



COAST TSIMSHIAN ACADEMY OF LAX KW'ALAAMS

November 2012

School Policy Manual

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INTRODUCTION

COAST TSIMSHIAN ACADEMY is a duly incorporated non-profit Society incorporated under the Society Act of British Columbia, having a registered office at 206 Shashaak Street, Port Simpson, B. C., V0V 1H0.

The Society is duly incorporated under the Society Act of British Columbia, and has established and operates COAST TSIMSHIAN ACADEMY (the “School”) an independent school located in Port Simpson, British Columbia.

COAST TSIMSHIAN ACADEMY may revise, add, or amend policies relating to school operations and staff management within the sole discretion of the Society. The Society shall notify all employees whenever revisions, additions or amendments to policies are made.

Mission Statement

Coast Tsimshian Academy is committed to excellence in education and provides a safe nurturing environment where students are encouraged to reach their full potential.

Educational Vision

The members of Lax Kw’alaams community expect high educational standards in order that all students have the opportunity to reach their academic potential. The expectation is for Coast Tsimshian Academy to meet or exceed Canadian academic standards while respecting our Tsimshian culture.

Admissions

Our School is primarily designed to serve the students of our community. However, the Band maintains an open registration policy. The school is open to students both First Nations and non-First Nations. Admission of non-band members may be subject to a tuition fee determined by the Society. The fee would reflect provincial student educational costs as determined by the Ministry of Education. Payment of the tuition fee may be completed in ten instalments.

For admission of students at times other than the beginning of the school year:

- All applications are subject to review and approval from the school administration.
- Applications may be forwarded to the Society for approval for admission.
- Students transferring schools as a result of a change in their place of residency shall be considered anytime during the year.

- Any student suspended from another school must settle their suspension situation prior to transferring to our school. Admission of students under suspension from another school district will be denied. Applications for admission must be submitted to the Principal.
- Application from students sixteen (16) years of age or older who have not been attending school for the previous three or more months of that school year may not be considered.
- The Principal will review all applications from students who at the time of application are not attending school.
- The Society reserves the right to refuse the admittance of any student.

Visitors to the School and Premises

Parents should be encouraged to visit the school whenever they wish to discuss school matters with teachers or the principal. Parents may visit classrooms during instruction time if they wish. However, if the teacher or the principal feels that a visit is detrimental to the welfare of the student, the class, or the school, then the visit may be refused.

Members of the Board as well as the principal have the right to visit the classroom as they see fit.

Staff should be aware of possible legal conflicts between parents regarding custody of children. Staff must exercise caution in allowing any parent to remove a child from school during school hours. If a staff member has doubt about the legal custody of a student they should immediately consult the school records or require proof from the parent that they have legal custody of the child.

Any person visiting or volunteering in the school on a regular basis must have a criminal records check. Those who have any record of offences dealing with children will not be allowed in the school building.

CODE OF CONDUCT

The purpose of the Code of Conduct is to establish and maintain safe, caring and orderly environments for purposeful learning. These standards of behaviour apply to all school staff members engaged in any school activity. These local codes are subject to review on a regular basis. In the following pages of the policy manual, specific policies, guidelines, and procedures are provided.

The following statement encompasses in a general sense, the intent of the Coast Tsimshian Academy Code of Conduct as it protects and supports the mission or mission statement of the school and remains focused on the school vision.

“No one has the right to interfere with a student’s learning, nor his/her right to safety, dignity and respect; likewise, any student has no right to interfere with the rights of other students to learn or the teacher’s right to teach.”

Roles and Responsibilities of School Staff Members

Principals, under the direction of the School Board, take a leadership role in the daily operation of a school. They provide this leadership by:

- demonstrating care and commitment to academic excellence and a safe teaching and learning environment;
- holding everyone under their authority accountable for their behaviour and actions;
- communicating regularly and meaningfully with all members of their school community.

