicated for the emergency treatment of anaphylactic reactions in patients who are determined to be at increased risk for anaphylaxis, including individuals with a history of anaphylactic reactions.

This product may not be right for you. Always read and follow the product label.



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Dey Pharma, L.P. of Napa, California USA; sub-licensee, Pfizer Canada Inc., Kirkland, Quebec, H9J 2M5  
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Trusted for over 25 years.



## Severe allergic reaction: Anaphylaxis

Last updated: **January 2024**

An allergic reaction occurs when a person's immune system treats a protein (an allergen) as harmful. Some children with food allergies are at risk of having a severe allergic reaction called anaphylaxis. It often happens quickly and can cause death if not treated.

### Symptoms of a severe allergic reaction (anaphylaxis)

Symptoms of a severe allergic reaction can start within minutes of eating or being exposed to an allergen. In some cases, the reaction can take up to several hours to start. Symptoms can vary from person to person and can look different each time they have a severe allergic reaction. Symptoms generally include 2 or more of the following body systems:

- **Skin:** hives, swelling (face, lips, tongue), itching, warmth, redness, rash
- **Respiratory (breathing):** coughing, wheezing, shortness of breath, chest pain or tightness, throat tightness, hoarse voice, nasal congestion or hay fever-like symptoms (runny, itchy nose and watery eyes, sneezing), trouble swallowing
- **Gastrointestinal (stomach):** nausea, pain or cramps, vomiting, diarrhea
- **Cardiovascular (heart):** paler than normal skin colour or blue colour, weak pulse, passing out, dizziness or light-headedness, shock
- **Other:** anxiety, sense of doom (the feeling that something bad is about to happen), headache, uterine cramps, a metallic taste

### Responding to a severe allergic reaction

Since this kind of allergic reaction can be life threatening, it is important to respond quickly and follow these emergency steps:

1. **Give epinephrine auto-injector** (for example, EpiPen® or Allerject™) at the first sign of a known or suspected severe allergic reaction
2. **Call 9-1-1** or your local emergency service. Tell them someone is having a severe allergic reaction
3. **Give a second dose of epinephrine** as early as 5 minutes after the first dose if there is no improvement in their symptoms
4. **Go to the nearest hospital immediately** (by an ambulance if possible) even if symptoms are mild or have stopped. The reaction could get worse or come back, even after proper treatment. Stay in the hospital for observation for as long as the doctor suggests (generally about 4 to 6 hours)
5. **Call emergency contact person** (for example, a parent or a guardian)

### Other important information about EpiPen®

1. EpiPen® products expire on the last day of the month indicated on the product packaging. For example, if the product is marked as expiring in January, it remains valid (not expired) until January 31
2. You are advised to have more than one auto-injector with different expiry dates to avoid only having an expired auto-injector
3. If you are experiencing an anaphylactic reaction and only have an expired auto-injector, use the expired product and immediately contact **9-1-1**
4. Whether the product is expired or not, go to the nearest hospital as soon as possible after using the product, as instructed in the product labelling

### Managing food allergies

Food can be an allergen for many people. Whether you or someone in your care has a food allergy, making food choices can be challenging. [Learn more about managing food allergies.](#)

Our HealthLinkBC Files provide information on recognizing and responding to severe food allergies in children and teens. You will also find tips on how to help your child stay safe:

- [HealthLink BC File #100a Severe allergic reactions to food: Children and teens](#)
- [HealthLinkBC File #100c Allergy safe child care facilities](#)

For information and resources to reduce a baby's risk of developing food allergy, see:

- [Reducing risk of food allergy in your baby](#)

For information about food allergies and adults living in care facilities, see:

- [HealthLinkBC File #100b Allergy safe adult care facilities](#)

### Useful websites

#### B.C. Government

The B.C. Government provides safety planning resources for severe allergic reactions in schools. Learn about promoting awareness, developing policies and creating safety plans in schools.

- [Anaphylaxis](#)

#### Food Allergy Canada

Food Allergy Canada educates, supports and advocates for the needs of people living with food allergy. They also support and take part in research. Learn more about food allergy and anaphylaxis:

- [Allergy Aware](#)
- [Food Allergy Canada: Anaphylaxis resources](#)
- [Food Allergy Canada: Anaphylaxis Emergency Plan](#)
- [Food Allergy Canada: Emergency information](#)
- [Food Allergy Canada: A new reality: diagnosed with food allergy](#)

- [Think F.A.S.T. poster](#)

#### **Health Canada, Government of Canada**

Health Canada provides information on how to avoid allergic reactions and staying prepared. For resources on common allergens, see:

- [Government of Canada: Common food allergens](#)
- [Government of Canada: Tips for avoiding common allergens in food](#)

#### **Canadian Society of Allergy and Clinical Immunology**

The Canadian Society of Allergy and Clinical Immunology supports allergy and clinical immunology research. The Society provides information about common allergies that affect students. You will find sample policies and emergency plans to help individuals, schools and organizations develop effective management strategies:

- [Patient and School Resources](#)

The information provided in the Severe Allergic Reaction Health Feature is adapted from the [Anaphylaxis in Schools and Other Settings, Copyright 2005-2016](#) Canadian Society of Allergy and Clinical Immunology.

