

'Namgis Education Board

Policy Statement

NUMBER: 1

POLICY: MISSION AND VISION STATEMENTS

The `Namgis Education Board hereby affirms the following mission and vision statements for T'lisalagi'lakw School.

MISSION STATEMENT:

The mission of T'lisalagi'lakw School is to provide students with the highest quality academic education, recognizing the unique value of the Kwakwaka'wakw culture in which the school operates.

VISION STATEMENT:

T'lisalagi'lakw School has been organized to operate on democratic principles and processes. It is our goal to create a school environment that is open and appeals to all the members of the community. Consequently, it is our aim to:

- Operate the school where the best interests of the child are always paramount.
- Work diligently to increase student academic achievement.
- Establish a strong Kwakwaka'wakw cultural component for all grades and increase the level of cultural content in all aspects of the curriculum.
- Establish a Nursery to Grade Three Kwak'wala Immersion program by the year 2005 and regularly expand immersion until Kwak'wala becomes the major language of instruction.
- Offer students a strong technological education.
- Encourage positive and respectful approaches to all student/teacher interactions.
- Seek meaningful and regular input from parents, family members and community members, and
- Offer students a variety of learning opportunities leading to success.

Last Date of Revision: 2000.01.02

'Namgis Education Board

Policy Statement

NUMBER: 2

POLICY: POLICY MANUALS

The policy manual is intended as a guide for the operation of T'lisalagi'lakw School. The board administrator shall implement procedures that provide for quick distribution of policies and regulations adopted by the `Namgis Education Board.

The purposes of the policy manual are to:

1. define, in writing, the expectations and current practices authorized by the `Namgis Education Board.
2. guide administrative staff in day-to-day decision making.
3. orient new and current board members and employees to policies and regulations for the `Namgis Education Board.

Regulations and Procedures

NUMBER: 2

REGULATIONS: Policy Manual

1. DISTRIBUTION OF POLICY MANUALS

Numbered policy manuals shall be distributed to:

- School board members (6)
- Band council representatives (2)
- School administrators (2)
- Parent advisory committee (1)
- School staff room (1)
- Band manager (1)

- Spares in administration offices (2)

2. DISTRIBUTION OF POLICIES AND REGULATIONS

When policies and/or regulations have received final approval from the board, they shall be distributed, with a revised index, to each holder of a numbered policy manual.

It shall be the responsibility of the policy manual holder to keep the policy manual current.

DRAFT

`Namgis Education Board

Policy Statement

NUMBER:

STATEMENT OF PHILOSOPHY

The `Namgis Education Board supports the belief that the T`isalagi`lakw School philosophy is the foundation for the school, and is the measure against which all the actions of the board and school should be tested. The statement of philosophy is the set of values that guide everyday school and board interactions, operations and policy development.

The `Namgis Education Board affirms the following statement of philosophy for board and school operations.

The Statement of Philosophy for T`isalagi`lakw Namgis Education

1. Master the basics of reading, writing and mathematics.
2. Learn about all aspects of their culture, past and present.
3. Become fluent in their native K`wak`wala language.
4. Learn their traditional dances and songs.
5. Develop the ability to think.
6. Build healthy self-esteem and belief in oneself.
7. Become good citizens.
8. Be prepared with career-oriented skills.
9. Receive vocational and trades training.
10. Become more environmentally aware.
11. Learn to appreciate the fine arts.
12. Learn to become life-long and self-directed learners

Namgis Education Board

Policy Statement

NUMBER: 4

Policy: Agendas

The Namgis Education Board affirms the principle of uniformity in conduction board business. Administrators must make the agendas available to members a minimum of two days prior to a regular board meeting. The agenda should clearly show the items intended for discussion and the order of presentation. Agenda items should be identified in one of the following ways:

- Requires a motion
- For discussion, or
- For information only

Standard Agenda Format

1. In camera meeting
2. Call to order and consideration of agenda
3. Approval of minutes
4. Hearing of delegates
5. Business arising from the minutes
6. Correspondence
7. Items for Board Action: Administrators Report
8. Items for Board Action: Committee Reports
9. Discussion Period: Questions from public attendance
10. New Business: Next meeting date
11. Order to adjourn

Namgis Education Board

Policy Statement

NUMBER: 5

FORMULATION OF POLICY

POLICY

Characteristics of Policies

Policies are guidelines adopted by the board to chart a course of action. They tell WHAT is wanted and they also include WHY and HOW MUCH. They should be broad enough to admit discretionary action by the administration in meeting day-to-day challenges, and be specific enough to give clear guidance.

Some characteristics of policies are:

- 1.1 It is general, rather than a specific statement of intent
- 1.2 It has an ideological (philosophical) base
- 1.3 It is directed toward the foreseeable future
- 1.4 It is not merely a statement of a goal; it demands action
- 1.5 It is public policy; therefore, it is political
- 1.6 It is directed towards program planners, but it potentially affects a wide range of people, including students, staff officials, board members and the community at large.

Characteristics of Regulations

Regulations are the detailed directions developed by the administration to put policy into practice. They tell HOW, by WHOM, WHERE, and WHEN things are to be done.

Formulation of Policy

As a general practice, the following procedures will be used to introduce, amend, or delete policy statements.

1. In general, a draft policy statement shall come to the board in the form of a recommendation from the Policy Committee.
2. The draft policy statement shall be presented at a regular meeting of the board, at which time amendments to the draft may be made.

3. The draft policy shall remain on the table until the next regular board meeting. Copies of the proposed policy will be circulated to school staff and members of the community, and written responses will be requested.
4. The policy will be considered for final approval at a regular board meeting within one month, after consideration of any written responses.
5. If revisions are made that significantly alter the intent of the statement, the policy draft may be referred back to the Policy Committee or remain on the table for an additional period of one month.
6. If no significant revisions are required, policy statements may be adopted at the regular meeting following the introduction of the draft policy.
7. Unless specifically stated in the policy, the effective date of the policy shall be the date of the board adoption, which shall be recorded with the text of the adopted policy.
8. Regulation, as required, will be formulated by the administration. Every regulation must be associated with an existing governing board policy.
9. Regulations shall normally be submitted with a draft policy, or at the regular board meeting following the adoption of the policy.
10. The board reserves the right to review administrative regulations at its discretion but it shall revise or veto such regulations only when in the judgment of the board they are inconsistent with the intent of the board's adopted policies.
11. Every regulation issued shall be marked with the adoption date and shall be filed with its associated governing board policy.

ADOPTED

'Namngis Education Board

Policy Statement

NUMBER: 6

POLICY: PROFESSIONAL CONDUCT

The 'Namngis Education Board expects all educators, school employees and board members to act as leaders in the community; consequently, they are expected to behave responsibly during and after school hours. All board members and employees are role models for students and community members and are expected to conduct themselves accordingly. Consequently, all board members and employees are expected to practice the best values of the community and the culture.

School employees and board members are special members of the community who have been entrusted with special responsibilities: our children. This policy is designed to provide employees and board members with guidelines for acceptable conduct and to enhance the professional integrity of the organization.

ADOPTED:

‘Namgis Education Board

Administrative Regulations and Procedures

ADOPTED:

REGULATIONS CONCERNING STUDENT DISCIPLINE

1.0 Overview:

The ‘Namgis Board of Education has the authority and responsibility to make reasonable rules governing the behaviour of students while attending T’lusalagi’lakw School to ensure smooth and effective school operations. These rules will apply to all students in school or traveling to and from school sponsored activities.

2.0 Responsibilities:

2.1 Teachers:

Teachers have the responsibility to maintain a suitable environment for learning. The British Columbia School Act, Section 4, sub-section C, outlines this responsibility as it relates to the discipline of students.

2.2 The B.C. School Act: Teachers will:

Ensure that students understand and comply with the codes of conduct governing their behaviour and with the rules and policies governing the operations of the school.

2.3. Administrators:

School administrators also have legal responsibilities as a result of the Act. In Section 5, Powers and Duties of Administrative Officer, sub-section 7 states:

The principal of a school is responsible for administering and supervising

the school including, the general conduct of students, both on school premises and that are organized for or sponsored by the school, and shall, in accordance with the policy of the board, exercise paramount authority within the school in matters concerning the discipline of students.

In addition, the 'Namgis Education Board further declares in its operating policies that:

...the principal is to discipline only with accordance with the regulations of the school and the board, and to refrain from disciplining in irregular and excessive ways....

Administrators have the responsibility to maintain and operate the educational programs of the board and province. Administrators and teachers will administer discipline within the guidelines of this schedule. Rules and regulations will be published and reviewed with students periodically throughout the year. The rules will be displayed in prominent locations within the school. Copies will be made available to students and parents.

2.4. Students

In the British Columbia School Act, Part Two, Students and Parents, and Division I, Section 6, Duties of Students, Sub-section I states:

A student shall comply:

- with school rules authorized by the principal of the school or, provincial school, as the case may be, attended by the student, and
- with the code of conduct and other rules and policies of the board or the provincial school, as the case may be.

These regulations are intended to provide students and staff a clear definition of acceptable and unacceptable behaviour. These regulations should be interpreted fairly and take into account the different circumstances in each case. Further, administrators will have the authority to apply other reasonable actions to deal with situations, which are not covered by the discipline policy.

The board will review the disciplinary regulations from time to time so as to accommodate changes in the community and the law as they occur. The board may decide to add historical and cultural disciplinary traditions of the 'Namgis First Nation at any time to localize and enrich the disciplinary program.

3.0 Student Code of Conduct

Promoting effective discipline in the school requires a complete program supported by everyone. A well-disciplined school guarantees a safe and comfortable environment with a friendly and cooperative atmosphere. It guarantees that the same rules apply to everyone and that the rules will be applied equally.

Teachers and staff are expected to set the following standards for all their students:

- Be prepared and on time
- Bring learning materials
- Respect other people and their property
- Be prepared to participate
- Follow school rules
- Try their best in all things

Teachers will expand on these points as they establish their own standards in each classroom.

4.0 Duties and Expectations for Students:

4.1 The student will demonstrate good manners and courtesy by:

- Waiting your turn
- Listening when others talk
- Sharing
- Not swearing
- Listening to teachers and staff, and
- Taking shoes off when entering school

4.2 The student will respect other students and staff by:

- Not teasing and fighting,
- Not threatening or bullying
- Not spitting or throwing things,
- Not play fighting or running in hallways,
- Listening to staff directions,

4.3 The student will take care of his/her own and school property by:

- Keeping his/her work area and desk clean,
- Taking care of all books and supplies,
- Picking up rubbish and placing it in the trash, and
- Not vandalizing school property.

5.0 Sanctions for Minor Infractions:

Teachers and staff are urged to implement the following disciplinary steps to deal with minor infractions:

- 5.1 Informal meeting with student in private at recess, lunch or after school.
- 5.2 Formal conference with student, teacher and home-school coordinator, including parental contact either by letter or telephone.
- 5.3 Formal meeting with parents, home-school coordinator and/or learning assistance coordinator.
- 5.4 Send to principal or his/her designate for further action.

It is important that teachers document each step in this process. All parental contact should be recorded and relayed to the principal. Teachers should strive to discipline in privacy wherever possible.

6.0 Administrative Consequences for Non-Severe Infractions

6.1 Principal Referrals

The principal may apply the following consequences for non-severe infractions when staff refers a student to him/her for disciplinary reasons. The principal will advise the staff of action taken at his/her earliest opportunity.

First Offense: An apology will be made to the injured party or parties and the principal may issue a verbal reprimand, contact the parents and record the particulars of the incident.

Second Offense: An apology will be made and the parents contacted. The student will be required to complete a related activity and/or serve a detention under supervision. The principal will record the particulars of the incident.

Third Offense: An apology will be made and the principal will arrange a formal parent conference. Some form of behaviour modification plan will be put into effect and a behaviour agreement will be signed. Parent participation will be requested.

Fourth Offense: Parents will be contacted immediately and the student may be suspended for one or two days by the principal. A behaviour modification plan will be implemented and a behaviour contract will be signed by the student and parents. Re-admission to school is based on a successful meeting between

the student, parents and school.

7.0 Student Removals:

- If a student's removal from a classroom is required then the teacher or staff member will direct that student to leave.
- If a student refuses to cooperate then the teacher or staff member should call on the principal to take-over the situation.
- **At no time should the teacher or staff member use physical force or loud and abusive language while directing a student from place to place.** *The only exception is in situations where immediate action is required to protect the student and/or others who are in danger.*
- If a teacher or staff member is required to subdue a student then it must be done with the least amount of force possible. The staff member is expected to call upon the principal to intervene as soon as possible.

8.0 Severe Infractions:

The following incidents should be referred to the principal immediately:

- Major disruptions in the school.
- Damage to school and private property.
- Stealing.
- Issuing threats or committing assault.
- Physically or psychologically bullying or abusing others.
- Possession of weapons or potentially dangerous Instruments.
- Controlled substance abuse, including smoking on school property.
- Repeated violations of disobedience.
- Profanity directed toward teachers, staff and students.
- Possession of obscene material or attendance at any pornographic Internet sites.