Teachers and school staff, under the leadership of their principals, maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, staff uphold these high standards when they:

- help students work to their full potential and develop their self-worth;
- communicate regularly and meaningfully with parents/guardians;
- maintain consistent standards for all students;
- demonstrate respect for all students, staff and parents/guardians;
- prepare students for the full responsibilities of citizenship.

Police and community members are essential partners in making our schools and communities safer. Community members need to support and respect the rules of their local schools. Police investigate incidents in accordance with the protocol developed in conjunction with the School Society. These protocols are based on a provincial model developed by the Ministry of the Solicitor General and the Ministry of Education.

Responsible Citizenship

Guiding Principles

The Coast Tsimshian Academy of Lax Kw'alaams Society Board's Discipline Policy is shaped by the Standards of the BC Schools Code of Conduct.

All participants in the school - students, parents or guardians, volunteers, teachers and other staff members - are included in this policy, whether they are on school property, on school buses or at school-authorized events or activities. Please refer to the Parent/Student Handbook for further information.

Responsible citizenship involves appropriate participation in the life of the school community. Active and engaged citizens are aware of their rights, and more importantly, they accept responsibility for protecting their rights and the rights of others. All members of the school community must be treated with respect and dignity, especially persons in positions of authority.

Members of the school community are expected to use non-violent means to resolve conflict. Physically aggressive behaviour is not a responsible means for interacting with others.

The possession, use or threatened use of any object to injure another person endangers the safety of oneself and others.

Alcohol and illegal drugs are addictive and present a health hazard. Schools will work cooperatively with police as well as drug and alcohol agencies to promote prevention strategies and, where necessary, respond to school members who are in possession of, or under the influence of, alcohol or illegal drugs.

Insults, disrespect, and other hurtful acts disrupt learning and teaching in a school community. Members of the school community have a responsibility to maintain an environment where conflict and differences can be addressed in a manner characterized by respect and civility.

Standards of Behaviour

These standards of behaviour apply to students, staff, parents or guardians, volunteers, and visitors engaged in any school activity. In addition, the principal may, in conjunction with members of the Society, develop further school-based standards clarifying acceptable and non-acceptable behaviour for all members of the school community. These local codes are subject to review on a regular basis.

Respect, civility, confidentiality and responsible citizenship

All school members must:

- respect and comply with all applicable Band, federal, provincial, and municipal laws;
- demonstrate honesty and integrity in achieving academic excellence and in the appropriate use of technology;
- respect differences in people, their ideas and opinions;
- treat one another with dignity and respect at all times, especially when there is disagreement;
- respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, financial status, citizenship, religion, gender, sexual orientation, age or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- respect persons who are in a position of authority;
- respect the need of others to work in an environment of learning and teaching;
- respect confidentiality of information disclosure unless required by law.

Physical Safety

All school members must:

- not be in possession of any weapon, including but not limited to firearms;
- not use any object to threaten or intimidate another person;
- not use any object to cause personal injury.

Alcohol and Drugs

All school members must:

- not be in possession of, or under the influence of, or provide others with, alcohol or illegal drugs.

Physical Aggression

All school members must:

- not inflict or encourage others to inflict bodily harm on another person;
- seek staff assistance, if necessary, to resolve conflict peacefully.

Discipline Policy

The Board supports the position that the Principal and staff of the school stand “in loco parentis” when pupils are in their charge. Positive reinforcement of appropriate behaviours is necessary for students to understand what is expected of them. Modeling of appropriate behaviours by staff is essential to students learning what is acceptable.