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For more HealthLinkBC File topics, visit [www.HealthLinkBC.ca/more/resources/healthlink-bc-files](http://www.HealthLinkBC.ca/more/resources/healthlink-bc-files) or your local public health unit. For non-emergency health information and advice in B.C. visit [www.HealthLinkBC.ca](http://www.HealthLinkBC.ca) or call **8-1-1** (toll-free). For the deaf and hard of hearing, call **7-1-1**. Translation services are available in more than 130 languages on request.



## *Epilepsy Fact Sheet*

Epilepsy is a common medical condition. It is estimated that 1 out of 12 people will have a seizure in their lifetime, and about 1 in 100 Canadians have epilepsy. Epilepsy can affect anyone, although it tends to be more common in children and the elderly. Epilepsy is still misunderstood. This makes things more difficult for the many people who live with it, and their family and friends. You can help by learning the facts.

### **What is epilepsy?**

Epilepsy is a neurological disorder characterized by the tendency to have recurrent seizures. Epilepsy is sometimes called a seizure disorder.

### **What is a seizure?**

An epileptic seizure is an abnormal burst of electrical activity arising within the brain. There are many different types of seizures. The kind of seizure a person has depends on which part and how much of the brain is affected by the electrical disturbance that produces seizures. Seizures are divided into two main categories: generalized seizures (absence, atonic, tonic-clonic, myoclonic) or partial seizures (simple and complex). People with epilepsy may experience more than one type of seizure.

### **What does a seizure look like?**

Seizures generally alter movement, sensation, behavior and/or awareness. A seizure may take many different forms including a blank stare, uncontrolled movements, altered awareness, odd sensations, or convulsions.

### **Do people get any warning before a seizure?**

Some people experience a sensation called an aura before a seizure starts. An aura is a feeling or experience that may warn the person that a more severe seizure may be about to begin. The aura is the start of a simple partial seizure before it spreads to other areas of the brain. Examples of an aura include a feeling of fear or sickness or an odd smell or taste.

### **What should you do if someone has a seizure?**

Stay calm and protect the person from injury. If someone is having a convulsive seizure (tonic-clonic or grand mal), put something soft underneath their head, loosen anything tight around the neck, move objects out of their way, and gently roll the person onto their side. Never restrain anyone during a seizure. If someone is having a seizure that involves a dazed state and/or purposeless movements (complex partial), stay with the person, move objects out of their way, and guide them away from danger. Afterwards, talk gently to comfort and reassure the person.

### **Can a person swallow his tongue during a seizure?**

No. This is physically impossible. Nothing should ever be put in a person's mouth during a seizure.

### **What causes a person to develop epilepsy?**

In about 70% of cases, no known cause can be found. Among the rest, it may be any one of a number of things that can make a difference in the way the brain works. For example, head injuries or lack of oxygen during birth may damage the delicate electrical system in the brain. Other causes may include stroke, problems in development of the brain before birth, brain tumors, genetic conditions (such as tuberous sclerosis), and infections like meningitis or encephalitis.

### **Is epilepsy an inherited condition?**

Some types of epilepsy are associated with genetic factors. However, most people with epilepsy usually have no family history of the condition.

### **What kinds of tests are used in the evaluation of a person who may have epilepsy?**

The main tool in diagnosing epilepsy is a careful medical history with as much information as possible about what the seizures looked like and what happened just before they began. A second major tool is an electroencephalograph (EEG). This is a test that records brain waves picked up by tiny wires (electrodes) placed on the scalp. The brain waves show special patterns which may help the doctor identify epilepsy. When the EEG does not show the cause for the epilepsy, CT or MRI scans may be helpful in some patients to look for growths, scars, or other physical conditions that may be causing the seizures.

### **How is epilepsy treated?**

The goal of epilepsy treatment is to prevent seizures. The treatments includes antiepileptic medication, surgery, vagus nerve stimulation and in children the ketogenic diet. Of these treatments, regular use of seizure-preventing drugs is the most common, and is the first to be tried. Different drugs control different types of seizures. A medication that helps one person may not be effective for someone else.

### **Is there a cure for epilepsy?**

There is no known cure for epilepsy. However, about 70% of people with epilepsy have their seizures controlled with medication. In some cases, epilepsy surgery offers the possibility of a reduction or elimination of the seizures. Depending on the type of epilepsy, some people will outgrow their epilepsy.

### **Can a person with epilepsy work?**

Yes. Most people with epilepsy can work and can have rewarding careers. Some may still have seizures, but can be valuable employees when placed in the right job or when accommodations are made. Each person's abilities should be considered individually.

### **Can a person with epilepsy drive?**

If a person's seizures are uncontrolled, driving is restricted. In BC, the Motor Vehicle Branch will normally allow driving if their doctor agrees that they have been seizure free for six months and that they take their medication consistently.

### **Can a person with epilepsy participate in sports or other recreation activities?**

Most sports and recreational activities are safe for people with epilepsy. However, this depends on the degree of seizure control, the type of activity, and what the doctor recommends.

### **Does epilepsy affect a person's emotional well-being?**

A person who has been diagnosed with epilepsy may experience a range of emotions such as anger, frustration, and depression. Concern for the future and negative responses from friends and family can leave a person feeling vulnerable and alone. Living with epilepsy can result in personal challenges, but it does not have to result in an inability to live a rewarding and full life.