9.0 Consequences for Severe Infractions:

The consequences for incidents considered to be severe are:

First Offense: One day automatic suspension, or for less severe infractions, one day in school suspension with a parent conference.

Second Offense: Two to Three day school suspension with re-admission dependent upon a satisfactory student- parent- principal conference. A behaviour agreement may be required before reinstatement.

Third Offense: Five or more day suspension to the board; re-admission dependent upon the results of the student-parent-principal-board conference.

Fourth Offense: Automatic suspension with a recommendation for expulsion to the board. Depending upon the severity of the infraction, some incidents may be referred to the RCMP.

Parents will be contacted and involved at every stage of the disciplinary process.

10.0 Student Behaviour while riding the School Bus:

Students are considered to be in school when riding the school bus. It is imperative for the safety of all students that they obey all directions from the driver and supervisors while riding the bus. The consequences for inappropriate behaviour while riding the school bus are as follows:

First Offense: Verbal warning by the driver and parental contact which will be recorded by the driver and forwarded to the principal.

Second Offense: Parents will be contacted and sent a written report by the principal suspending bus riding privileges for two days. The principal will record the incident and meet with the parents.

Third Offense: Parents will be contacted and sent a written report from the principal suspending bus riding privileges for five days. A parent meeting will be arranged.

Fourth Offense: Parents will be contacted and sent a written report from the principal suspending bus riding privileges for one month. A meeting with the driver, parents, student and principal will be required before the student may resume bus-riding privileges.

Fifth Offense: Parents will be notified and sent a written report suspending the student's bus privileges for the remainder of the school year.

All days referred to in this policy are instructional days. Suspension of privileges includes bus trips to extra-curricular events such as tournaments but not class related field trips unless specifically stated by the principal. Severe infractions will result in immediate withdrawal of riding privileges pending further investigation by the principal. ('Namgis Education Board School Bus Behaviour Form: Appendix A)

11.0 Suspensions and Expulsions Policy

The 'Namgis Board of Education has adopted a Student Suspensions and Expulsions Policy. The policy deals with short-term suspension (up to three school days) and long-term suspension or expulsion. The principal or his/her designate may suspend offenders

for a maximum of three days without board approval, but will notify the board of any suspension as soon as practical after the fact. Any suspension over the three-day maximum can only be made by a majority decision of the board.

11.1 Suspension Policy Procedures

- Students will be advised that they are in jeopardy of being suspended after the principal has documented several serious incidents attributed to a particular student. The principal will submit a warning letter to the student and parents advising that any further repeats of the disagreeable behaviour will result in a school suspension. The principal or his/her designate will make every effort to counsel students to adjust the problem before suspensions are imposed.
- Flagrant defiance of school rules and board policies may result in immediate suspension for up to three days with a hearing. The principal will mail a letter to the parents/guardians within a twenty-four hour period, describing the incident, results of the hearing, and any disciplinary action taken. Parents will also be notified by telephone.
- School assignments will be provided for any student serving a suspension longer than one day and, the home-school coordinator will monitor each suspended student.

12.0 Formal Hearings

Parents/guardians are encouraged to bring an advocate to assist them in any meeting with the principal or the 'Namgis Board of Education. Formal hearings are reserved for more severe situations and require that the parents/guardians, student and the principal sign a Record of Hearing Form and Behaviour Agreement Form (Appendix B)

○ Appeals

Any suspension issued by the principal can be appealed to the 'Namgis Education Board by the student or parent/guardian. Legal representation or a student advocate is encouraged for the appeal process.

The aggrieved parties must present appeals within five working days. Written notice of appeal must be submitted to the principal, and if he/she is unavailable, then to the Personnel Manager for the 'Namgis First Nation. The board will call a special meeting to

deal with the appeal. The student and parents/guardians will be contacted as soon as practical. The board shall give a minimum of forty-eight hours notice of a hearing date.

12.2 Rules for Conduct of Hearings

- The school board hearing is an administrative hearing. The only standard for admission of evidence to the hearing is relevancy. The hearing procedure is to determine, “Did the student violate the stated policy?”
- The board and the principal will comprise the hearing committee. A quorum of board members must be present for a hearing panel. The board may have its lawyer present.
- The principal will serve as chairperson of the hearing panel.
- The principal will state the charges and call the witnesses. He/she will maintain any records required by the board.
- The student charged with the violation of school board policy may be present throughout the hearing, as may be the parents/guardians , and, if desired, an advocate, lawyer or spokesperson representing the student.
- The chairperson will call witnesses with testimony relevant to the proceedings.
- Witnesses will be present in the hearing room only during their testimony. Prior to testifying, witnesses will affirm that the statements they make are truthful.
- Anyone present at the hearing may question a witness. A witness may be called to testify any number of times.
- The deliberations of the hearing committee will be made in executive session.
- During deliberations, the hearing panel may recall any party to give additional information, if such information is required.
- At the conclusion of deliberations, the final vote will be taken in open session.
- If the finding is that the student has violated school board policy, the board may impose such penalty as is permitted by board policy.

Appendix A

**School Bus Behaviour Report
T'lisalagi'lakw School**

Date: _____

Student: _____

Incident:

Consequences:

Parents contacted: _____yes
time_____

Driver's Signature_____

Parent's Signature_____

Principal's Signature_____

Date_____

Copies to:_____

Appendix B

Hearing Form

T'lisalagi'lakw School

Record of hearing on_____

Date_____

Student_____

A hearing is used at T'lisalagi'lakw School when a student's repeated violations of school rules indicate that his/her parents may be asked to withdraw the student from school.

On the above date, the parents/guardians and student were called in for a hearing with the principal and staff. This was done with a sincere desire on the part of the school to keep the student in school if possible and to make sure that all pertinent facts concerning the problems were carefully reviewed and discussed by all parties before making a decision on future attendance.

The decision reached by school officials as a result of this hearing is as follows:

() Student is suspended from school for a period

of _____

() Student is allowed to remain in school on probationary status with the following agreement signed and agreed to by the parties involved.

Agreement

Due to repeated violations of the rules and regulations of T'lisalagi'lakw School by _____

_____ this agreement will make it understood between parents/guardian, student, and school authorities that any further infractions of rules and regulations will be cause for suspension from attendance at T'lisalagi'lakw School for _____ school days.

Other parties present at hearing:

_____ Student _____

_____ Parents/Guardians _____

_____ Principal _____

ADOPTED:

'Namgis Education Board

Policy Statement

NUMBER: 7

Approved in Principle 2000.02.08

POLICY: EMPLOYEE GRIEVANCES AND APPEALS

In the interest of establishing and maintaining harmonious and effective working relationships the 'Namgis Education Board has developed a grievance policy for employees and administrators who believe that they have been unfairly treated while at work.

It is the position of the 'Namgis Education Board that its employees are leaders in the community, and as such should act toward each other with mutual respect and dignity. The board expects employees to be empowered by their work, responsible in their actions and confident in the knowledge that policies are applied in a universal and fair manner. This policy is meant to provide a framework for employees to safely advocate and protect their own interests while maintaining the professional integrity of the organization.

ADOPTED:

Namgis Education Board

Administrative Regulations and Procedures

NUMBER: *Approved in Principle 2000.02.08*

REGULATIONS CONCERNING EMPLOYEE GRIEVANCES AND APPEALS:

1.0 Process:

Each employee is responsible for addressing day-to-day problems with fellow employees and the principal and/or his/her designate. All employees are expected to follow this policy when they have a grievance with a fellow employee or the principal and/or his/her designate.

2.0 Grievances with Fellow Employees:

Employees who observe a co-worker behaving unprofessionally or who have a disagreement with a co-worker are expected to approach that colleague privately in an attempt to resolve the matter. During this effort, both parties are expected to act in a civil and professional manner.

If this approach is unsuccessful, employees have five working days immediately after the meeting to bring the issue to the principal or his/her designate. If the principal cannot resolve the matter within five days of it coming to his/her attention, then he/she, or either of the concerned parties, may request that it be submitted to the personnel manager for a hearing.

This submission must occur within five working days of the principal declaring in writing that he/she cannot resolve the matter, and be in a letter or report form, which clearly describes the situation, the resolution process thus far and request a meeting with the personnel manager. A copy of this letter should be submitted to the principal who will advise all concerned parties. The personnel manager must deal with the matter as expeditiously as possible.

An employee who still remains dissatisfied has five days after the personnel manager's decision to write to the Band Manager requesting a hearing from Band Council. This is the final internal step in the appeal process for employees but does not preclude them from seeking external solutions.

3.0 Grievances with Administrators/Supervisors:

- a. Employees who have a grievance with the principal or principal-designate are expected to discuss their concerns with the principal within two working days of the incident.
- b. If the employee is unsatisfied with the principal's attempts to resolve the issue then he/she should register the complaint in writing and submit a letter to the personnel manager. The letter should describe the situation, identify the attempts at resolution and request a meeting with the personnel manager to discuss the matter. The staff member has five working days after the discussion with the principal to submit the letter, a copy of which should be sent to the principal.
- c. Upon receipt of the letter, the personnel manager will arrange a meeting, as expeditiously as possible, to discuss the matter with the staff member. This meeting may lead to a dismissal of the complaint or a recommendation to the staff member that he/she apply to the Band Manager to establish a grievance committee to hear the case.
- d. If required to establish a grievance committee, the Band Manager, in consultation with the personnel manager, will choose three staff members, remaining mindful of the First Nation's conflict of interest guidelines and rules of confidentiality, who will form a grievance committee with the Band Manager as the Chairman.
- e. If the employee is dissatisfied with the decision reached by a grievance committee then he or she has five days, after the date of the grievance committee decision, to appeal in writing to the Band Manager for a hearing who will take the matter before the Band Council or Council committee for a decision
- f. If the principal or principal-designate has a complaint involving a board member or a fellow administrator he/she will appeal directly to the personnel manager who may dismiss the complaint or advise him/her to submit the matter to the Band Manager for a grievance hearing. If the complaint involves the personnel manager then the principal can appeal directly to the Band Manager for a hearing. The Band Manager will take the matter to Band Council for a final hearing as expeditiously as possible.
- g. Employees who file complaints or grievances shall not be penalized for their actions in any way.
- h. Nothing in this policy precludes an employee from seeking legal advice.

ADOPTED:

Last Date of Revision 2000.02.14

'Namgis Education Board

Policy Statement

NUMBER: 8

POLICY: COMPLAINTS AGAINST STAFF OR VOLUNTEERS

The Board recognizes that, from time to time, concerns regarding the operation of the T'lisalagi'lakw School will arise. The Board, consistent with its broad policy-making role, believes it should deal with complaints concerning specific personnel, programs, or procedures only after the usual channels have been exhausted.

The Board also places trust in its employees and desires to support their actions in a manner that frees them from unnecessary or unwarranted criticism and complaints. Complaints, questions or expressions of concern shall be dealt with in a manner that reflects mutual respect and fair process, and procedures for dealing with such situations shall ensure that:

- Complaints are handled between those immediately involved, if possible;
- Complaints are investigated and resolved expeditiously;
- Complaints are dealt with in a courteous and constructive manner;
- Personnel against whom complaints are made have an opportunity to respond.

Regulations and Procedures

Steps to Resolving Concerns or Complaints

The Board believes that the following process provides a fair and efficient method for resolving complaints:

1. Attempt to resolve the issue at the source by contacting the school employee with whom you have a concern.
2. Involve the school principal if a resolution is not reached in Step 1.

3. Appeal to the 'Namgis Education Board if a resolution is not reached in Step 2
4. Involve Assistant Band Administrator if a resolution is not reached in Step 3.
5. Involve the Band Administrator if a resolution is not reached in Step 4.
6. Appeal to the Chief and Council if a resolution is not reached in Step 5.

Members of the general public can be excused for not being aware of this Board Policy, however if members of the public approach a staff member, board member or councilor directly, it is expected that the Band representative will advise them of the correct procedure and available supports.

'Namgis Education Board

Policy Statement

NUMBER: 9

POLICY: Public Submissions to the Board.

The 'Namgis Education Board has developed a policy to establish a protocol for staff and community members who wish to make submissions or appear before the board.

The purpose of this policy is to establish and maintain effective communication links with all members of the community and to ensure productive and orderly meetings of the board.

'Namgis Education Board

Administrative Regulations and Procedures

NUMBER:

REGULATIONS REGARDING: PUBLIC SUBMISSIONS AND DELEGATIONS TO THE BOARD.

1.0 Hearing of Delegates:

The 'Namgis Education Board encourages public participation at school board meetings. In order to facilitate this participation, there will be a "Hearing of Delegates" section included within each agenda.

Delegates refer to any member(s) of the community who wish to appear before the 'Namgis Education Board to gather or present information.

2.0 Delegate Appearances at Board Meetings:

- **Community members who have concerns with regard to board policy, personnel or school related matters should initially direct their inquiries or concerns to the Principal of T'lisalagi'lakw School.** If community members still wish to appear before the board after meeting with the principal, then he/she will arrange an appearance at the first available opportunity.