1. All teachers will establish a set of classroom rules, which are to be posted in a prominent location in the classroom. Teachers should make an attempt to phrase these rules positively and explain the reasons for the rules to the students. **Only recurring behavioural problems and student actions that affect the entire school should be referred to the Principal.**
2. Positive behaviours must be recognized and students should be given positive reinforcement when they model appropriate behaviour.
3. In keeping with the community expectations the underlying focus of all discipline must be the community’s culture and values. Students must be taught that their behaviour affects others and themselves and mistakes happen and are forgivable.
4. Wherever possible students having a difficulty with each other need to be brought together to discuss their feelings and to make plans for remedying the situation.
5. Despite the best efforts of teachers there will be some situations where the normal dispute resolution mechanisms do not work. In those cases, the following steps may be followed. Depending upon the severity or frequency of the behaviour several steps may be skipped.
 - a. The teacher will arrange to talk with the student involved or, if there is more than one student, arrange to get the students together to talk about their behaviours and possible solutions.
 - b. If the behaviour re-occurs then the student must sign a behaviour contract which outlines their expected behaviour and consequences. Teacher will contact parent/guardian with respect to this matter.
 - c. If no resolution is possible or if the behaviour is of such a serious nature that the school climate is affected, then the student or students should be brought to the Principal (steps a and b will be repeated).
 - d. Parents will be called to participate in any further discussions around behaviour.
** Possible consequences:
 - Isolation in the classroom;

- Exclusion from class activities including recess;
- Voluntary apology to person(s) offended;
- In-school suspension – work under supervision elsewhere in the school (possibly with administrator, parent, EA, or TA);
- In-school suspension – with parent/guardian meetings before student is allowed back;
- Public meetings with families and apologies;
- Home schooling – teachers must prepare materials and activities for students to complete at home. Teacher monitoring is required;
- After-school suspension- a meeting will be set up with parent(s) and /or guardians for the following morning before the student is allowed to go back to class.

Teachers are free to create their own, but the consequence must be related to the offence, and the goal of the consequence must be to teach proper behaviour not to punish. Students must be taught the connection between their behaviours and the consequence.

6. Consistency in implementing any school-wide discipline policy is essential. **All school staff has the responsibility to implement the behaviour policy whenever they see student behaviour that is in need of correction.**
7. Communications with parents is essential. Co-operation between home and school is the best way to ensure that behavioural issues are prevented from arising or are dealt with quickly.

Violence

Violence means the attempted or actual exercise by a person of any physical force so as to cause injury to a staff or school member, and includes any threatening statement or behaviour, which gives a staff or school member reasonable cause to believe there is a risk of injury. (WorkSafe Definition of Violence).

B.C. School Act Section 191 reads:

1. No person shall disturb or interrupt the proceedings of a school or an official school sanctioned function, either on or off school premises.
2. A person who is directed to leave the land or premises of a school by an administrative officer or a person authorized by the Principal or Education Committee in writing to make that direction;
 - a. shall immediately leave the land and premises, and
 - b. shall not enter on the land and premises again except with prior approval from the administrator or a person authorized by the Principal or Education Committee in writing.
3. A person who contravenes subsection 1 or 2 commits an offence.

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4. An administrative officer of the school or a person so authorized by the committee may, in order to restore order on school premises, require assistance from a peace officer.

This section of the School Act applies to all school activities, even after school, on weekends, or off site. Any person disturbing the proceedings of a school function who is not on school property is also committing a criminal offence.

The following statement may be used towards a person, or persons, intruding upon the operation of the school. This is to be read by the administration of the school or person so delegated, in writing, to carry out this duty.

" Pursuant to Section 191 of the School Act you _____ are hereby directed to immediately leave the lands and premises of this school and you are not to enter upon these lands and premises again before _____(end of school year). Failure to comply with this order constitutes an offence under the School Act. Do you understand? Please repeat back to me what I have just said."

Ensure that the individual has paraphrased what has been said. This admission of understanding can be used later in court if they return. All such actions must be documented. If the individual refuses to leave the administrative delegate may contact a peace officer to assist. Individuals who refuse to cooperate with a request are subject to criminal charges under Section 175 of the Canadian Criminal Code, Causing a Disturbance.

Our School recognizes the potential for violent acts or threats directed against staff by persons other than employees. Every effort will be made to ensure the safety of all those attending and working at the school. The school administration will ensure that all staff personnel are aware of any hazards and informed as to the procedures for dealing with acts or threats of violence.