### **Does epilepsy affect intelligence?**

People with epilepsy have the same range of intelligence as the general population. Some conditions that lower mental ability also cause epilepsy; but epilepsy itself does not diminish mental ability. Having epilepsy did not affect the mental ability of Alfred Nobel, Julius Caesar, Charles Dickens, Alexander the Great, and many other individuals who currently live successful and fulfilling lives with epilepsy.

### **Does a person with epilepsy have to avoid flashing lights?**

If a person is photosensitive, then lights flickering at a certain speed and brightness can trigger a seizure. People who are photosensitive have particular abnormalities on their EEG. Much more common seizure triggers include low seizure medication levels, lack of sleep, stress or anxiety, menstrual/hormonal changes, illness or fever, interactions from non-prescription medications, excessive alcohol consumption, or street drugs.

### **How can I help the BC Epilepsy Society make a difference for people with epilepsy?**

By volunteering time or financial support for our programs and services. Contact us for more information.

Approved for circulation in 2009 (lh)

**You can join the BC Epilepsy Society as a member and receive all the program and service benefits.**

**#2500-900 West 8<sup>th</sup> Avenue, Vancouver, BC V5Z 1E5**

**Phone: (604) 875-6704 Fax: (604) 875-0617 [info@bcepilepsy.com](mailto:info@bcepilepsy.com) [www.bcepilepsy.com](http://www.bcepilepsy.com)**

You may have seen someone having a seizure and not even realized it. A seizure can look like many different things and have many different symptoms. About 1 out of 12 people will have a seizure during their lifetime.

Anyone, whether they are young, old, healthy, or otherwise could have a seizure. There are over 20 different seizure types. A person with epilepsy (recurring seizures) may experience one kind of seizure or many different kinds. The kind of seizure a person has depends on which part and how much of the brain is affected by the electrical disturbance that produces seizures. Knowing how to recognize seizures and what to do will help keep a person safe.

## GENERALIZED SEIZURES

Seizure Type	Seizure Symptoms	Postictal (post-seizure) Symptoms	First Aid/What to Do
Absence (Petit Mal)	<ul style="list-style-type: none"> <li>• Blank stare</li> <li>• Loss of awareness</li> <li>• Pause in activity</li> <li>• Possible eyelid fluttering</li> <li>• Begin and end abruptly</li> <li>• Usually last 2 to 15 seconds</li> </ul>	<ul style="list-style-type: none"> <li>• No recollection of seizure</li> <li>• Promptly resumes activity</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat or provide any information that the person may have missed</li> </ul>
Tonic-Clonic (Grand Mal)	<ul style="list-style-type: none"> <li>• Abrupt loss of consciousness</li> <li>• Falling</li> <li>• Stiffening of body</li> <li>• Jerking - affects the whole body</li> <li>• Shallow breathing or drooling may occur</li> <li>• Skin may become pale or bluish</li> <li>• Usually end within 3 minutes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>No</b> recollection of seizure</li> <li>• Confusion</li> <li>• Headache</li> <li>• Fatigue</li> </ul>	<ul style="list-style-type: none"> <li>• Protect head from injury</li> <li>• Move objects away</li> <li>• Gently turn on side to keep airway clear</li> <li>• Do not restrain</li> <li>• Do not put anything in the mouth (this could cause choking or break teeth)</li> <li>• Be friendly and reassuring as consciousness returns</li> <li>• Call ambulance if the seizure lasts more than 5 minutes, there is no known history of seizures, or if injured</li> </ul>
Atonic (Drop Attacks)	<ul style="list-style-type: none"> <li>• Abrupt loss of consciousness</li> <li>• Sudden loss of muscle tone (head drops, collapse)</li> </ul>	<ul style="list-style-type: none"> <li>• No recollection of seizure</li> <li>• Generally quick recovery within 1 minute</li> </ul>	<ul style="list-style-type: none"> <li>• Call ambulance if injuries are suspected</li> </ul>



Myoclonic	<ul style="list-style-type: none"> <li>No loss of consciousness</li> <li>Rapid brief muscle contractions</li> </ul>	<ul style="list-style-type: none"> <li>Promptly resumes activity</li> </ul>	<ul style="list-style-type: none"> <li>Offer reassurance and assistance</li> </ul>
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## PARTIAL SEIZURES

Seizure Type	Seizure Symptoms	Postictal (post-seizure) Symptoms	First Aid/What to Do
Simpl e Partia l	<ul style="list-style-type: none"> <li>No loss of consciousness</li> <li>Sensory symptoms (smell, sound, or visual distortion, or tingling), or</li> <li>Psychic symptoms (feelings of fear, déjà vu, or hallucinations), or</li> <li>Changes in muscle activity (twitching)</li> <li>Usually last 10 seconds to 2 minutes</li> </ul>	<ul style="list-style-type: none"> <li>Possible short-term period of weakness or loss of sensation</li> <li>May progress into a tonic- clonic or complex partial seizure</li> </ul>	<ul style="list-style-type: none"> <li>Offer reassurance and assistance</li> </ul>
Complex Partial	<ul style="list-style-type: none"> <li>Consciousness is impaired</li> <li>Often starts with a blank stare</li> <li>Repetitive purposeless actions, such as: hand wringing, lip smacking, wandering, or nonsensical speech</li> <li>Movements are clumsy or disoriented</li> <li>Usually last 1 to 3 minutes</li> </ul>	<ul style="list-style-type: none"> <li>No recollection of seizure</li> <li>Confusion</li> <li>Fatigue</li> <li>May progress into a tonic- clonic seizure</li> </ul>	<ul style="list-style-type: none"> <li>Speak calmly</li> <li>Gently guide person away from possible hazards</li> <li>Stay with the person until they regain full awareness</li> <li>Don't restrain the person unless essential for safety</li> <li>Offer to call a taxi, friend, or relative to help</li> <li>If full consciousness does not return, call an ambulance</li> </ul>

Most seizures end after a few moments or a few minutes. If seizures last for more than 5 minutes, or occur in a series, there is an increased risk of status epilepticus - a continuous state of seizure. This is a medical emergency and an ambulance must be called.