- Community members wishing to appear before the board are required to submit a written request to the principal, which clearly identifies their concerns, requests and expected duration of their presentation. The principal will arrange to add the delegation to a board agenda at the earliest opportunity. The principal will notify the delegation of the date and time of their appearance as soon as practical.

- Delegations wishing to appear before the board must make their request and provide the principal with any written materials a full week before any scheduled meeting. This will allow the principal sufficient time to duplicate and distribute any relevant materials. Board meetings occur every other Tuesday or as required.

- The board's procedure in hearing public submissions is as follows:
 - a. The delegation makes its presentation to the board within the allotted time.
 - b. Board members may ask questions of the delegates.
 - c. The delegate (s) are excused and the board will consider the presentation.
 - d. Delegates will be notified of the board's response within seven days and may be invited back to meet with the board.

‘Namgis Education Board Policy Statement

Number: 10

Policy: Head Lice/scabies

The Namgis Education Board recognizes that head lice and scabies need to be controlled in school age children. Steps must be taken to limit as much as possible the spread of head lice and scabies among students and staff members.

This policy is to provide guidelines for T’lusalagi’lakw School staff, students and parents for dealing with head lice and scabies.

The school will participate with the health center to establish an educational program for the community on the identification and treatment of head lice and scabies.

Administrative Regulations and Procedures

NUMBER:

REGULATIONS REGARDING HEAD LICE/SCABIES:

1.0 Head Lice/Scabies Screening Procedures

Students and staff found with head lice and/or scabies will be sent home for treatment and will be permitted to return to school only when they are free of lice or in case of scabies, can provide evidence of successful treatment.

Parents/Guardians are required to treat their children and are urged to consult the “Namgis Health Centre for directions and assistance when dealing with lice and medicine for dealing with scabies.

2.0 School Examinations:

School staff are expected to exercise tact and discretion in dealing with students who have been identified as being infected.

Trained school staff will conduct regular bi-monthly head checks and scabies checks or as often as required. They will examine each student or staff member upon their return, to determine if he/she is free from head lice and has been treated for scabies. If it is determined that head lice are still present and/or scabies remains untreated, the child or staff member will be advised to return home or to the doctor for further treatment.

3.0 Home Prevention

To ensure that the spread of head lice and scabies is contained, the board requests that parents do the following:

- Contact the school and Health Centre to advise both institutions that a child is affected and describe the level of treatment undertaken.
- Treat the child at home, remove all nits and keep the child at home until all nits are removed.
- Check other family members and treat them if head lice are found.
- Freeze, dry clean, or high-heat launder clothing, bedding and personal articles.
- Regarding scabies, contact the pharmacy for advice on appropriate lotions and creams available for treating scabies.
- Contact the Health Centre or the Community Health Representative for directions regarding timelines for follow-ups and other preventative methods.

ADOPTED: Last Date of Revision: 2000.01.17

'Namgis Education Board

Policy 11 School Dances

The 'Namgis Education Board affirms the social and entertainment value of well-planned and supervised school dances. All school dances must be requested in writing and be approved by the principal in advanced. School dances are school events; consequently, all school rules apply. School dances are restricted to the T'lisalagi'lakw School students unless the principal has waived these restrictions.

The purpose of this policy is to reaffirm the 'Namgis Education Board commitment to have dances at T'lisalagi'lakw School and to outline the organizational procedures designed to ensure that dances occur without serious incident.

Administrative Regulations and Procedures

NUMBER: 11

REGULATIONS: REGARDING SCHOOL DANCES:

1.0 Approvals

1.1 **Dances:** The principal must approve all applications for school dances. All dance applications must have a staff sponsor.

1.2 **Chaperones:** The principal must approve the dance chaperones a minimum of 48 hours before the start of the dance.

1.3 **Attendance:** School dances are reserved for T'lisalagi'lakw School students and approved guests, twelve years of age and older, unless special permission has been obtained from the principal

1.4 **Teachers:** All students planning to attend a school dance must have their teacher's permission.

2. Supervision

2.1 In addition to the principal and/or his/ designate, every dance must have staff supervision

2.2 It is the supervisor's responsibility to:

- Ensure that six approved chaperones assist with supervision duties during the dance, and draft a supervision schedule;
- Provide the principal with a chaperone list for approved a minimum of 48 hours before the event;

- Arrange for a cash-box float of \$100.00 in small change, and obtain a purchase order for refreshments;
- Total and balance the cash receipts;
- Arrange, set-up and supervise the sound system operation during the dance and return all equipment to an appropriate and secure area;
- Make a public announcement at 8:45p.m that the exterior entrance doors will be closing at 9:00p.m;
- Organize student volunteers to clean up the gymnasium and canteen areas;
- Designate one chaperone and student to manage the entrance, collect admissions and have all students sign in and supply emergency phone numbers;
- Inform all those entering of the relevant school rules regarding dances;
- Be responsible for the order and good conduct of students during the dance and for assessing discipline as required, including sending offending students home after calling their parents if possible; and
- Report to the principal any breaches of discipline.

3.0 School Code of conduct

All normal school rules are in effect during a school dance. Failure to comply with the rules may Result in more severe disciplinary action. Students are expected to conduct themselves as good citizens while at a dance and specifically are expected to:

- Cooperate with teachers, Supervisors and guests;
- Respect school and guest property
- Refrain from entering or leaving the school by any door other than the front main entry doors;
- Refrain from attempting to leave the building after 9:00p.m when exterior doors are locked
- Students leaving the building after 9:00p.m will not be allowed re-entry without special permission
- Avoid using the telephone without permission;
- Avoid smoking on school premises;
- Refrain from drinking or possessing alcoholic beverage and controlled substances during a dance; and
- Refrain from using profane language.

ADOPTED: Last Date of Revision: 2000.01.16

'Namgis Education Board

Policy Statement

NUMBER: 12

POLICY: FIELD TRIP

The 'Namgis Education Board affirms the educational and cultural value of well-planned and supervised field trips. Such experiences are rich opportunities for students to apply and expand their learning outside the classroom. The educational, social and cultural value of a field trip must justify the absence from regular classes.

The extent, nature and total number of field trips allowed must be within the school's budgetary capacity. All field trips must be requested in writing and approved by the principal or the Board.

All field trips are considered school events; consequently, all school rules apply.

Regulations and Procedures

NUMBER: 12

REGULATIONS: FIELD TRIPS

1.0 Overview:

Evidence of adequate planning (itinerary and supervision schedule) and funding requirements must be submitted. All requests must be presented on the T'lisalagi'lakw School Field Trip Request form (Appendix A). All participants must have signed parent/guardian permission forms (Appendix B).

2.0 Required Approvals

2.1 By the Principal:

Day Field trips off the island require the approval of the school principal who will report all such trips to the board at his/her next available opportunity. All field trip requests must be submitted one week in advance for approval.

1.3 By the Board:

The Board must approve overnight field trips of any duration. All overnight field trip requests must be presented to the Board well in advance.

1.4 By parents:

- Parental consent, in writing, must be obtained for each student participating on a school field trip.
- Information concerning details of the trip (e.g. departure time, return time, required clothing, possible costs, types of activities, etc.) must be provided to parents/guardians when requesting consent.
- Parents are requested to provide their child's medical card number and medical information in case of emergency.

3.0 Supervision

The Principal is responsible for ensuring that adequate supervision and safety measures are provided for each trip.

- 3.1 The Principal will designate a Lead Teacher for each field trip who will be the responsible supervisor in the field.
- 3.2 When the field trip includes both male and female students, and is overnight, there must be at least one male and one female adult supervisor.
- 3.3 The general rule will be to provide one supervisor for every ten students. A minimum of two supervisors are required for all field trips. The bus driver will count as a supervisor for trips fewer than 100 km one way. Under normal circumstances, only the teacher(s) who normally assume(s) instructional responsibility for a particular class or group of students will be permitted to accompany the field trip. The Lead Teacher will arrange additional supervision through a combination of parents, administrators and teacher aides approved by the principal. All supervisors are expected to have a current criminal record check on file.
- 3.4 When a bus is used, the Lead Teacher and other supervisor(s) will be expected to ride on the bus and will be responsible for maintaining appropriate order and discipline.
- 3.5 Students shall conform to the School code of conduct while on a field trip.
- 3.6 The Lead Teacher is responsible for ensuring that all supervisors' are made aware of the school policies governing field trips.

- 3.7 The Lead Teacher is responsible for ensuring that students are supervised at all times and when possible design and submit a schedule to the principal clearly showing the supervision responsibilities.
- 3.8 The Lead Teacher will ensure that all supervisors are with the students at all times. Supervisors will not leave the students to personal social or business interests unless previously approved by the principal and/or Head Supervisor.
- 3.9 All Supervisors and volunteers are expected to maintain a smoke-free environment for students when traveling or staying overnight.
- 3.10 The Lead Teacher is responsible to ensure that a First Aid Kit is available for all field trips, particularly those, which do not use the bus transportation.
- 4.0 Attendance on Field Trips:
- 4.1 The Lead Teacher will ensure that a parent, guardian or caregiver will participate in the field trip for students who will require individual supervision to meet behavioural expectations.
- 4.2 Where a field trip, during school hours, involves only part of the class or school, the responsible teacher(s) shall ensure that appropriate in-school activities or educational programs will be provided for all students remaining at school and that appropriate supervision is arranged.
- 4.3 The Lead Teacher, in consultation with the principal, must approve any community members and/or family who wish to accompany the field trip as guests.
- 5.0 Field Trip Funding
- 5.1 Because of budgetary constraints, the 'Nāmgis Education Board will only financially support travel and ticket costs for swimming, skiing, skating and north island athletic competition field trips. Teacher(s) are expected to finance all other classroom field trips through fundraising.
- 5.2 In cases of special need, teacher(s) may make application to the Chief and Council for financial assistance by submitting a request to the principal, which clearly describes the field trip and explains why additional funds are being requested.
- 5.3 Requests for traveling money must be made seven working days before the field trip.
- 5.4 Lead Teachers are responsible for all financial arrangement and accounting for field trips. *There will be no reimbursements without receipts.* Travel receipts must be submitted to the Accounting Department within three days of returning from the field trip.

6.0 Field trips and Extra-curricular code of conduct

All participants are expected to:

- 6.1 Follow the instructions of the supervisor(s)
 - 6.2 Understand that it is a privilege to travel on behalf of the school and behave in a manner that will bring credit to their parents/guardians, their supervisors, their school and community.
 - 6.3 Recognize that participation in school travel requires cooperating in regular classes, completing assignments, regular attendance and having their teacher's permission.
 - 6.4 Seek and obtain permission from their supervisor for unscheduled or unplanned activity. Such activities will not normally be permitted.
 - 6.5 Accept the accommodation as arranged by the supervisor(s). Students will not be permitted to stay elsewhere, or to make their own arrangements unless special conditions have been agreed to with the supervisor and the principal prior to the trip.
- ## 7.0 Volunteers
- 7.1 All volunteers must have a current Criminal Record Check completed and on file prior to the field trip departing.
 - 7.2 All volunteers must sign a consent and acknowledgement of risk form.

December, 2014

T'lisalagi'lakw School Field Trip Request Form

Date: May 29, 2015	Departure Time: 6:30 am	Return Time: 10:30 pm
Destination:		

Grade / Home Room: Dance Group	Special Needs Addressed:
Alternate Plan for Non-participants: Regular classes	

Educational/Cultural Value: Cultural exchange with Kyuquot School. Reciprocal visit.

Lead Teacher: Pewi Dorothy Alfred
Other Supervisors: Lauren Smith, Thomas Wamiss
Volunteers with current CRC's:
First Aider:

Itinerary:	
Emergency Equipment:	Emergency Communication #:

Methods of Transportation:	Drivers:
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Estimated Cost of Trip:	Sources of Funding:
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Parent/Guardian consent and acknowledgment of risk form attached: ____

Name of Lead Teacher: (print)	Date: (Year/Month/ Day)	Signature:
Name of Principal: (print)	Date: (Year/Month/ Day)	Signature:

Parent/Guardian Consent and Acknowledgement of Risk Form

To the Parents/ Guardians of _____ Grade _____
Please read the contents of this Form and clarify any questions or concerns with your child's teacher before you sign it. Please return the form to the school by _____

Field Trip Information

Date:	Departure Time:	Return Time:
Destination:		
Itinerary:		
Lead Teacher:	Total # of Supervisors:	
Methods of Transportation:		
Cost to Student:		
What to bring:		

School Responsibilities

- The Board will make every reasonable effort to ensure or ascertain that:
- a. the staff, volunteers and/or service providers involved are suitably trained and qualified.
 - b. the students are adequately supervised over all aspects of the program/activity.
 - c. the location(s) used are appropriate and safe for the activity(ies) and group.
 - d. equipment used has been inspected and deemed appropriate and safe.