Procedures for Parents

When parents/guardians are concerned with a disciplinary action involving their child, they should follow this procedure:

- a. After hearing the child's report, contact the staff member involved for his/her perspective on the issue.
- b. Realize that the school has reasons for all the rules and it is important that they be enforced consistently.
- c. Try to resolve the problem at the **lowest** level of authority. **Do not skip** any of these levels when appealing.
 1. Teacher
 2. Principal
 3. Society – Board President

Sequence of Discipline

Ordinarily the sequence of discipline followed will be:

1. Student/Parent Meeting
2. Counselling
3. Progressive Discipline – Behaviour Contract
4. Probation
5. In-school Suspension
6. Voluntary Withdrawal
7. Expulsion

EXPECTATIONS OF STAFF

Staff Guidelines

1. Staff are to have Daily Plan Books prepared before classes start each instructional day.
2. Whenever possible, staff are to notify the Principal at least two weeks prior to known absences from school.
3. Where appropriate, requests for leave will not be approved if two staff members have already had requests for leave granted.
4. Whenever possible, please notify the administration by 7:30 a.m. if a substitute is required.
5. It is expected that staff meet all dates handing in materials and reports requested by the administration.
6. Teacher's classes are to be fully readied by the first day of school, including bulletin boards, charts, and materials for instruction.
7. The Collective Agreement outlines various leaves, supervision delegating and meetings.

Attendance Rules for Staff

In case of absence from duty because of illness, the employee is to telephone the Principal at the earliest possible moment, preferably the day before the expected absence but not later than 7:30 a.m. on the day of absence. The Principal should be notified on the day preceding his/her return to duty, if at all possible. Selection of substitutes for temporary replacement of absent Teachers will be made by the Principal. Teachers must have complete plans for the substitute available.

Reporting Work Absences

Forms for reporting work absences due to illness, conferences, workshops, personal leaves and absences, as provided for under policies, may be obtained from the Principal.

The form must be completed before the absence from work or in the case of illness, immediately upon returning to work and must reflect:

1. Reason for absence

2. Date of absence
3. Date returning to work
4. Signature of employee

After the form has been completed it must be given to the Principal.

Reasons for absence other than illness shall be cleared through the administration. Every precaution should be taken before asking for release time because someone has to cover in all situations and it often becomes contrary to a smooth operating school day.

Personal Leave / Absences / Illnesses

Outlined in the Collective Agreement.

Supervision Duty

Staff must be on time to ensure the safety and supervision of students. If you are absent, make sure you have the person covering your day, also cover your 'duty'. If you do not have a person to cover your day, your 'duty' will be assigned to someone else by the principal.

Dress Code

The staff and teachers should be dressed in professional clothing that is neat and tidy. The following is deemed inappropriate for school employees and students during school hours, while attending school functions, or while representing the Academy in any way:

Logos on clothing – Staff and Students will refrain from wearing logos that incorporate any reference to drugs or alcohol, political statements, cruelty, and racism.

Sayings and language - Clothing that displays disrespectful or references to disrespectful language or opinions are prohibited.

Exposed skin – Staff and students will refrain exposing an excessive amount of skin. This policy is directed at some trends that leave areas of the midriff, back, chest, or thighs exposed.

Gym strip – All students must wear proper footwear during physical activities. Students and staff are encouraged to wear proper gym strip during physical education but it is not mandatory. Teachers should be careful to direct students to take off unsafe clothing or accessories before they engage in any physical activities (i.e. some belt buckles, jewellery, hairclips, etc.).

Smoking Policy

School and school sanctioned events, are designated to be non-smoking environments. This policy includes the school grounds and surrounding areas designated for school use during regular school or function operating hours. Students or staff who are in violation of this policy may be subject to consequences as set out by the Society.

Other Interests

The School Society prohibits School employees from engaging in additional employment or any other personal pursuits that would affect their efficiency or usefulness as employees in the School, that would make time and/or energy demands upon such individuals which could interfere with their effectiveness in performing their contractual obligations to Coast Tsimshian Academy, that would adversely affect their School employment status or professional standing, or that would in any way conflict with or violate professional ethics.