As in all medical situations, stay calm in order to best assess the situation and to assist the person. Using your common sense and sensitivity is essential.

For more information on seizures, first aid, epilepsy facts, and related issues, please go to the BC Epilepsy Society website at [www.bcepilepsy.com](http://www.bcepilepsy.com)

Approved for circulation in July 2009 (eb)

**You can join the BC Epilepsy Society as a member and receive all the program and service benefits.**

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# Guidelines for the Care of Students Living with Diabetes at School\*

## Purpose:

To acknowledge and help clarify the essential roles and responsibilities among the **Diabetes Care Team (DCT)**, which is comprised of the student living with diabetes, his or her parents/guardians, school personnel, and healthcare providers, in the care of students living with diabetes at school.



## Goals:

- To enhance the health, safety, emotional well-being and participation of each student with diabetes by providing information and guidance to the DCT regarding the student's diabetes management.
- To protect students with diabetes from stigma and discrimination by promoting a positive, caring, and inclusive learning environment through enhanced communication, education, and cooperation between all members of the DCT.
- To promote a positive sense of self and belonging and help each student with diabetes feel empowered to manage their diabetes effectively during school hours.
- To ensure each student with diabetes is not excluded from any school activities because of diabetes, unless indicated otherwise in the student's **Individual Care Plan (ICP)**.

## Issues of Concern:

- School-aged children with diabetes most often have type 1 diabetes and require insulin by injection or by a pump, throughout the school day.
- Some students, especially those that are very young, may be unable to check their own blood glucose (sugar) levels or administer their insulin while at school.
- There is an increased prevalence of school-aged children with type 2 diabetes who may require oral medication or insulin.
- Students with diabetes spend 30-35 hours per week in a school setting; this represents more than half of their waking weekday hours. It is therefore vital that the student, parent/guardian, school personnel, and healthcare providers are clear and confident in their roles and responsibilities during this time.
- It is important that the needs of each student with diabetes are recognized and accommodated according to the student's ICP.
- It is essential that school personnel have accurate and current information about diabetes and how it is managed to reduce stigma and other problems that may put a student's health and safety at risk.
- Dealing with issues related to diabetes, including attending medical appointments, may cause a student to be absent during school hours.

\* Formerly the *2008 Standards of Care for Kids with Type 1 Diabetes in School*.  
Approved by CDA National Board July 2014.

### Cognitive Effects of High or Low Blood Glucose (Sugar) Levels:

Hypoglycemia (low blood sugar) and hyperglycemia (high blood sugar) may affect mood and behaviour and a student's ability to learn and to participate in school activities as well as lead to emergency situations, if left untreated.

Students with diabetes will learn and perform best when their blood sugar levels are within the target range outlined by their health care providers and indicated in the student's ICP. Blood sugar levels below or above this range can be associated with a decline in cognitive performance and ability. In order for a student with diabetes to learn and demonstrate their knowledge of a subject, including writing exams and performing other tasks for credit, blood sugar levels should be within their target range. If not, then an alternate time to redo or complete the activity should be provided.



## Communication and Education

It is important that regular and ongoing communication is established between DCT members, so an effective change can be made for the student with respect to activities, special events or snacks/meals at school and to the student's ICP.

### Roles and Responsibilities

#### Parents/Guardians or Student

- Notify the school of the student's diabetes diagnosis prior to attending school, or upon diagnosis, and arrange a meeting with the school principal. Include discussion of how to make other school personnel aware of the student's diagnosis.
- In cooperation with the school, arrange for diabetes education, training and resources that are consistent with current *Canadian Diabetes Association Clinical Practice Guidelines*, for all school personnel at diagnosis, on an annual basis, or as needed for any new staff members that are in contact with the student with diabetes.
- Students are encouraged to carry diabetes medical identification at all times.
- With the student's consent, arrange for a presentation to be made to classmates by the student or another member of the DCT about diabetes and how to identify symptoms of hypoglycemia/hyperglycemia.
- Provide at least 24 hours notice to school personnel of any change to the student's ICP, school routine, or of upcoming special events.

#### School Personnel

- Participate in annual diabetes education, training and resource review to learn or to be reminded of how to manage diabetes, including emergency procedures for treating moderate to severe hypo-



glycemia/hyperglycemia. The student's parent/guardian, diabetes education team and/or other trained healthcare providers could be invited to participate.