Potential Known Risks:

Potential Known Risks (from: *Youth Safe Outdoors: Offsite Experience Safety for BC Schools*)
Copy the appropriate section and paste it here

Student Name: _____ Birthdate: _____

Consent and Acknowledgement of Risk

1. I acknowledge my right to obtain as much information as I require about this program or activity and associated risks and hazards, including information beyond that provided to me by the school or Board.
2. 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.
3. 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 provider's administrators, instructors, and supervisors over all phases of the program/activity.
4. 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 may be contacted to have him/her picked up, unless I have specified other transport arrangements.
5. I acknowledge that it is my responsibility to advise the Lead Teacher of any medical and/or health concerns of my child that may affect his/her participation in the stated program or activity.
6. 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.

Offsite Emergency Medical Information

BC Medical Services Plan Personal Health No:	
Allergies: (ie, specific drugs, certain foods, insect stings, peanuts)	Reactions:
Carried Epi-Pen? <input type="checkbox"/> Yes <input type="checkbox"/> No	Carries Ana-Kit? <input type="checkbox"/> Yes <input type="checkbox"/> No
Medical/physical conditions that may affect participation in the stated program:	
Medication(s) taken at this time (name, reason, dosage, storage, potential side effects/treatment of such):	
Other Health/Medical/Dietary concerns:	

Emergency Contacts:

Phone: (H) _____ (W) _____ (C) _____

Phone: (H) _____ (W) _____ (C) _____

I agree that my child/ward has my permission to participate in this field trip.

Date: _____ Name (print): _____ Signature: _____

Potential Known Risks (from: *Youth Safe Outdoors: Offsite Experience Safety for BC Schools*)

Copy the appropriate section and paste it into the Parent/Guardian Consent and Acknowledgement of Risk Form

Alpine (Downhill) Skiing/Snowboarding

Potential Known Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to falling or colliding with another person or with a fixed object (e.g., tree, lift tower);
- Injuries related to the physical demands of the activity and/or lack of activity skill;
- Injury due to equipment malfunction or entanglement with equipment (e.g., lift apparatus);
- Hypothermia, frostbite or other cold injuries due to insufficient clothing;
- Injuries related to being caught in an avalanche if in mountainous terrain; and
- Other risks normally associated with participation in the activity and environment.

Archery

Potential Known Risks

- Injuries related to trips and falls;
- Bow string slapping against arm.
- Injuries related to collisions with other students;
- Injuries related to collisions with immovable objects;
- Injuries related to the physical demands of the activity and/or lack of activity skill;
- Psychological injury due to anxiety or embarrassment;
- Foot, knee or other leg injuries (e.g., blisters, sprains, strains; acute or overuse injuries/conditions);
- Other risks normally associated with participation in the activity and environment;

Aquatics (Swimming, Diving in Indoor Pools)

Potential Known Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Injuries related to slips, trips and falls or collisions with movable (e.g., other swimmers) or immovable (e.g., pool wall) objects;
- Injuries related to equipment malfunction or becoming tangled in apparatus (e.g., buoy line);
- Psychological injury due to anxiety or embarrassment (e.g., re: body size or shape);
- Drowning or near drowning;
- Head or spinal injury related to diving into shallow water; and
- Other risks normally associated with participation in the activity and environment.

Aquatics (Water Parks)

Potential Known Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group or the group split up;
- Injuries related to slips, trips and falls or collisions
- Psychological injury due to anxiety or embarrassment (e.g., re: body size or shape);
- Allergic reactions to natural substances in the outdoor environment (e.g., bee or wasp stings);
- Drowning or near drowning; and
- Other risks normally associated with participation in the activity and environment.

Camping

Potential Known Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to trips and falls;
- Illness related to poor hygiene, failure to adequately purify water or failure to sanitize dishes;
- Burns or scalds related to use of fires, camp stoves and/or the handling of hot food or liquid;
- Cuts related to the use of knives, axes or saws;
- Hypothermia due to insufficient clothing;
- Allergic reactions to natural or food related substances; and
- Other risks normally associated with participation in the activity and environment.

Canoeing

Potential Known Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to slips, trips and falls;
- Injuries related to collisions with movable (e.g., other boats or paddles) or immovable (e.g., rock) objects;
- Injuries related to capsize of craft or falling out of craft;
- Injuries related to equipment malfunction or becoming tangled in apparatus (e.g., foot snag in cord to bailer);
- Hypothermia/hyperthermia due to insufficient clothing and/or hydration;
- Allergic reactions to natural substances in the outdoor environment (e.g., bee or wasp stings);
- Motion sickness when on large wavy bodies of water (lakes, ocean);
- Drowning or near drowning; and
- Other risks normally associated with participation in the activity and environment.

Climbing Activities (Artificial Wall Climbing)

Potential Known Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Falling while climbing, or being lowered;
- Injuries related to slips, trips and falls;
- Injuries related to collisions with movable (e.g., other students) or immovable (e.g., wall) objects;
- Injuries related to equipment malfunction or becoming tangled in apparatus;
- Psychological injury due to anxiety or embarrassment;
- Other risks normally associated with participation in the activity and environment.

Cross Country Running

Potential Known Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost;
- Injuries related to slips, trips and falls;
- Foot, knee or other leg injuries (e.g., blisters, sprains, strains; acute or overuse injuries/conditions);
- Hypothermia due to insufficient clothing;
- Hyperthermia (e.g., heat exhaustion, heat stroke) due to insufficient hydration, overdressing and/or overexertion in a hot environment;
- Allergic reactions to natural toxins in the environment;
- Suffering an injury while alone on a route/trail; and
- Other risks normally associated with participation in the activity and environment.

Cross Country Skiing (Not backcountry skiing)

Potential Known Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to falling or colliding with another person or with a fixed object (e.g., tree);
- Injuries related to the physical demands of the activity and/or lack of activity skill;
- Injury or delays due to significant equipment malfunction;
- Hypothermia, frostbite or other cold injuries due to insufficient clothing;
- Other risks normally associated with participation in the activity and environment.

Curling

Potential Known Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to falling;
- Injuries related to colliding with another person in the group or with a fixed object;
- Injuries related to the physical demands of the activity and/or lack of activity skill;
- Hypothermia, frostbite or other cold injuries due to insufficient clothing; and
- Other risks normally associated with participation in the activity and environment.

Cycling Activities (Road Cycling/Mountain Biking/BMX)

Potential Known Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to falling off the bike;
- Injuries related to colliding with another cyclist in the group;
- Injuries related to being struck by a vehicle;
- Injuries related to the physical demands of the activity and/or lack of cycling skill;
- Delays due to significant equipment malfunction;
- Hypothermia due to insufficient clothing;
- Allergic reactions to natural toxins in the environment (e.g., bee or wasp sting);
- Other risks normally associated with participation in the activity and environment.

Fishing

Potential Known Risks

- Injuries related to trips and falls;
- Injuries related to collisions with other students;
- Injuries related to equipment malfunction or becoming tangled in apparatus (e.g., fishing line);
- Injuries related to the physical demands of the activity and/or lack of activity skill;
- Foot, knee or other leg injuries (e.g., blisters, sprains, strains; acute or overuse injuries/conditions);
- Allergic reactions to natural substances in the outdoor environment (e.g., bee or wasp stings);
- Drowning or near drowning;
- Other risks normally associated with participation in the activity and environment.

Golf

Potential Known Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Injuries related to trips and falls;
- Injuries related to collisions with other students;
- Injuries related to collisions with movable or immovable objects;
- Injuries related to the physical demands of the activity and/or lack of activity skill;
- Psychological injury due to anxiety or embarrassment;

- Foot, knee or other leg injuries (e.g., blisters, sprains, strains; acute or overuse injuries/conditions); and
- Other risks normally associated with participation in the activity and environment.

Hiking/Backpacking

Potential Known Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to trips and falls;
- Foot injuries (e.g., blisters, sprains) or leg/knee injuries;
- With backpacking, injuries related to lifting, carrying or putting down the pack;
- Hypothermia due to insufficient clothing;
- Allergic reactions to natural or food related substances; and
- Other risks normally associated with participation in the activity and environment.

Horseback Riding

Potential Known Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to falling or being thrown off the horse or a horse falling with its rider;
- Injuries related to colliding with another rider in the group or with a fixed object (e.g., fence);
- Injuries related to being struck by a vehicle (if riding on/along or crossing roads);
- Injuries related to being dragged by a horse due to entrapment in a stirrup or rein;
- Injuries related to a horse kicking, biting or crushing;
- Injuries related to poorly fitting or improperly adjusted equipment or equipment malfunction;
- Hypothermia/hyperthermia due to insufficient clothing and/or hydration;
- Allergic reactions to natural toxins in the environment (e.g., bee or wasp sting); and
- Other risks normally associated with participation in the activity and environment.

Ice Skating (Indoor rink)

Potential Known Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to falling or colliding with another person in the group or with a fixed object (e.g., boards);
- Injuries related to the physical demands of the activity and/or lack of activity skill;
- Hypothermia, frostbite or other cold injuries due to insufficient clothing; and
- Other risks normally associated with participation in the activity and environment.

Orienteering

Potential Known Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost;
- Injuries related to trips and falls;
- Foot, knee or other leg injuries (e.g., blisters, sprains, strains);
- Hypothermia due to insufficient clothing;
- Allergic reactions to natural toxins in the environment; and
- Other risks normally associated with participation in the activity and environment.

Snowshoeing

Potential Known Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to falling;

- Injuries related to colliding with another person or with a fixed object (e.g., tree);
- Injuries related to the physical demands of the activity and/or lack of activity skill;
- Injury or delays due to significant equipment malfunction;
- Injuries related to being caught in an avalanche (e.g., if in mountainous backcountry terrain);
- Hypothermia, frostbite or other cold injuries due to insufficient clothing; and
- Other risks normally associated with participation in the activity and environment.

Tobogganing/Sledding

Potential Known Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group or the group split up;
- Injuries related to slips, trips and falls (while on foot);
- Injuries related to falling off the sliding apparatus;
- Injuries related to collisions with movable (e.g., other sliders or sliding equipment) or immovable (e.g., tree, fence) objects;
- Injuries related to equipment malfunction or becoming tangled in apparatus (e.g., toboggan pull rope);
- Hypothermia, frostbite or other cold injuries due to insufficient clothing; and
- Other risks normally associated with participation in the activity and environment.

Walking

Potential Known Risks

- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to trips and falls;
- Foot injuries (e.g., blisters, sprains) or leg/knee injuries;
- Allergic reactions to natural substances (e.g., bee or wasp stings); and
- Other risks normally associated with participation in the activity and environment

Wide Games

Potential Known Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to trips and falls;
- Injuries related to collisions with other students;
- Injuries related to collisions with immovable objects (e.g., trees);
- Hypothermia due to insufficient clothing;
- Allergic reactions to natural substances (e.g., bee or wasp stings); and
- Other risks normally associated with participation in the activity and environment.

See the Youth Safe Outdoors disk for potential known risks for the following activities:

Backcountry skiing (see Cross Country Skiing)

Kayaking (see Paddlesports)

Initiative Tasks and Trust Activities

Open Water Swimming (see Aquatics)

Outdoor climbing activities (see Climbing activities)

Powerboats and Sailboats

Rafting

Ropes Courses/ Challenge Courses

Sailing

SCUBA diving

Small wheel activities

Snorkeling

Solos

Voyageur Canoeing

'Namgis Education Board

Policy Statement

NUMBER: 13

POLICY: SCHOOL VISITORS

The 'Namgis Education Board recognizes that on occasion community members, tourists, other school staff and students and other interested parties may wish to visit T'lisalagi'lakw School.

The Board recognizes the value of such visits and encourages this process. This policy has been designed to establish procedures so that visitors can be accommodated without disrupting the day-to-day operation of the school.

Regulations and Procedures

NUMBER: 13

REGULATIONS: SCHOOL VISITORS

1.0 Overview:

All visitors to the school must request and receive permission by the principal or her/his designate before proceeding past the main foyer. All visitors are expected to conduct themselves with decorum and use appropriate language while in T'lisalagi'lakw School.

2.0 Regulations: General Visits

- a) All visitors are expected to sign the guest book prior to beginning their visit.
- b) Teachers must be consulted and approve all classroom visits.
- c) Visitors, wishing to observe the Song and Dance classes must receive permission from the Song and Dance instructors and the school principal at least three days in advance of the visit.

- d) Parents and Elders are encouraged to visit the school and the classrooms at any time after advising the principal and teachers concerned.
- e) Disruptive visitors have a negative affect on school operations and therefore will be asked to vacate the premises. If such visitors refuse to take this direction, police will be called to escort any undesirable visitor from the premises.
- f) Visitors should be given a copy of these policy regulations.

3.0 Regulations: Student Visits

- a) All visiting students must have written permission from their principal.
- b) Teachers and the principal must approve and will establish the length of any classroom visit.
- c) All visiting students will be given the School Visitors Guide List upon arrival and will be expected to comply with T'lisalagi'lakw School regulations, particularly the discipline policy, regulations regarding riding the bus and regulations concerning maintaining the condition of the school.
- d) Any visiting students with medical conditions must make a declaration to the principal or his/her designate.
- e) Students who fail to comply with school rules or have not received permission may be asked to leave the school premises. If students are asked to leave and do not, the Home School Coordinator or Administrative Assistant will call the parents or a responsible family member; if this fails then the RCMP will be called.
- f) Visiting students from other band operated schools will be given every opportunity to attend T'lisalagi'lakw School on an exchange basis. Students visiting for longer than one week will be registered.
- g) All visiting students are expected to behave responsibly while at T'lisalagi'lakw School and take directions from all school staff as they would from their classroom teacher.
- h) Whenever possible, visiting students will be presented with a T'lisalagi'lakw School T-shirt as a gift.