Standards of Conduct and Conflict of Interest Policy

This Standards of Conduct and conflict of Interest Policy is intended to protect both employees and the Coast Tsimshian Academy. Adherence to this policy should ensure that no circumstances arise that may damage the reputation of the Academy, its employees or the Board of Directors.

Employees must disclose any perceived or observed infraction of this policy to the Head of School who will determine an appropriate course of action, which may include dismissal if the offence continues or the offence is of an extreme nature.

This Standards of Conduct and Conflict of Interest Policy shall include other Conflict of Interest, Code of Conduct and Confidentiality policies that are in effect. In the event of a conflict between this policy and any other policy, the provisions of this policy shall prevail as the governing Academy policy.

1. Employees should not place themselves in situations where they are obligated to any person who might benefit from or seek to gain special consideration or favor. The honesty and impartiality of employees must be above suspicion.
2. Employees have a responsibility to conduct themselves in a way that does not compromise the ability of the Academy to accomplish its mandate or undermine the employee's ability to discharge his or her responsibilities properly. Employees are expected to arrive at work promptly every day, unless prior approval has been obtained, and conduct themselves in a manner that will bring credit to themselves and the Academy.
3. No conflict should exist between the private interests of employees and the discharge of their duties. Employees shall arrange their private affairs in a manner that will prevent any conflicts or perceived conflicts of interest from arising.
4. Employees are not to accept a gift, favour or service from any individual, organization or corporation having dealings with the Academy when such a practice is offered as a reward for duties performed by virtue of the employee's position or could compromise the employee's objectivity.
5. Only authorized persons who have gained approval from the Principal may use equipment, property or supplies, which are owned or rented by the Academy.
6. Employees are to treat as strictly confidential, information they receive through their position concerning the affairs of the Academy so as not to benefit from the use of information acquired through their employment, unless approval has been given by the Principal for its release.
7. Any matters regarding the Academy or its employees are to be investigated or discussed internally by due process, protocol or procedures as per policy manual.

8. Employees should be willing to review with colleagues, students and their parents/guardians the quality of service rendered by staff and the practices employed in discharging professional, teaching and support duties.
9. Employees may engage in employment with another employer or carry on a business outside their positions provided that:
 - a. it does not interfere with the performance of their duties as Academy employees;
 - b. it does not bring the Academy into disrepute;
 - c. it does not require the employee to make unauthorized use of information, property or facilities belonging to the Coast Tsimshian Academy;
 - d. there is no advantage derived from employment as an Academy employee; and
 - e. the matter has been reviewed by and has received approval from the Principal and the Board.
10. Members of an immediate family shall not be employed in situations where a reporting relationship exists where the superior is one of the people concerned and has decision-making power over the other family member's performance, salary or promotion. For purposes of this policy, an immediate family member is a spouse, son/daughter, Father/mother-in-law, uncle, aunt, grandparent, son/daughter-in-law, or any relative permanently residing in the employee's household. The Board of Directors may waive certain parts of this policy provisions for members of an immediate family, where the Board is satisfied that sufficient safeguards are in place to ensure that the employer's interests are not compromised.

Political Activity

The School Society prohibits employees from engaging in political activity, which materially interferes with or substantially disrupts the educational process in the School.

Assemblies, school classes, and materials and equipment shall not be used for partisan political purposes or personal use.

Petitions

Petitions for any cause may not be circulated in a school building or grounds during school hours or school activities without approval of the Head of School, unless written permission is given his/her authorized agent.

Dues and Fees

No student dues or fees shall be collected by any teacher or school employee unless approval is authorized by the Principal. Such approval authorization shall give the purpose and time limit for approval.

Buildings and Properties

Teachers and staff are expected to maintain a high standard of school housekeeping. Rooms should be kept attractive and the furnishings in an orderly fashion. Attention should be given to ventilation, light, heat, and all other factors which enter into creating a desirable teaching and learning atmosphere. Writing on or

marring the surfaces of desks, tables, walls, etc, is to be especially guarded against. Respect for property should be developed in the habits of every child and modeled by the teacher.