- Establish a formal communication system with all school personnel who come into contact with the student with diabetes. This should include appointing at least one staff member to be a point-of-contact for the student and parent/guardian.
- Identify the student with diabetes to all school personnel, including volunteers, substitute teachers, student teachers, and support staff. With permission from the student and parent/guardian, some schools may choose to display identifying information in the staff room or office and/or have emergency information folders made available to all personnel. These folders should contain the student's ICP, information about diabetes as well as information specific to the student. Medical alert stickers can also be placed on the student's file to further identify the student.
- Display posters identifying symptoms of hypoglycemia/hyperglycemia in key locations throughout the school.
- Provide at least 24 hours notice whenever possible to parent/guardian of any change in school routine or of upcoming special events.

### Healthcare Providers

In cooperation with the parents/guardians:

- Provide posters identifying symptoms of hypoglycemia/hyperglycemia to all school personnel.
- Act as a resource to the school to provide or arrange for diabetes education and training.
- Assist with the development of the student's ICP as needed.

### Individual Care Plan (ICP)

A student's ICP provides specific information and instructions to school personnel regarding the student's daily diabetes management and diabetes emergency plans.

An ICP should contain the following information:

- Details informing school personnel, including regular and student/substitute teachers, support staff and volunteers that are in contact with the student on a regular basis, of the treatment guidelines and the type of medical care and monitoring required.
- The type of diabetes and diabetes medication/insulin.
- Frequency of blood sugar monitoring and target range.
- Symptoms commonly experienced for hypoglycemia/hyperglycemia, appropriate treatments and location of treatments.
- A plan for prevention of hypoglycemia during periods of increased or changes in activity.
- A readily accessible emergency procedure for the student, including emergency contact information and treatment procedures for severe hypoglycemia or hyperglycemia.
- Details regarding storage for emergency supplies including glucagon.
- Details regarding storage and accessibility of medical supplies and equipment that may be required for ongoing treatment.
- Details of a daily communication plan between the student, parent/guardian and school.

## Roles and Responsibilities

### Parents/Guardians or Student

- Meet with healthcare providers on a regular basis to develop and review the student's ICP to ensure daily management and emergency plans are indicated.
- Arrange a meeting with the school principal to review the student's ICP.
- Ensure the ICP is current.

### School Personnel

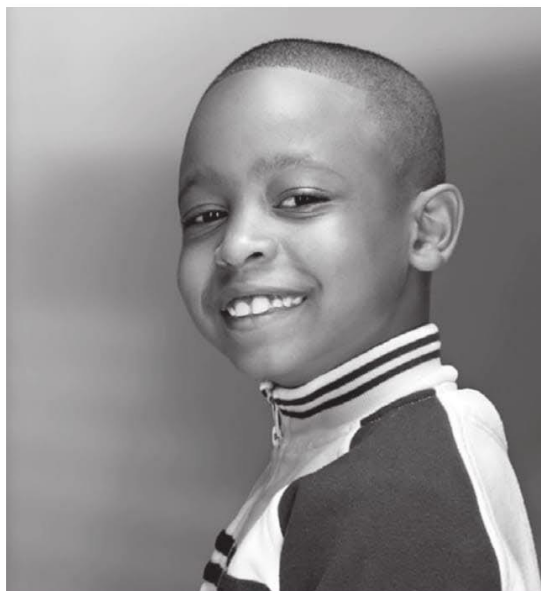
- The school principal must meet with the student and parent/guardian to discuss the student's daily diabetes management requirements and the ICP while in school.
- The school principal must ensure the student's ICP is shared with or made available to all school personnel that are in contact with the student on a regular basis.

## Ongoing Communication

Ongoing communication between the school and the student and parent/guardian is important to ensure the health and safety of the student and to allow parents/guardians to make necessary adjustments to the student's ICP.

Ongoing communication should include the following:

- Parents/guardians reporting to the school principal any changes to the student's ICP.
- School reporting to parent/guardian any issues of concern related to the student's diabetes management.
- School informing parent/guardian via a daily journal or communication log when student experiences hypoglycemia/hyperglycemia that requires assistance.
- School informing parent/guardian in advance of any change in usual school routine including, but not limited to, physical activity schedule, field trips, school bus schedule, changes in recess or lunch schedule.
- Daily communication between the student, parent/guardian and school according to the method and frequency indicated in the student's ICP.



## Daily Management

To maintain optimal health, a student living with diabetes must balance medication, including insulin, food, and activity every day. A student experiencing hypoglycemia/hyperglycemia may be unable to perform school-related or other tasks. With support from school personnel, most students can manage their diabetes independently or with minimal support, however some students are unable to perform daily diabetes management tasks and may require trained personnel to administer insulin, monitor blood sugar, or supervise food intake and activity.

### Blood Glucose (Sugar) Monitoring

School personnel can only perform blood sugar monitoring if there is mutual agreement with the parent/guardian as indicated in the student's ICP and if training is provided to school personnel.

### Roles and Responsibilities

Parent/guardian and school personnel need to work together to establish a blood sugar monitoring plan to meet the student's needs. This should be reflected in the student's ICP.

### Parents/Guardians or Student

- The student or parent/guardian is ultimately responsible for making decisions based on results of blood sugar monitoring.
- Provide very clear instructions to the school in the student's ICP for frequency of blood sugar monitoring.
- Provide or arrange for training to school personnel when required for checking blood sugar levels.
- Ensure that the student's blood glucose meter is in proper working order, with sufficient supplies available on a daily basis.
- Ensure a backup blood glucose meter is available with sufficient supplies.
- Ensure a sharps container is available for safe disposal of sharps.