February 2015

'Namgis Education Board

Policy Statement

NUMBER: 14

POLICY: BOARD GOVERNANCE AND OPERATIONS

'Namgis Chief and Council have authorized the formation of a school board to govern the operation of the T'lisalagi'lakw School.

A board is hereby established and shall be known as the 'Namgis Board of Education. 'Namgis Education Board or the 'Board" and hereafter shall be known as such.

Board Members

The Board shall be composed of:

- a) Two voting members from the Whe-La-La-U Area Council.
- b) Four voting members from the 'Namgis First Nation.
- c) Non-voting member(s) to be appointed by the 'Namgis First Nation.

Representation/Elections

- a) Any Band Member who has reached the age of nineteen (19) and who resides on Cormorant Island or on any 'Namgis First Nation Reserve is eligible to vote or stand for election for the 'Namgis Education Board.
- b) Members must be a resident in the jurisdiction that they represent.
- c) Each elector must vote for a candidate from his/her Band and not according to where he/she resides.
- d) Each elector shall be entitled to one vote per representative.
- e) Members shall be elected to a two-year term with half the members' (three) elected on alternate years.
- f) Elections shall be held in September of each year on a date determined by the Board; newly elected members assume office on October 1.
- g) The electoral officer shall be appointed by the Board and shall set the specific dates of the election and oversee the process according to the Election Regulations of the 'Namgis First Nation.

- h) The 'Namgis First Nation Election Regulations (Appendix A) prescribe the appropriate processes for nominations, Notice of Elections, Election Procedures, Polling Procedures and Election Appeals.
- i) T'lisalagi'lakw employees are ineligible for Board membership unless they resign from their employment immediately upon being elected.
- j) No person may be elected to the board unless his/her nomination is moved and seconded by electors.
- k) No person may be a candidate for election to the Board if they were convicted of a major offense under the Criminal Code of Canada during the immediate five-year period preceding the election.
- l) No person may be a candidate for election to the Board if it is determined that he/she was involved in an infraction of these or 'Namgis First Nation Regulations.

Disqualification

- a) Any Board member who ceases to be resident of the jurisdiction area where he/she was elected.
- b) Any Board member, who is absent for three consecutive meetings, without notifying the Board, shall forfeit office unless such absence are caused by illness or authorized by the board.
- c) The Board, by a two-thirds majority, may censure or expel any member who has been found guilty of a criminal offense or who contravenes the 'Namgis Education Board or 'Namgis First Nation's policies regarding professional and or ethical conduct.

Resignation

- a) A member may resign his/her office at any time upon filling written notice of resignation to the Board Chairman.
- b) Resignations will be formalized at the next Board meeting, which will allow time for the member to finish and report any Board business that he/she may be engaged in.

Appointment

- a) If deemed necessary, a two-thirds majority of members may appoint replacement members to the Board to fill positions that have become vacant because of resignations, illnesses, change of residency and

disciplinary action. Appointees will finish the existing term as full voting members and be expected to stand for election at the earliest opportunity.

Officers

- a) The Board shall appoint a Chairperson.
- b) The Board shall appoint a Vice-Chairperson.
- c) The Board shall appoint a Treasurer
- d) Appointments will be made annually in October.
- e) Appointments will be for a one-year term.

Duties of Officers

- a) Chairperson
 - a) Shall preside at all meetings
 - b) Shall be responsible for supervising and conducting Board meetings in an orderly fashion.
 - c) Shall acknowledge receipt of letters to the Board within 10 working days.
- b) Vice-Chairperson
 - a) Shall assume the Chairperson's duties in his/her absence.
- c) Treasurer
 - a) Shall be responsible for overseeing the creation of the draft budget
 - b) Shall provide the Board with reports on the financial status of the school at each Board meeting.
 - c) Shall oversee all major financial decisions, including all purchases over \$2500.00

Quorum

- a) Four voting members are necessary for a quorum.
- b) A quorum is required to carry on the business of the Board. The business of the Board may be conducted electronically.

Meetings

- a) The first meeting after an election will be for the purpose of orientation regarding roles, responsibilities and duties of the Board.
- b) Regular meetings of the Board will be held monthly, or as required.
- c) The time, place and date of the next meeting shall be agreed to before adjournment.

- d) The chairperson may call special meetings after providing members with twenty-four hours' notice.

Responsibilities

The Board is expected to take a governance approach to its role and responsibilities. Subject to limitations stated in these Terms of Reference, the school board will set the direction for the future of the school, approve and commit to a vision supported by the 'Namgis and Whe-La-La U membership and supervise the development, operation and expansion of the school. The mission and vision approved by the school board for the school must be consistent with the mission and vision approved for the 'Namgis First Nations by Chief and Council.

The Board Shall

- a) Set the strategic direction and the steps involved in moving towards the realization of the board's mission and vision. These steps include developing goals – the major results the board wants to achieve over the next 3-5 years. Goals flow from the mission and vision and address critical issues resulting from achievement assessments. Goals focus on results and goals are SMART: Specific, Measurable, Achievable, Realistic and Time-based.
- b) Ensure the strategic direction and accompanying goals address:
- student achievement and well-being
 - effective stewardship of school resources
 - the delivery of effective and appropriate educational programs.
- c) Hire and monitor the performance of the Principal. The Principal implements the direction and goals as approved by the Board. The principal manages the daily operations and directs the school's staff and students. The Board will monitor the performance of the principal and conduct an annual performance review based on the Leadership Standards for Principals and Vice Principals in BC.
- d) Manage the delivery of educational services, programs, and personnel in accordance with 'Namgis First Nation policy and the 'Namgis Education Board policies.
- e) Oversee the evaluation and assessment of all educational programs and program delivery.
- f) Meet with the 'Namgis First Nation Band Council, Whe-La-La-U Area Council and the community at large to set educational goals and policies.

- g) Foster quality-working relationships with all agencies and stakeholders who interact with the Board.
- h) Communicate regularly with parents and guardians. Provide an annual report to the community at the end of the school year.
- i) Prepare an educational draft budget for presentation to the 'Namgis Band Council.
- j) Be prudent and fiscally responsible in all budgetary expenditures.
- k) Set election dates and appoint electoral officers.

Conflict of Interest Guidelines

Objectives:

- 'Namgis Education Board must avoid placing themselves and other members in a situation where their personal/organizational interests may appear to conflict with the best interests of the Board.
- Where a conflict is identified, the member is expected to remove him/herself from the decision making process and abstain from voting. If a member is unsure of the members. The rule is, "when in doubt, abstain."

Purpose:

The purpose of the guidelines is to ensure that decisions of the Board are made in a fair and unbiased manner. The guidelines will assist the Board to minimize the possibility of conflict arising between the private interests of individual members in relation to their roles as board members.

Guidelines

- a) Financial or Other Benefits: It is considered to be a conflict of interest for a member to benefit financially, professionally or otherwise, because of their position on the 'Namgis Education Board.
- b) Acceptance of Gifts and Hospitality: It is considered a conflict of interest for a member to accept gifts, hospitality or other benefits that could influence or be seen to influence or be seen to influence their judgment and performance of official duties and responsibilities.
- c) Use of information: Board members must respect matters of confidentiality and refrain from improperly utilizing confidential information. Board members must not disclose confidential information obtained during official duties to anyone outside the membership of the Board.
- d) Political Pressure: Members who are affiliated with organizations outside of the 'Namgis Education Board, are expected to act as a Board Member

first or withdraw as participant on the issue of potential conflict. Board members are elected to represent community interests and not organizational interests.

e) Nepotism: It is unethical for a Board member to become involved in any decision regarding a member of his/her immediate family. Immediate family has been construed to mean:

- Father, mother or foster parent (s)
- Brother or sister
- Spouse, ex-spouse, common-law spouse, child, step-child or ward
- Father-in-law, mother-in-law, sister-in-law, brother-in-law, ex-sister and ex brother-in-law and
- Any relative permanently residing in the household.

Revised January, 2015

'Namgis Education Board

Policy Statement

NUMBER: 15

POLICY: CHILD PROTECTION AND HUMAN RIGHTS

The 'Namgis Education Board is committed to the provision of a safe learning and working environment for students and staff. The Board has implementing policies regarding: Student/Staff Relations, Discipline, Physical, Emotional and Sexual Abuse and Human Rights and Mutual Respect to ensure that students and staff can function at T'lisalagi'lakw School without fear.

These policies have also been designed to provide students, teachers, parents and administrators with acceptable guidelines and procedures for dealing with each other in honorable and consistent ways.

ADOPTED

'Namgis Education Board

Policy Statement

NUMBER: 16 APPROVED IN PRINCIPLE (2000.03.07)

POLICY: CULTURAL COMMITTEE

The 'Namgis Education Board affirms its commitment to promote the Kwakwaka'wakw culture wherever and whenever possible. The 'Namgis Education Board, thereby establishes a cultural committee to advise it on cultural matters.

The Cultural Committee of the 'Namgis Education Board shall reflect a cross section of the community and consist of the following members:

- One board member
- All school cultural staff
- Unlimited public membership including as many elders as possible, and
- The principal and/or his or her designate.

Administrative Regulations and Procedures

POLICY REGARDING: THE CULTURAL COMMITTEE TERMS OF REFERENCE

1.0 Membership:

The Cultural Committee of the 'Namgis Education Board shall reflect a cross section of the community and consist of members who have an interest in and knowledge of the Kwakwaka'wakw culture, history and language. It will be composed of the following members who will all be voting members with the exception of the principal and/or his or her designate who will be a non-voting member:

- One board member appointed by the chair,
- All school cultural staff,
- Unlimited public membership including as many elders as possible, and
- The principal and/or his or her designate.

All members serve at the pleasure of the 'Namgis Education Board chair and no member will serve longer than one year without the Board chair's approval.

2.0 Board Approval:

Community members wishing to serve as voting members on the committee must be approved two weeks in advance of the next meeting by the 'Namgis Education Board.

3.0 Officers:

The Cultural Committee will appoint a chairperson, vice-chairperson and a secretary. The chairperson or vice-chairperson will conduct meetings while the secretary will keep accurate minutes.

4.0 Meetings:

- 4.1 Meetings shall be held at least monthly and at the call of the Cultural Committee chair.
- 4.2 The chair will prepare an agenda prior to each meeting and provide a copy in advance to all members of the committee and the board.
- 4.3 The secretary will keep accurate minutes and distribute copies to committee and 'Namgis Education Board members as soon as practical but certainly within one week of each meeting date.
- 4.4 Meetings should alternate so that half of all meetings are held during the working day and half during the evenings.
- 4.5 A quorum will be five members excluding the principal/ or principal designate.

5.0 Responsibilities:

Cultural Committee members are expected to:

- 5.1 Be responsible to the 'Namgis Education Board.
- 5.2 Familiarize themselves with current cultural curriculum, including the Davis Evaluation recommendations..
- 5.3 Establish a long-term cultural plan for T'lisalagi'lakw School.
- 5.4 Monitor, review, evaluate and report on existing cultural programs.
- 5.5 Provide cultural leadership to school staff and assist teachers in localizing and adapting regular curriculum to provide more Kwakwaka'wakw cultural facts.
- 5.6 Identify and establish a list of community members who have specific cultural knowledge and would be willing to act as cultural resource people for the committee and the school.
- 5.7 Attend meetings regularly.

ADOPTED:

'Namgis Education Board

Policy Statement

NUMBER:

POLICY REGARDING: PARENTS ADVISORY COUNCIL

The Namgis Education Board affirms its commitment to promote community and parent involvement in educational operations. The Namgis Education Board member, thereby establishes a Parent Advisory Council to act and advise the board on behalf of all parents and guardians of T'lisalagi'lakw School children.

The Parents Advisory Council of the 'Namgis Education Board shall be composed of the following voting members:

- Eight parents and/or guardians of the T'lisalagi'lakw School students
- One T'lisalagi'lakw School staff member
- The principal and his/her designate
- One 'Namgis Education Board

Administrative Regulations and Procedures

1.0 Membership:

The Parents Advisory Council of the 'Namgis Education Board shall be composed primarily of parents / guardians of T'lisalagi'lakw School students, school administration, school staff and one 'Namgis Education Board member. Specifically, membership will be as follows:

- One board member appointed by the chair,
- One volunteer school staff member,
- Parents/guardians of T'lisalagi'lakw School students, and
- The principal and/or his or her designate.

All members serve at the discretion of the 'Namgis Education Board chair and no member will serve longer than one year without the Board's approval.