Inventory of School Property

The Principal shall have on file in his / her office an itemized list of school property for each classroom. The list should include the following:

1. Classroom furniture, equipment and instructional supplies
2. Audio visual equipment
3. Professional books, teacher manuals, guides
4. Library, reference books, and all other equipment.
5. Items on the list are not to be transferred to other rooms without the consent of the Principal. Items such as record players, radios, television sets, books, games, etc; which are purchased by parent groups, grants, or other means of fundraising for student use, become the property of the school and are not to be transferred with students or teacher to a different assignment except with permission of the Principal.

Instruction

Course Overviews

Preamble

The following policy is in place as overviews “form an important component of the independent school external evaluation process, as inspection teams must verify that the school’s educational program is meeting the learning outcomes of the BC curriculum.” *From Course Outlines/Overviews and School Inspections by the BC Ministry of Education .*

It is expected that all teachers will use their overviews throughout the year to help keep them focused on the outcomes they need to achieve. The overviews should provide an authentic guide that administrators can also use in the teacher evaluation process.

Policy

All teachers are to have all overviews submitted to the office by September 15th each year unless the Principal provides an alternate date.

Overviews should include learning goals (outcomes), timeframes, evaluation criteria (formative and summative assessment), teaching strategies, teaching methods, and content. The overviews must include all Prescribed Learning Outcomes verbatim.

Sample formats for overviews are available from the Principal.

Once overviews are submitted, the teacher will receive documented feedback on them within a timely fashion. If there are any changes required, they must be submitted within a reasonable timeframe as designated by the Principal.

Lesson Plans and Emergency Folders

Each teacher is to keep a set of daily plans. These plans are to be made 2 working days in advance and kept in the teacher's desk where if an emergency arises, a substitute will have access to them.

In addition, emergency plans are required. Each teacher must complete a five day sub plan, in the event that they are not available for any reason beyond the two days already planned.

Each teacher will file an emergency folder in the office. The folder will contain the following:

Daily schedule

1. Title(s) and locations of books used (including teacher's guides)
2. Seating chart
3. Location of special materials (texts, work sheets etc)
4. Emergency procedures and materials if daily work cannot, for some reason, be covered by a substitute.
5. List of routine procedures and methods to handle them.
6. Special duty list of students who generally take care of class chores or of reliable students.
7. Schedule of students and release time for special activities
8. Lunch, assembly, extra-curricular, detention, and recess schedules.
9. Pertinent personal data (and special requirements related to students with physical or mental handicaps or special medications including modifications and adaptations for students that have IEPs).
10. Outline of games, activities, or projects that students might be involved in and which support the achievement of goals for the class.

School Records and Reports

The Principal is expected to maintain accurate and up-to-date records on all phases of the school program. Inspection or access to original records in all school offices is forbidden unless permission is received from the Superintendent of Educational Services.

Student Evaluation and Reporting

The Society considers the reporting of pupil progress as an integral part of the teaching/learning process and will adhere to the guidelines from the BC Ministry of Education. Report cards are an important link in the communication process between home and school.

1. There shall be a maximum of four (4) reporting periods during the year: first report in November of each school year, second report in February of each school year, the third report in April, and final report in June of each school year.
2. Parents need to be kept fully informed of the progress of their child. This is especially true for children who are having difficulty. Frequent reports should be made informally to parents about how their children are doing in school and what things they can do to help their child.
3. The Society approves of parent/teacher interviews as a valuable supplement to report cards and other means of communicating to parents, the progress and conduct of their children in school. Notifications of parent/teacher interviews will be sent to all parents or guardians well in advance of the date of such interviews. A notice indicating the dates of parent/teacher interviews will be posted in the Band Office and other prominent locations around the community.
4. In the event that parents or guardians do not or cannot meet with teachers, the teachers, in co-operation with the school Principal shall do the following.
 - Contact the parents by phone and discuss the report card with them.
 - The teacher may make a home visit to discuss the progress of a student.