### School Personnel

- Permit the student or assigned trained personnel to check blood sugar conveniently and safely, wherever the student is located in the school or, if preferred by the student, in a private location.
- Notify parent/guardian if blood sugar monitoring supplies need to be replenished or if there is a concern regarding the working order of the blood glucose meter.



## Medication Administration

Students with diabetes may require multiple doses of insulin by syringe, insulin pen or an insulin pump and/or oral diabetes medications while in school. Some students may require someone to supervise or administer insulin.

School personnel can only administer insulin or oral diabetes medications if there is mutual agreement with parents/guardians as indicated in the student's ICP and training is provided to school personnel.

## Roles and Responsibilities

### Parents/Guardians or Student

- Provide or arrange for training to school personnel when required for insulin administration.
- Provide insulin dosing instructions to school personnel.
- Ensure a sharps container is available for safe disposal of sharps.
- Inform school personnel of changes to insulin and/or diabetes medication administration schedule and update the student's ICP.

### School Personnel

- Supervise the student or administer insulin and/or diabetes medications when there is mutual agreement with the student or parent/guardian and training has been provided.
- Provide each student with a convenient, clean and safe location to administer insulin and/or diabetes medications and, if preferred by the student, in a private location.



## Hypoglycemia (mild and moderate)

Hypoglycemia can be a result of too much insulin, delayed or missed meals or snacks, or more physical activity than usual without a corresponding increase in food or reduction in insulin.

### Signs of Hypoglycemia

- Cold, clammy or sweaty skin
- Pallor (paleness)
- Shakiness, tremor or lack of co-ordination
- Irritability, hostility, poor behaviour, tearfulness
- Staggering gait (appearing drunk)
- Fatigue
- Confusion
- Loss of consciousness and possible seizure, if not treated early

### Treatment of Mild and Moderate Hypoglycemia:

The student should immediately be given (if able to swallow) fast-acting glucose according to the student's ICP. **It is imperative that hypoglycemia is treated immediately as indicated in the student's ICP.**





## Roles and Responsibilities

### Parents/Guardians or Student

- Review annually with the school the student's ICP for treating mild and moderate hypoglycemia or whenever changes to the student's insulin or diabetes medication regimen are made.
- The student's ICP should define causes, prevention, identification and treatment of hypoglycaemia as it pertains to the individual child.
- Provide all snacks as well as an ongoing supply of fast-acting glucose for treating hypoglycemia.
- Encourage the student to keep a source of fast-acting glucose with them at all times.

### School Personnel

- Understand that the symptoms of hypoglycemia can affect behaviour and the student's ability to perform school-related and other tasks.
- Ensure all snacks and meals are eaten on time, as indicated in the student's ICP. The student also requires adequate time to finish snacks/meals. A designated staff member may be required to ensure that the snack/meal is eaten.

- Treat hypoglycemia anywhere, at anytime, and during any activity immediately with available fast-acting glucose.
- Provide safe and readily accessible storage of the student's emergency snack supply.
- A readily available snack and supply of fast-acting glucose should be situated in several locations throughout the school. Ensure student has a source of fast-acting glucose with them at all times.
- Ensure the student is not left alone following the treatment of hypoglycemia until their blood sugar level has increased and is stabilized as indicated in the student's ICP.
- Ensure the student has adequate time to treat hypoglycemia prior to participating in any school activities as indicated in the student's ICP.
- Notify parent/guardian when treatment of mild to moderate hypoglycemia was required.

## Severe Hypoglycemia

Severe hypoglycemia in the school setting is rare, but it is important that staff understand how to respond quickly. Severe hypoglycemia is an emergency situation and often requires the administration of glucagon.

School personnel should be trained to administer glucagon if there is mutual agreement with parents/guardians as indicated in the student's ICP and training is provided to school personnel.

## Roles and Responsibilities

### Parents/Guardians or Student

- Provide a glucagon kit to the school and ensure it is replaced before it expires.
- Provide for glucagon injection training by a health-care provider for designated staff.
- Review annually with the school the student's ICP for emergency procedures for treating mild or moderate hypoglycemia or whenever changes to the student's insulin or diabetes medication regimen are made.

- The student's ICP should define causes, prevention, identification and treatment of hypoglycemia as it pertains to the child.

### School Personnel

- Call 911 immediately and notify parent/guardian.
- Never give food or drink to a student who is unconscious or otherwise unable to swallow!
- Ensure at least two designated staff are trained to administer glucagon.
- Safely store a readily accessible supply of glucagon.
- Notify parent/guardian when glucagon kit is near expiry date.
- Administer glucagon according to instructions in the student's ICP.



## Hyperglycemia

Hyperglycemia occurs when blood sugar levels are higher than the student's target range and can be caused by too little insulin or other diabetes medication; extra food not balanced with an adequate amount of insulin and/or diabetes medications; decreased physical activity; physical or emotional stress, infection, injury or illness; or insulin pump malfunction. Emergency treatment is usually not required except in the case of diabetic ketoacidosis (DKA) (see *Severe Hyperglycemia below*).