2.0 Board Approval:

Parents or guardians wishing to serve as voting members on the committee must be approved two weeks in advance of the next meeting by the 'Namgis Education Board.

3.0 Officers:

The Parents Advisory Council chairperson will be appointed by the 'Namgis Education Board. A vice-chairperson and a secretary will be selected by the PAC using its own process. The chairperson or vice-chairperson will conduct meetings while the secretary will keep accurate minutes. The chairperson is expected to attend all 'Namgis Education Board meetings to report on PAC activities.

4.0 Meetings:

- 4.1 Meetings shall be held at least monthly and at the call of the PAC chair.
- 4.2 The chair will prepare an agenda prior to each meeting and provide a copy in advance to all members of the PAC and the School Board.
- 4.3 The secretary will keep accurate minutes and distribute copies to PAC and 'Namgis Education Board members as soon as practical but within one week of each meeting date.
- 4.4 Meetings should alternate so that half of all meetings are held during the working day and half during the evenings.
- 4.5 A quorum will be required to transact business and consist of six members.
- 4.6 All meetings will be open to the public and advertised at least one week in advance of a meeting.

5.0 Responsibilities:

Parent Advisory Council members are responsible to the 'Namgis Education Board, and are expected to:

- 5.1 Familiarize themselves with school policies and curriculum, including the Davis Evaluation recommendations.
- 5.2 Familiarize themselves about school operations and school staffing requirements,
- 5.3 Assist in school operations by volunteering their time, as they are able and/or participating in fund raising initiatives.
- 5.4 Act as community/school liaison resources and communicate to the public, regularly informing community members of school events, activities, initiatives and programs.
- 5.5 Monitor and review school academic and cultural programs and make recommendations to the Board when appropriate,
- 5.6 Protect and keep private all confidential information regarding students, staff and school operations,
- 5.7 Adhere to all school policies and the 'Namgis First Nation Code of Ethics,
- 5.8 Attend school staff meetings and functions whenever possible, and
- 5.9 Attend monthly meetings regularly.

ADOPTED: Last Date of Revision 2000.10.17

Number: 18

POLICY: STUDENT DISCIPLINE

The 'Namgis Education Board is dedicated to implementing a discipline policy for T'lisalagi'lakw School that ensures that all students:

- Are treated with dignity and respect.
- Can function without fear.
- Are held accountable for their actions, and
- Where students will learn to behave responsibly and self-reliantly.

The goal of the 'Namgis Education Board's discipline policy is to:

- To create a school environment where optimal learning conditions exist.
- To establish clear behavioural limits for students, staff, administrators and the community.
- To provide students, staff, administrators and community members with specific consequences for undesirable behaviour by students in relation to:
 - a. Other students,
 - b. Staff members, and
 - c. Other adults in the school or attending school functions.

Discipline must be applied sensitively and be reasonable, responsive, relative and respectful.

Administrative Regulations and Procedures

REGULATIONS CONCERNING STUDENT DISCIPLINE

1.0 Overview:

The 'Namgis Board of Education has the authority and responsibility to make reasonable rules governing the behaviour of students while attending T'lisalagi'lakw School to ensure smooth and effective school operations. These rules will apply to all students in school or traveling to and from school sponsored activities.

2.0 Responsibilities:

2.1 Teachers:

Teachers have the responsibility to maintain a suitable environment for learning. The British Columbia School Act, Section 4, sub-section C, outlines this responsibility as it relates to the discipline of students.

2.2 The B.C. School Act:

Teachers will:

Ensure that students understand and comply with the codes of conduct governing their behaviour and with the rules and policies governing the operations of the school.

2.3. Administrators:

School administrators also have legal responsibilities as a result of the Act. In Section 5, Powers and Duties of Administrative Officer, sub-section 7 states:

The principal of a school is responsible for administering and supervising the school including, the general conduct of students, both on school premises and that are organized for or sponsored by the school, and shall, in accordance with the policy of the board, exercise paramount authority within the school in matters concerning the discipline of students.

In addition, the 'Namgis Education Board further declares in its operating policies that:

...the principal is to discipline only with accordance with the regulations of the school and the board, and to refrain from disciplining in irregular and excessive ways....

Administrators have the responsibility to maintain and operate the educational programs of the board and province. Administrators and teachers will administer discipline within the guidelines of this schedule. Rules and regulations will be published and reviewed with students periodically throughout the year. The rules will be displayed in prominent locations within the school. Copies will be made available to students and parents.

2.4. Students

In the British Columbia School Act, Part Two, Students and Parents, and Division I, Section 6, Duties of Students, Sub-section I states:

A student shall comply:

- with school rules authorized by the principal of the school or, provincial school, as the case may be, attended by the student, and
- with the code of conduct and other rules and policies of the board or the provincial school, as the case may be.

These regulations are intended to provide students and staff a clear definition of acceptable and unacceptable behaviour. These regulations should be interpreted fairly and take into account the different circumstances in each case. Further, administrators will have the authority to apply other reasonable actions to deal with situations, which are not covered by the discipline policy.

The board will review the disciplinary regulations from time to time so as to accommodate changes in the community and the law as they occur. The board may decide to add historical and cultural disciplinary traditions of the 'Nāmgis First Nation at any time to localize and enrich the disciplinary program.

3.0 Student Code of Conduct

Promoting effective discipline in the school requires a complete program supported by everyone. A well-disciplined school guarantees a safe and comfortable environment with a friendly and cooperative atmosphere. It guarantees that the same rules apply to everyone and that the rules will be applied equally.

Teachers and staff are expected to set the following standards for all their students:

- Be prepared and on time
- Bring learning materials
- Respect other people and their property
- Be prepared to participate
- Follow school rules
- Try their best in all things

Teachers will expand on these points as they establish their own standards in each classroom.

4.0 Duties and Expectations for Students:

4.1 The student will demonstrate good manners and courtesy by:

- Waiting your turn
- Listening when others talk
- Sharing
- Not swearing
- Listening to teachers and staff, and
- Taking shoes off when entering school

4.2 The student will respect other students and staff by:

- Not teasing and fighting,
- Not threatening or bullying
- Not spitting or throwing things,
- Not play fighting or running in hallways,
- Listening to staff directions,

4.3 The student will take care of his/her own and school property by:

- Keeping his/her work area and desk clean,
- Taking care of all books and supplies,
- Picking up rubbish and placing it in the trash, and
- Not vandalizing school property.

5.0 Sanctions for Minor Infractions:

Teachers and staff are urged to implement the following disciplinary steps to deal with minor infractions:

- 5.1 Informal meeting with student in private at recess, lunch or after school.
- 5.2 Formal conference with student, teacher and home-school coordinator, including parental contact either by letter or telephone.
- 5.3 Formal meeting with parents, home-school coordinator and/or learning assistance coordinator.
- 5.4 Send to principal or his/her designate for further action.

It is important that teachers document each step in this process. All parental contact should be recorded and relayed to the principal. Teachers should strive to discipline in privacy wherever possible.

6.0 Administrative Consequences for Non-Severe Infractions

6.1 Principal Referrals

The principal may apply the following consequences for non-severe infractions when staff refers a student to him/her for disciplinary reasons. The principal will advise the staff of action taken at his/her earliest opportunity.

First Offense: An apology will be made to the injured party or parties and the principal may issue a verbal reprimand, contact the parents and record the particulars of the incident.

Second Offense: An apology will be made and the parents contacted. The student will be required to complete a related activity and/or serve a detention under supervision. The principal will record the particulars of the incident.

Third Offense: An apology will be made and the principal will arrange a formal parent conference. Some form of behaviour modification plan will be put into effect and a behaviour agreement will be signed. Parent participation will be requested.

Fourth Offense: Parents will be contacted immediately and the student may be suspended for one or two days by the principal. A behaviour modification plan will be implemented and a behaviour contract will be signed by the student and parents. Re-admission to school is based on a successful meeting between the student, parents and school.

7.0 Student Removals:

- If a student's removal from a classroom is required then the teacher or staff member will direct that student to leave.
- If a student refuses to cooperate then the teacher or staff member should call on the principal to take-over the situation.
- **At no time should the teacher or staff member use physical force or loud and abusive language while directing a student from place to place.** *The only exception is in situations where immediate action is required to protect the student and/or others who are in danger.*
- If a teacher or staff member is required to subdue a student then it must be done with the least amount of force possible. The staff member is expected to call upon the principal to intervene as soon as possible.

8.0 Severe Infractions:

The following incidents should be referred to the principal immediately:

- Major disruptions in the school.
- Damage to school and private property.
- Stealing.
- Issuing threats or committing assault.
- Physically or psychologically bullying or abusing others.
- Possession of weapons or potentially dangerous Instruments.
- Controlled substance abuse, including smoking on school property.
- Repeated violations of disobedience.

- Profanity directed toward teachers, staff and students.
- Possession of obscene material or attendance at any pornographic Internet sites.

9.0 Consequences for Severe Infractions:

The consequences for incidents considered to be severe are:

First Offense: One day automatic suspension, or for less severe infractions, one day in school suspension with a parent conference.

Second Offense: Two to Three day school suspension with re-admission dependent upon a satisfactory student- parent- principal conference. A behaviour agreement may be required before reinstatement.

Third Offense: Five or more day suspension to the board; re-admission dependent upon the results of the student-parent-principal-board conference.

Fourth Offense: Automatic suspension with a recommendation for expulsion to the board. Depending upon the severity of the infraction, some incidents may be referred to the RCMP.

Parents will be contacted and involved at every stage of the disciplinary process.

10.0 Student Behaviour while riding the School Bus:

Students are considered to be in school when riding the school bus. It is imperative for the safety of all students that they obey all directions from the driver and supervisors while riding the bus. The consequences for inappropriate behaviour while riding the school bus are as follows:

First Offense: Verbal warning by the driver and parental contact which will be recorded by the driver and forwarded to the principal.

Second Offense: Parents will be contacted and sent a written report by the principal suspending bus riding privileges for two days. The principal will record the incident and meet with the parents.

Third Offense: Parents will be contacted and sent a written report from the principal suspending bus riding privileges for five days. A parent meeting will be arranged.

Fourth Offense: Parents will be contacted and sent a written report from the principal suspending bus riding privileges for one month. A meeting with the driver, parents, student and principal will be required before the student may resume bus-riding privileges.

Fifth Offense: Parents will be notified and sent a written report suspending the student's bus privileges for the remainder of the school year.

All days referred to in this policy are instructional days. Suspension of privileges includes bus trips to extra-curricular events such as tournaments but not class related field trips unless specifically stated by the principal. Severe infractions will result in immediate withdrawal of riding privileges pending further investigation by the principal. ('Namgis Education Board School Bus Behaviour Form: Appendix A)

11.0 Suspensions and Expulsions Policy

The 'Namgis Board of Education has adopted a Student Suspensions and Expulsions Policy. The policy deals with short-term suspension (up to three school days) and long-term suspension or expulsion. The principal or his/her designate may suspend offenders for a maximum of three days without board approval, but will notify the board of any suspension as soon as practical after the fact. Any suspension over the three-day maximum can only be made by a majority decision of the board.

11.1 Suspension Policy Procedures

- Students will be advised that they are in jeopardy of being suspended after the principal has documented several serious incidents attributed to a particular student. The principal will submit a warning letter to the student and parents advising that any further repeats of the disagreeable behaviour will result in a school suspension. The principal or his/her designate will make every effort to counsel students to adjust the problem before suspensions are imposed.
- Flagrant defiance of school rules and board policies may result in immediate suspension for up to three days with a hearing. The principal will mail a letter to the parents/guardians within a twenty-four hour period, describing the incident, results of the hearing, and any disciplinary action taken. Parents will also be notified by telephone.
- School assignments will be provided for any student serving a suspension longer than one day and, the home-school coordinator will monitor each suspended student.

12.0 Formal Hearings

Parents/guardians are encouraged to bring an advocate to assist them in any meeting with the principal or the 'Namgis Board of Education. Formal hearings are reserved for more severe situations and require that the parents/guardians, student and the principal sign a Record of Hearing Form and Behaviour Agreement Form (Appendix B)

- Appeals

Any suspension issued by the principal can be appealed to the 'Namgis Education Board by the student or parent/guardian. Legal representation or a student advocate is encouraged for the appeal process.

The aggrieved parties must present appeals within five working days. Written notice of appeal must be submitted to the principal, and if he/she is unavailable, then to the Personnel Manager for the 'Namgis First Nation. The board will call a special meeting to deal with the appeal. The student and parents/guardians will be contacted as soon as practical. The board shall give a minimum of forty-eight hours notice of a hearing date.