Student Evaluation Procedures

Each staff member will complete a plan on student evaluations and promotions. While these plans may vary from grade to grade, the following are to be incorporated as underlying principles.

1. Student evaluation must be fair and just.
2. Wherever possible, final examinations should be given. Final exams shall constitute 25-30 percent of a student's final standing.
3. Students are to be reminded, frequently, of the manner in which final marks will be awarded.
4. An appeal process must be an integral part of this policy. Parents on behalf of their children may make these appeals. The appeal process should include the following.
 - i. Direct appeal by the student or his/her parent to the teacher involved.
 - ii. If resolution is not possible, then appeal may be made by the student or his/her parent to the Principal.
 - iii. If the Principal and parent cannot resolve the situation a Society member will be asked to become involved.

5. Student retention or promotion may not necessarily be based on a student's mastery of prescribed concepts and skills. Age, special needs, attendance, etc. may also be factors that need to be considered. Individual cases must be judged on an individual basis with the good of the student being the primary consideration.
6. In May of each year the staff and Principal shall meet to discuss any students at risk of being retained. At that time specific plans need to be made as to the provision of programming for those students who may be retained. Parents need to be informed of and approve of the decision and of the plans for next year programming.
7. Notwithstanding the above, if, at any time during the school year, the success of the student is in doubt, the parents need to be contacted and arrangements made for intervention. The Principal and the classroom teacher must ensure that parents understand the situation and are informed of what efforts are being made to help their student achieve their utmost potential.

Student Promotions

1. Student Progress and Placement - General

- a. Decisions on progress and placement shall be the responsibility of the Principal and may be made at any time during the academic year. The Principal shall arrange for consultation with pupils, teachers, and parents regarding student progress and placement. Decisions will be based on the students' classroom work, tests, written assignments, presentations, general observations, and other sources deemed useful.

2. Grade Promotion

a. Junior Kindergarten/Kindergarten

As these programs are more socially based than academic based, students enrolled in these programs shall proceed through these programs unimpeded. However, exceptional cases may be presented that may warrant exception to this policy.

b. Grade 1 to 3

The concept of continuous progress is the ultimate goal of the promotional policy. Students shall proceed through these grades on a continuous progress basis. Students shall not spend more than two years in one grade, or more than five years in the primary program.

In some instances students, with the mutual agreement of parents, staff member, and the school administration, may be placed on an individual education program and receive a social pass to a more age appropriate grade.

c. Grade 4 - 7

Students in the middle years shall be grade promoted, with an emphasis on skill acquisition in mathematics and language arts. Where students with deficient or marginal skills in these two disciplines are being promoted such deficiencies must be clearly stated to the parents in conferences and in writing prior to the conclusion of the school year. A copy of this report with specific programming recommendations for the next year teacher will be included in the student's cumulative file. No student shall spend more than two years in one grade.

d. Grade 8 - 10

COAST TSIMSHIAN ACADEMY POLICY MANUAL

Students in grade eight to ten shall be subject promoted until such time as graduation requirements are met. Students will be subject to age requirements of the school. All students in grades eight to ten shall write a June examination, which will determine at least 20% of the final mark but not exceeding 50% of the final. The balance of the mark will be determined by averaging the student grades throughout the three previous report periods. Provincially examinable courses are exempt from these criteria.

A student:

- shall earn full academic promotion by passing a minimum eight courses, as recognized by the provincial established curriculum, with an emphasis on the five core courses of English, Mathematics, Science, and Social Studies being compulsory.
- may be recommended, by agreement of teachers and administration, for academic promotion in the event all of the above requirements are not met. Such recommendation shall consider the importance of the subject as a prerequisite, grade earned in the course(s) not passed, grades earned in other subjects, work habits, and attendance. Such promotions may be subject to conditions and will only be considered if a student has earned a passing grade in at least five subjects with four of those being compulsory.
- shall be socially promoted in the event academic promotion requirements are not met after two years in the same grade or where the difference between age and grade achievement warrant such a placement. Students will be subject to the age policy as established by the school.