### Signs of Hyperglycemia

- Increased thirst
- Increased urination
- Change in appetite or nausea
- Blurry vision
- Fatigue
- Irritability, hostility, poor behaviour, tearfulness

### Roles and Responsibilities:

#### Parents/Guardians or Student

- Provide target blood sugar levels in the student's ICP to the school.
- Provide instructions for when blood sugar is above the target range.
- Students using an insulin pump with blood sugar reading greater than 15.0 mmol/l should check for ketones and notify their parent/guardian, unless otherwise indicated in the student's ICP.

#### School Personnel

- Notify parent/guardian if the student has consistently high blood sugar levels according to the student's ICP.
- Discuss the treatment of hyperglycemia with the parents/guardians.
- Provide opportunities for the student to deal with the symptoms as necessary, including access to the washroom or to drink water more frequently.
- Additional blood sugar checking as well as ketone checking may be required. Permit the student to

check blood sugar and ketones conveniently and safely, wherever he or she is located in the school or in a private location according to the student's ICP.

- Administer supplemental insulin according to the student's ICP.
- Understand that the symptoms of hyperglycemia can affect behaviour and the student's ability to perform school-related and other tasks.

## Severe Hyperglycemia

Untreated hyperglycemia may lead to the emergency situation diabetic ketoacidosis (DKA). Parents/guardians should be called if a student is nauseous, vomits or shows signs of illness.

### Symptoms of Diabetic Ketoacidosis (DKA)

- Dry mouth, fruity breath, extreme thirst, and dehydration
- Increased urination
- Nausea and vomiting
- Severe abdominal pain
- Shortness of breath
- Sleepiness or lethargy
- Depressed level of consciousness

### Roles and Responsibilities

#### Parents/Guardians or Student

- Ensure the student's ICP includes an emergency plan and that all school personnel who work with the student have access to the plan and have been trained to recognize and respond to symptoms of severe hyperglycemia.

#### School Personnel

- Notify parent/guardian if the student is unable to eat or vomits at school, or shows signs of illness.
- If the student vomits and parent/guardian is unavailable, call 911 immediately or take action according to the student's ICP.



## Nutrition/Food

The balance of food, medication and activity is essential to achieving optimal blood sugar control. Timing and quantity of food is based on the individual student's ICP. Missing a meal or snack or eating less than planned may result in hypoglycemia. Conversely, eating more food than planned may result in hyperglycemia. The student's food intake may need to be consistent or it may be flexible when insulin dose is administered based on food intake. With planning, a student with diabetes can enjoy the same foods as everyone else. Unless indicated in the student's ICP, there are no "forbidden" foods.

## Roles and Responsibilities

### Parents/Guardians or Student

- Inform the school of the student's meal plan including time, type and quantity of food and include this information in the student's ICP.
- Inform the school of any special food restrictions such as in the case of celiac disease or food allergies.

### School Personnel

- Ensure all meals and snacks are eaten completely and on time. Provide sufficient time for the student to finish snacks/meals.
- In the case of younger students, provide supervision to ensure entire meal/snack is consumed.
- Communicate to parent/guardian situations where food was not eaten or where there were changes to planned food intake due to school-related activities.





## Physical Activity, Sports and Extracurricular Activities

Students with diabetes should be encouraged to be participants in all school activities. Planning is essential, so that blood sugar levels are maintained within a safe target range; the major risk of both planned and unplanned activity is hypoglycemia.

In cases of unplanned activity, eating an extra snack may be necessary. Exercise, sports and extracurricular activities are three of many factors which may affect an individual's blood sugar levels. If activities are found to affect blood sugar levels in a predictable manner then, at the request of parent/guardian and according to the student's ICP, insulin administration may differ from the usual regimen during certain specified activities.

### Roles and Responsibilities

#### Parents/Guardians or Student

- Determine any required changes from the usual regimen during periods of physical activity, sports or extracurricular activities and provide clear instructions to the school in the student's ICP for such activities. For example, any changes to insulin doses should be specified.
- Ensure that the student's ICP indicates when

physical activity should be restricted based on blood sugar levels being too low or too high.

- Provide for extra snacks (e.g. carbohydrates) clearly marked for days the student is involved in extra activity.

#### School Personnel

- Inform parent/guardian of any extracurricular activity, so that plans can be made around diabetes management.
- Have a readily available supply of fast-acting glucose for treatment of low blood sugar.
- Recognize that there is often a higher chance of hypoglycemia in the hours following intense physical activity and other intense activities and be alert to any signs of hypoglycemia in the student.