12.2 Rules for Conduct of Hearings

- The school board hearing is an administrative hearing. The only standard for admission of evidence to the hearing is relevancy. The hearing procedure is to determine, "Did the student violate the stated policy?"
- The board and the principal will comprise the hearing committee. A quorum of board members must be present for a hearing panel. The board may have its lawyer present.
- The principal will serve as chairperson of the hearing panel.
- The principal will state the charges and call the witnesses. He/she will maintain any records required by the board.
- The student charged with the violation of school board policy may be present throughout the hearing, as may be the parents/guardians, and, if desired, an advocate, lawyer or spokesperson representing the student.
- The chairperson will call witnesses with testimony relevant to the proceedings.
- Witnesses will be present in the hearing room only during their testimony. Prior to testifying, witnesses will affirm that the statements they make are truthful.
- Anyone present at the hearing may question a witness. A witness may be called to testify any number of times.
- The deliberations of the hearing committee will be made in executive session.
- During deliberations, the hearing panel may recall any party to give additional information, if such information is required.
- At the conclusion of deliberations, the final vote will be taken in open session.
- If the finding is that the student has violated school board policy, the board may impose such penalty as is permitted by board policy.

Appendix A

**School Bus Behaviour Report
T'lisalagi'lakw School**

Date: _____

Student: _____

Incident:

Consequences:

Parents contacted: _____ yes time _____

Driver's Signature _____

Parent's Signature _____

Principal's Signature _____

Date _____

Copies to: _____

**Appendix B
Hearing Form
T'lisalagi'lakw School**

Record of hearing on _____

Date _____

Student _____

A hearing is used at T'lisalagi'lakw School when a student's repeated violations of school rules indicate that his/her parents may be asked to withdraw the student from school.

On the above date, the parents/guardians and student were called in for a hearing with the principal and staff. This was done with a sincere desire on the part of the school to keep the student in school if possible and to make sure that all pertinent facts concerning the problems were carefully reviewed and discussed by all parties before making a decision on future attendance.

The decision reached by school officials as a result of this hearing is as follows:

() Student is suspended from school for a period of _____

() Student is allowed to remain in school on probationary status with the following agreement signed and agreed to by the parties involved.

Agreement

Due to repeated violations of the rules and regulations of T'lisalagi'lakw School by

_____ this agreement will make it understood between parents/guardian, student, and school authorities that any further infractions of rules and regulations will be cause for suspension from attendance at T'lisalagi'lakw School for _____ school days.

Other parties present at hearing:

_____ Student _____

_____ Parents/Guardians _____

_____ Principal _____

'Namgis Education Board

Policy Statement

NUMBER: 19

POLICY: STUDENT RECORDS

The purpose of this policy is to provide procedural guidelines for the collection of information and its storage, use, transfer, and protection. Legal and public expectations regarding the confidentiality, disclosure and transfer of school student records are increasing, as are societal concerns regarding school record keeping and storage.

The legal framework for the development of this Student Records Policy is provided by section 6.1 of the Independent School Act, Sections 9 and 10 of the Independent School Regulation (the Regulation), the Student Records Order (I 1/07) (the Order), and the Personal Information Protection Act (PIPA). Section 9(2) of the Regulation obliges independent school authorities to, subject to the requirements of the Order, (a) establish written procedures regarding the storage, retrieval and appropriate use of student records, and (b) ensure confidentiality of the information contained in the student records and ensure privacy for students and their families.

The 'Namgis Education Board is committed to establishing and implementing procedures for student records that are in accordance with all legal requirements.

Regulations and Procedures

NUMBER: 19

POLICY: STUDENT RECORDS

1.0 Overview:

The following policy statements are provided to inform all parties who collect, store, use, disclose, transfer and protect student information.

The 'Namgis Education Board will:

- 1.1 Ensure that the principal is responsible for the establishment, security and maintenance of the Student Record and Student File (as defined in this policy) for each student registered in the school according to the procedures defined in this policy.
- 1.2 Only collect, use or disclose personal information with the consent of the individual student or legal guardian, unless otherwise authorized under Personal Information Protection Act (PIPA).
- 1.3 On or before collecting personal information, disclose to the individual student verbally or in writing the purposes for the collection of personal information.
- 1.4 Only collect, use or disclose personal information for purposes that a reasonable person would consider appropriate in the circumstances and that fulfill the purposes disclosed by the school or are otherwise permitted under PIPA.
- 1.5 Secure Student Records and Student Files with access within the school authority restricted to those individuals who, by the nature of their work, are required to have access to the information.
- 1.6 Provide access to personal information about an individual student to the individual student (if capable of exercising PIPA rights), and to a parent or legal guardian of the individual student during school hours and under the supervision of the principal or designate.
- 1.7 Subject to legal requirements, ensure that personal information will be retained only for the period of time required to fulfill the purpose for which it was collected.
- 1.8 Inform parents that concerns, complaints and questions about personal information handling policies and practices of the school may be directed to the Education Board or by calling the school office.

2. Definitions and Student Record Components

2.1 Elements of the Student Record:

- i. The Permanent Student Record (PSR), as defined in the Students Records Order (I 1/07):
 - a. Form 1704, PSB 048 (revised 1997) completed according to the Permanent Student Record Instructions that are effective at the time of completion
 - b. Student Progress Reports for the two most recent years or an official transcript of grades
- ii. All documents listed as inclusions on Form 1704 (see 2.2 below);
- iii. Verifying the information about the student's parent or guardian in respect of students eligible for funding
- iv. A copy of the student's current Student Learning Plan, if any
- v. A copy of the student's current Individual Education Plan (IEP), if any

2.2 Permanent Student Record (Form 1704) Inclusions

The following inclusions must be listed on Form 1704, including document date, title and expiry date or date rescinded (if applicable), and copies of the documents listed must be filed with the PSR:

- i. Health Services information as indicated by the medical alert checkbox, such as diabetes, epilepsy, anaphylaxis producing allergies, and any other condition which may require emergency care
- ii. Court orders
- iii. Other legal documents, e.g. name change or immigration document;
- iv. Support services information (e.g. psychometric testing, speech and hearing tests, adjudication requirements for completing assessment activities)
- v. Current IEP and/or Case Management Plan (CMP) where applicable; and
- vi. Notification of a student being home schooled.

The following inclusions may be listed on PSR Form 1704, including document date, title and expiry date or date rescinded (if applicable) and if listed, copies of the documents must be filed with the PSR:

- i. Records of information which an educator deems relevant and important to the educational program of the student
- ii. Award information
- iii. Standardized test scores (if deemed relevant and important to the educational program of the student).

If the above optional inclusions are NOT listed on PSR Form 1704, then they may be included in the Student File (see section 2.3, viii below).

2.3 Student File

Additional items must (see i below) or may (see ii – viii below) be included in the school's student records as part of the Student File. These items include:

- i. Student eligibility information (required):
 - a. Legal name of child – verify the original and file a photocopy or scanned copy of birth certificate or similar legitimate identification document
 - b. Official name(s) of parent(s) or guardian(s) with home and work contact information
 - c. Verification that parent/guardian is legally admitted to Canada and a resident of BC
- ii. Care Card number
- iii. Emergency contact numbers
- iv. Doctor's name and contact information
- v. Previous Student Progress Reports (other than the two most recent years required in the PSR)
- vi. Serious discipline reports (e.g. copies of letters to parents/guardians regarding discipline matters and corrective actions taken)
- vii. Reports of important meetings/discussions relating to the student
- viii. Standardized test scores, records of information which an educator deems relevant and important to the educational program of the student, and award information if not listed as inclusions on the PSR (see section 2.2 above).

2.4 Sensitive Student Information

This may include information which by its nature requires that school staff observe a high level of confidentiality. Examples include:

- i. Psychiatric reports
- ii. Family assessments
- iii. Referrals to or reports from school arranged counselling services
- iv. Record of a school-initiated report of alleged sexual or physical abuse made to a child protection social worker under section 14 of the Child, Family and Community Service Act.

3. Procedures

3.1 The Principal or designate will be responsible for student records requirements:

- i. Updating the PSR Form 1704 as information changes and the student progresses through the system
- ii. Ensuring that electronic copies of documents are stored on a server in a physically secure location. If information is accessed through the Internet, an encrypted connection (<https://>) must be established before authenticating. Access is restricted to those employees (such as designated records clerks, administration, teachers, and counsellors) who, by the nature of their work, are required to have access
- iii. Ensuring that the school authority takes necessary precautions to safeguard against deprecated or obsolete forms of storage. The electronic storage of PSRs and other personal information requires the school authority to have an adequate backup plan and recovery strategy for potential hardware failure and database corruption.

3.2 Student Record and Student File Retention:

i. Student Records – Active Students

- a. Student Records are locked in fireproof cabinets. Access is restricted to those employees (such as designated records clerks, administrators, teachers, and counsellors) who, by the nature of their work, are required to have access.
- b. The school authority protects personal information from unauthorized access, collection, use, disclosure, copying, modification, or disposal, or similar risks. Procedures for such protection are outlined in sections 5 and 6 below.
- c. The Principal or designate will regularly review Student Records to ensure that the information is current and complies with legal requirements.

ii. Student Records – Inactive Students

- a. Unless another school requests a Student Record (see section 6 below), the school authority archives Student Records for 55 years after a student has withdrawn and not enrolled in another K-12 school, or graduated from the school.
- b. The archived Student Records are stored securely and in a manner that ensures their preservation from calamity (fire, flood, etc.) Access is limited to the Principal or designate.

- c. The designated records clerk keeps a record of Student Records that are destroyed (shredded) after 55 years.

iii. Student Files – Active Students

- a. Student Files are locked in cabinets in each school. Access is restricted to those employees (such as designated records clerks, administrators, teachers, and counsellors) who, by the nature of their work, are required to have access.
- b. The school authority protects personal information from unauthorized access, collection, use, disclosure, copying, modification, or disposal, or similar risks. Procedures for such protection are outlined in sections 5 and 6 below.
- c. The Principal or designate will regularly review Student Files to ensure that the information is relevant and important to the educational program of the student.

iv. Student Files – Inactive Students

- a. The school authority archives Student Records for 55 years after the student has withdrawn and not enrolled in another K-12 school, or graduated from the school.
- b. The archived Student Records are stored securely and in a manner that ensures their preservation from calamity (fire, flood, etc.) Access is limited to the administration or designate.
- c. The lead administrator or designate is responsible for determining the relevancy of the contents in Student Records before being archived.

3.3 Currency of Student Records

Student eligibility information will be updated during student registration each year. As stated above, Principal or designate will regularly review Student Records and Student Files to ensure that the information is current and complies with legal requirements.

3.4 Security of Student Information Off Campus

The lead administrator is responsible for ensuring that personal information taken off campus is safely stored and that personal information is protected.

3.5 Handling of Sensitive Student Information

Access to sensitive student information is restricted to the principal or a person or persons authorized by the lead administrator to access such information defined in section 2.4 of this policy. The principal or designate will obtain parental consent (written, dated and signed) for the collection, use and disclosure of sensitive student information, including psychiatric reports and family assessments, and will store these as highly confidential documents with restricted access.

Sensitive student information will only be disclosed or transferred in accordance with the law. The principal is responsible for ensuring that school initiated reports under section

14 of the Child, Family and Community Service Act are retained only for the purpose of child protection proceedings and that information is not disclosed to third parties or transferred to other schools. Such reports are strictly confidential and should only be stored where the lead administrator or designate can access them.

4. Use of Student Personal Information

The school authority may use an individual student's personal information for the following purposes, assuming that the school has disclosed such purposes to the individual student verbally or in writing on or before collecting the personal information:

- 4.1 To communicate with the student and/or the student's parent or legal guardian, to process a student's application, and to provide a student with the educational services and co-curricular programs provided by the school authority.
- 4.2 To enable the authority to operate its administrative function, including payment of fees and maintenance of ancillary school programs such as parent voluntary groups and fundraising activities.
- 4.3 To provide specialized services in areas of health, psychological or legal support, or as adjunct information in delivering educational services that are in the best interests of the student.

5. Access to and Disclosure of Student Records

- i. A student (capable of exercising PIPA rights) and a parent/legal guardian of a student is permitted (unless restricted by a court order) to:
 - a. Examine the Student Record and Student File kept by a school authority pertaining to that student, while accompanied by the principal or designate to interpret the records; and
 - b. Receive a copy of any student record upon request. The school authority reserves the right to recover the direct cost of copying records. An entitled person may access and verify personal information in the student record and student file pertaining to the particular student with appropriate notice to the school administration. Access will be provided during school hours.
- ii. Access to a Student Record or Student File will only be granted, upon assurance of confidentiality (with consent), to professionals who are planning for or delivering education, health, social or other support services to that student. Consent will be obtained in writing, listing the name and date of birth of the student, the name and signature of the parent/guardian, and the date of the request.
- iii. In the case of a request for personal student information from separated or divorced parents, the school authority will be guided by the legal custody agreement, a copy of which should be provided to the principal. In cases where the principal is unsure if the non-custodial parent is entitled to access personal student information, the school's legal counsel will be consulted for a recommendation.

6. Transfer of Student Records

- i. On receipt of a request for student records from a school, a Board of Education, or an independent school authority from within British Columbia where the student is (or will be) enrolled, the school authority will transfer that student's PSR (including declared inclusions), the current Student Learning Plan (if any), and the current IEP (if any) to the requesting institution. The school authority will retain a copy of the PSR, indicating the school where the records have been sent and the date of the student record transfer.
- ii. If the requesting institution is outside British Columbia, a photocopy of the PSR will be sent (including declared inclusions), along with the current Student Learning Plan (if any), and the current IEP (if any).
- iii. Requests for a student's record from a public school require that the public school administration provide a copy of the PSR (including declared inclusions) and current Student Records Requirements, Learning Plan (if applicable) and IEP (if applicable) to the independent school authority. The original PSR must be retained by the public school.
- iv. The school authority will only transfer sensitive, confidential information (e.g. psychiatric assessments) after dated and signed parent/guardian consent has been obtained.
- v. The school authority will not transfer a record of a Section 14 Child, Family and Community Service Act report of alleged sexual or physical abuse made to a child protection social worker.
- vi. A summary of a former student's school progress may be provided to prospective employers, at the written request of a former student. The school authority reserves the right to assess a fee for this service.
- vii. A Student Record will be reviewed when a student transfers. The principal will ensure that the documents listed as inclusions are still required inclusions (eg. not expired or rescinded) or still deemed to be relevant and important to the educational program of the student. Expired, rescinded, or irrelevant inclusions will be removed from the Student Record and the documents themselves will be shredded.

December, 2014

'Namgis Education Board

Policy Statement

NUMBER: 20

POLICY: SCHOOL FUNDRAISING

Participating in local school fundraising activities can be a fun and valuable experience for students. In addition to raising money, fundraising can be a creative and collaborative effort of parents, students, teachers and the school community.

The 'Namgis Education Board supports the generation and administration of funds for educational, cultural, charitable, curriculum-based or recreational activities that are in the best interests of students. The Board endorses a collaborative approach to fundraising initiatives by schools, students, parents and community groups that is consistent with the Board's mission, vision and values and with the school improvement plan.

Fundraising shall not interfere with school programs and shall be conducted with consideration to student safety and the impact on the school community. Fundraising is strictly voluntary. No individuals should feel compelled to participate in any fundraising activity, nor should they be subject to penalties, or be denied any benefits, if they choose not to participate. No student will be excluded from participation in a student event, which is part of the core curriculum.

Fundraising is considered any local school activity that generates revenue and/or in-kind resources, such as the sale of products and services, bingos, charitable donations and sponsorships.

Regulations and Procedures

NUMBER: 20

REGULATIONS: REGARDING FUNDRAISING ACTIVITIES:

1.0 Overview:

Fund-raising activities should be pre-defined and have a clear purpose. If fund-raising activities are planned, there should be involvement of school administration, staff, and the PAC. Goal setting should be reviewed at the start of each year. Parent involvement in fund-raising is essential, and all parties should work to avoid misunderstandings.

When the goals of a fund-raising activity have been achieved, an accounting should be made to the Board, school, and community. Where there are surplus funds following the expenditure on an item or service, the funds should be placed in the same account for next year or appear as an agenda item to be discussed. Fund-raising is not seen as a means to acquire a bank account of uncommitted funds. Although funds should be expended for the committed purpose, an operating account with a reasonable balance may be maintained.

2.0 School Fund Raising Plan

The principal will submit to the Board an annual Fundraising Plan which:

- a) demonstrates awareness of and respect for the financial and educational priorities held and articulated by the school community
- b) considers the educational and social value of the proposed fundraiser and ensures that each activity is planned, organized and communicated
- c) includes all fundraising initiatives, outlining the timing, type and reason for the event (i.e. goal for money raised), and planned communication
- d) does not allow elementary school pupils to go door-to-door canvassing
- e) encourages but does not obligate parents and/or students to be involved in the planning and organization of fund-raising activities
- f) reflects a consideration of year-over-year fundraising successes and goals and surplus plan (if applicable)

3.0 Criteria of Fund-Raising Activities

When selecting a fund-raising activity, the school staff and/or PAC should review and abide by the following criteria:

- a) the activity should be consistent with the Board's educational goals for the students;

- b) the activity should be acceptable to the community and be sensitive to the values of the community;
- c) the activity should avoid unsupervised soliciting.

4.0 Participants in Fund-Raising Activities

Although fund-raising activities often involve parents, students, and teachers working together, there must be no coercion or pressure to obtain the involvement. In addition, age of student participants should be taken into consideration when selecting a fund-raising activity. The fund-raising event should be planned around the voluntary participation of students, teachers, and families. Where there are cases of financial need, the school should be sensitive to the possible embarrassment of students, parents, or guardians. Parents have the right to not participate in an activity. In addition, as some parents consider competition in fund-raising to be unhealthy, the school should be prepared to respect this position.

5.0 Accountability for Funds

The Principal is responsible for:

- a) ensuring that all fundraising activities are in accordance with federal, provincial and municipal laws and requirements and Board policies and procedures
- b) administering and accounting of all funds in accordance with all related Board policies and procedures
- c) ensuring that the procurement of materials and services is carried out in accordance with Board policies and procedures
- d) submitting monthly statements to the Board and an annual report to Chief and Council.

The Teachers are responsible for:

- a) providing input to the principal on fundraising activities
- b) conducting fundraising activities in accordance with the fundraising plan and Board policies and procedures
- c) ensuring that all financial transactions are conducted in accordance with Board policies and procedures

5.1 Banking Arrangements

The school will establish and maintain, its own bank account named the T'lisalagi'lakw School Fundraising Account. The school bank account must provide monthly statements and ensure that cleared cheques are returned in either hardcopy or electronic format.

5.2 Receiving Money

Effective controls supporting the collection of money are essential in establishing confidence in payers and donors that their money is being handled with care.

5.21 The staff member or other volunteer who collects funds must ensure appropriate control of funds during events. This includes using a cash box and never leaving cash unattended.

5.22 For activities that require cash transactions such as a bingo, a cash float may be requested by the individual responsible for the event. The float will be returned to the Administrative Assistant and accounted for separately from the proceeds of an event.

5.23 If possible, two individuals should each count and confirm cash amounts in the presence of the other.

5.24 All monies generated and collected will be given to the Administrative Assistant for deposit.

5.3 Depositing Money

Money should be promptly deposited into the bank account. If this cannot be done immediately, then the money should be stored in the school safe. Circumstance may require that the money be held offsite but care must still be taken to reduce the risk of loss or theft.

5.4 Paying for Goods and Services

Paying for goods and services will be by cheque whenever possible.

Cheques require signatures of two authorized signing officers. The authorized signing officers will be the Principal, the Vice Principal and the Administrative Assistant.

5.5 Bank Reconciliations

The Administrative Assistant is responsible for preparing the bank reconciliation.

The following information will be presented to support the bank reconciliation:

General ledger report for the bank account;
Bank statement;
List of outstanding cheques; and
Cashed cheques

5.6 Financial Reporting

The school will provide monthly financial statements to the Board.

In addition to regular reporting to the Education Board, the school will provide a year-end fund raising financial report to Chief and Council.

November, 2014

'Namgis Education Board

Policy Statement

NUMBER: 22

POLICY: Anaphylaxis

Anaphylaxis is a sudden and severe allergic reaction, which can be fatal, requiring immediate medical emergency measures be taken. The School cannot guarantee an allergen-free environment, it is expected that school staff, parents and children will take steps to minimize the risk of potentially fatal anaphylactic reactions, without depriving the anaphylactic child of normal peer interactions or placing unreasonable restrictions on the activities of other children in the school.

All members of the school community, including staff, parents, and students must collaborate to develop the safest environment possible. The School will develop Anaphylaxis Emergency Plans for controlling risk when an anaphylactic child is under our care. These plans will be considered in the context of the anaphylactic child's age and maturity. As children mature, they should be expected to take increasing personal responsibility for avoidance of their specific allergens.

Regulations and Procedures

Identification of Students at Risk for Anaphylaxis

At the time of registration, using the school registration form parents are asked to report on their child's medical conditions, including whether their child has a medical diagnosis of anaphylaxis. Information on a student's life threatening conditions will be recorded and updated on the student's Permanent Student Record annually.

It is the responsibility of the parent/guardian to:

- Inform the school principal when their child is diagnosed as being at risk for anaphylaxis
- In a timely manner, complete medical forms and the Student Emergency Procedure Plan, which includes a photograph, description of the child's allergy, emergency procedures, contact information, and consent to administer medication

Record Keeping – Monitoring and Reporting

For each identified student, the school principal will keep a Student Emergency Procedure Plan on file. These plans will contain the following information:

1. Student-Level Information

- Name
- Contact information
- Diagnosis
- Symptoms
- Emergency Response Plan

2. School-Level Information

- Emergency procedures/treatment

3. Physician section including the student's diagnosis, medication and physician's signature.

It is the school principal's responsibility for collecting and managing the information on students' life threatening health conditions and reviewing that information annually to form part of the students' Permanent Student Record.

Provision and Storage of Medication

Children at risk of anaphylaxis who have demonstrated maturity should carry one single dose single use auto-injector with them at all times and have a back-up single dose single use auto-injector stored at the school in the first aid room.

Parents will be informed that it is the parents' responsibility:

- To provide the appropriate medication (e.g., single dose, single-use epinephrine auto-injectors) for their anaphylactic child
- 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)
- To provide a second single dose single use auto-injector to be stored in the first aid room
- To ensure anaphylaxis medications have not expired and replace as necessary.

Permission Form to Administer Medication

Student's Name: _____ Birthdate: _____
Medication MUST be labeled by physician or pharmacist or be in original container.

Date of Prescription: _____ Discontinue Date: _____
Disease, Illness or Injury: _____
Medication: _____

Reason that necessitates the medication be given during school hours: _____

Daily: _____ PRN: _____ Emergency: _____
Strength: _____ Dosage: _____ Frequency: _____ Time: _____
Route of administration: _____
Intended effect of medication: _____
Side effects(from medication) student should be observed for: _____

Other medication(s) student is receiving: _____

Re-evaluation date: _____

May student self-administer medication under the supervision of T'lisalagi'lakw School personnel or designee? Please circle: yes no

Directions for self-administration: _____

ASTHMA & ALLERGIES only:

Severity of asthma necessitates that student carry inhaler on his/her person while in school
yes no

Severity of allergy necessitates that student carry an Epi Pen on his/her person yes no

Should an additional Epi pen be kept at the school? yes no

Additional instructions from physician: _____

Consent of Parent or Guardian for above administration of medication:

Parent/Guardian signature

Physician Signature

Emergency phone #

Physician phone #

Date

Date

Parental Waiver of Liability:

I herewith acknowledge that I am primarily responsible for administering medication to my child. However, in my absence, I hereby authorize T'lisalagi'lakw School and its employees to administer to my child the above noted medication. I further acknowledge and agree that when the above medication is administered, I waive any claims I might have against T'lisalagi'lakw School and its employees arising out of the administration of said medication. In addition, I agree to hold harmless and indemnify the T'lisalagi'lakw School and its employees, either jointly or severally, from and against any and all claims, damages, causes of action or injuries incurred or resulting from the administration of said medication.

Parent's Signature

Home phone

STUDENT ACCIDENT REPORT FORM

Name: _____
 Address: _____ Phone: _____
 Date: _____ Time accident occurred: _____
 Sex: Male or Female (circle one) Age: _____
 Room or area in which accident occurred: _____

Description of Accident: Please describe how the accident happened. What was the student doing? List any specific acts by individuals or conditions that led to the accident. (include any tools, machinery or instrument involved)

Nature of Injury	Part of Body Injured
<input type="checkbox"/> Abrasion <input type="checkbox"/> Cut <input type="checkbox"/> Scratch <input type="checkbox"/> Amputation <input type="checkbox"/> Dislocation <input type="checkbox"/> Shock <input type="checkbox"/> Asphyxiation <input type="checkbox"/> Fracture <input type="checkbox"/> Sprain <input type="checkbox"/> Bite <input type="checkbox"/> Laceration <input type="checkbox"/> Splinter <input type="checkbox"/> Bruise <input type="checkbox"/> Poisoning <input type="checkbox"/> Strain <input type="checkbox"/> Burn <input type="checkbox"/> Puncture <input type="checkbox"/> Concussion <input type="checkbox"/> Repetitive Stress Injury	<input type="checkbox"/> Abdomen <input type="checkbox"/> Face <input type="checkbox"/> Leg <input type="checkbox"/> Ankle <input type="checkbox"/> Finger <input type="checkbox"/> Mouth <input type="checkbox"/> Back <input type="checkbox"/> Foot <input type="checkbox"/> Nose <input type="checkbox"/> Chest <input type="checkbox"/> Forearm <input type="checkbox"/> Shoulder <input type="checkbox"/> Ear <input type="checkbox"/> Hand <input type="checkbox"/> Teeth <input type="checkbox"/> Elbow <input type="checkbox"/> Head <input type="checkbox"/> Wrist <input type="checkbox"/> Eye <input type="checkbox"/> Knee

Did accident occur during class time? Y or N If yes, provide class name: _____

Was first aid administered? Y or N

Did the student go to the Health Center for treatment: Y or N

Name of physician: _____

Remarks: What recommendations do you have for preventing other accidents of this type?

Signed: _____
 Student

 Students Parent

DRAFT