## . GLOSSARY

- **Blood glucose:**  
The amount of glucose (sugar) in the blood at a given time. It is important that blood sugar levels do not go too low or too high. Checking blood sugar helps students with diabetes balance between food, activity and medication.
- **Blood glucose monitoring/self-monitor blood glucose (SMBG)/monitor:**  
Students with diabetes monitor their blood sugar often and regularly with a glucose meter. A drop of blood is placed on a blood glucose test strip inserted into the meter to obtain a reading. Students with diabetes are encouraged to keep a meter with them and if they experience changes in behaviour or symptoms of low or high blood sugar, they should “check, don’t guess.” Some students, especially those who are very young, may be unable check their own blood sugar.
- **Clinical Practice Guidelines:**  
*The Canadian Diabetes Association’s Clinical Practice Guidelines for the Prevention and Management of Diabetes in Canada (CPGs)* are evidence-based clinical practice guidelines intended to help healthcare professionals provide the best in patient-centered diabetes care and chronic disease management. Recognized internationally and updated every five years, the CPGs provide recommendations on screening, prevention, diagnosis, education, care and management of diabetes.
- **Diabetes management/self-management/daily management:**  
A cornerstone of diabetes care in order for students to live well with diabetes and to prevent or delay complications of diabetes. It involves following prescribed medication, diet and physical activity patterns, checking blood glucose and adjusting treatments. Students and their parents/guardians are encouraged to be actively involved in the decision making around the student’s diabetes care.
- **Diabetic ketoacidosis (DKA):**  
DKA is life-threatening and occurs when blood sugar levels are too high and the body breaks down fat for energy. This leads to a high level of ketones in the body. At high levels, ketones are poisonous and can lead to coma or death, if not treated.
- **Fast-acting glucose:**  
A rapidly absorbed source of carbohydrate to eat or drink for the treatment of mild to moderate hypoglycemia or low blood sugar (e.g. glucose tablets, juice). A source of fast-acting glucose should be kept with a student at all times as well as in easily accessed locations throughout the school.
- **Glucagon:**  
A hormone that raises blood sugar. An injectable form of glucagon is used to treat severe hypoglycemia. Training by a healthcare provider is required to administer glucagon.
- **Glucometer:**  
A medical device used to measure the concentration of sugar in the blood.
- **Glucose:**  
Is the fuel that the body needs to produce energy. Glucose (sugar) comes from carbohydrates such as breads, cereal, fruit and milk. To use this sugar, the body needs insulin. Almost all foods contain carbohydrates.
- **Hypoglycemia/low blood glucose (mild or moderate):**  
An urgent and potentially emergency situation that occurs when the amount of blood glucose (sugar) has **dropped below** a student’s target range (e.g. 4.0 mmol/l). Hypoglycemia can be mild, moderate or severe. Hypoglycemia requires treatment with a fast-acting glucose and rechecking of blood sugar until levels have stabilized within the target range. Hypoglycemia can be a result of having injected too much insulin, or eaten too little carbohydrate, or engaged in unplanned physical activity.



- **Hypoglycemia/low blood glucose (severe):**  
An urgent situation requiring assistance of another person and an emergency response. A student displaying symptoms of fainting, seizure, and difficulty speaking requires an emergency response.
- **Hyperglycemia/high blood glucose:**  
When the amount of blood glucose (sugar) is higher than an individual's target range. The student may be thirsty, urinate more often, and be tired.
- **Individual Care Plan (ICP):**  
A standardized plan that includes details informing school personnel and others who are in direct contact with the student on a regular basis (as well as being available to all substitute personnel) of the type of medical care and monitoring required, and treatment guidelines. The student's ICP also includes a readily accessible emergency procedure for the student, including emergency contact information, storage instructions for glucagon and other emergency supplies, as well as details regarding storage and accessibility to medical supplies and equipment that may be required for ongoing treatment of the student's diabetes. The student's ICP also provides information about what the student will need to do during the school day, for example checking blood sugar, taking insulin injections or oral medications, eating snacks and lunch at a certain time each day and planning for activities. The student's ICP should also outline the support a student will need with their diabetes management activities and who will be responsible to provide it while in school or participating in school activities.
- **Insulin:**  
A hormone required to convert glucose (sugar) to energy for the body to use. Without insulin, sugar builds up in the blood instead of being used for energy. Students with type 1 diabetes must administer insulin by syringe, insulin pen or insulin pump. Some students with type 2 diabetes may also require insulin.
- **Insulin Pen:**  
A device for injecting insulin for the treatment of diabetes.
- **Insulin Pump:**  
A medical device for delivering insulin. Insulin pumps are small portable battery-operated devices worn on a belt, put in a pocket or attached directly to the skin.
- **Ketones:**  
Ketones are produced by the body when there is no insulin or not enough insulin in the body. The body uses fat for fuel instead of glucose and this makes ketones. Ketones can make the student feel sick and can lead to a serious illness called DKA (Diabetic ketoacidosis). Ketones should be checked, using a blood ketone meter or urine ketone strips, when the blood sugar is above 13.9 mmol/L.
- **Sharps:**  
Used insulin syringes, insulin pen needles and lancets for blood glucose monitoring are sharp items that must be disposed of carefully and in appropriate sharps containers.
- **Target range:**  
Acceptable blood sugar levels based on the *Canadian Diabetes Association's Clinical Practice Guidelines* and personalized for the student by parents or guardians and the DCT.
- **Type 1 diabetes:**  
Usually diagnosed in children and adolescents, it is an autoimmune disease in which the pancreas stops producing insulin. The cause of type 1 diabetes remains unknown and it is not preventable.
- **Type 2 diabetes:**  
Once a condition that occurred only in adults, it is now being diagnosed in teens and even in children. Type 2 diabetes is a disease in which the pancreas does not produce enough insulin, or the body does not properly use the insulin it makes.



The Canadian Diabetes Association works in communities across the country to promote the health of Canadians and eliminate diabetes through our strong nation-wide network of volunteers, employees, health-care professionals, researchers, partners and supporters. In the struggle against this global epidemic, our expertise is recognized around the world. The Canadian Diabetes Association: setting the world standard. To learn more, visit **diabetes.ca** or call **1-800-BANTING (226-8464)**.



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