Where a student with deficient or marginal skills is being promoted such deficiencies must be clearly stated by the homeroom teacher to the parents in conference and in writing prior to the conclusion of the school year. A copy of this report with specific programming recommendations for the next year teacher will be included in the student's cumulative file. Where a student has not met the requirements for promotion the homeroom teacher shall arrange a conference with the parents prior to the conclusion of the school year to discuss the possible placement for the next school year.

e. Grading System

A	86%-100%
B	73%-85%
C+	67% - 72%
C	60%-66%
C-	50%-59%
I/F	0%-49% (I changed to F in final report)

Staff Desk Book

Teachers are required to keep all memos (electronic or otherwise) and professional development documents and/or handouts in a binder or electronic file. The binder and/or electronic file are to be referred to when necessary for details and information.

Instructional Tools

Audio-Visual Equipment

All equipment must be signed out. The sign out book is in the office.

All cameras, karaoke machines, microphones, and other such equipment will be signed out from the principal. Teachers should indicate in their course overviews if specific equipment is required.

If a piece of equipment requires repair or other attention (eg. Supplies, light bulbs, batteries) report this in the sign-out book.

Computer Labs

No student is allowed in the computer lab or on a computer in a classroom unless a teacher is supervising that student. The computer labs should be locked at all times.

There are specific websites and programs that are not of an educational nature and are prohibited on school computers. At such time, as there are other similar websites or services that students and staff wish to access, these too will be prohibited.

Extra-Curricular Duties

Extra-curricular duties are considered a normal part of teacher's and TAs work.

Assemblies

An assembly will take place each morning for all students. All teachers and classroom staff of these students are expected to attend. Teachers are expected to supervise their students. This will mean direct teaching of student expectations. The daily program will include one drumming song, and an opening from our Sm'algayax teacher or students. This program will not exceed ten minutes so teachers and students are provided with their planned class time.

Field Trips

Preamble

Field trips away from the school can be an important part of a child's education. However, they are a privilege, not a right. Although we strive to provide all of our students with relevant educational and cultural trips outside of our community, our ultimate goal is to maintain our focus on the academic success of our students.

Field Trip Policy

Please refer to Appendix IV.

Field Trips Regulations

1. Teachers must submit their field trip plan including the Prescribed Learning Outcomes that will be achieved in writing before they start making plans with students or fundraising.
2. Eighty per cent (80%) attendance is required to participate in field trips.
3. Students not completing the required course of studies at school will not be permitted to participate in field trips.
4. Students not permitted to participate will be given notice by the classroom teacher. The teacher will also inform the parent(s)/guardian.
5. All day trips within our catchment area require notification being given to parents/guardians.
6. Day trips beyond our catchment area will require permission forms to be signed by parents/guardians and returned to the school.
7. All overnight field trips will require a permission form signed and returned by parents/guardians.
8. All over night field trips will have at least one male and one female chaperone.
9. Whenever possible, teachers should try to obtain some parents or community leaders to act as chaperones that have had a criminal background check.
10. For grades K, 1, 2, and 3 students, the ratio between chaperones and students should not be less than 1 to 6. For older students the teacher should use discretion in deciding how many chaperones are necessary however a 1 to 10 ratio is suggested.

Class Parties

Preamble

It is expected that there may be cause for a class party to celebrate a specific event. As the school's responsibility is to remain focused on the educational goals for each student, it is expected that great care and attention be made when there is the appearance that the students are not involved in an educational activity.

Guidelines

1. Each teacher will plan parties and include all of them in their course overviews.
2. It is expected that there are learning outcomes that will be achieved during these parties.
3. Parties should be kept to a minimum and only take place during the latter part of the day.

Fundraising

Fundraising may be an activity that a teacher chooses to be responsible for. The following procedures must be followed:

1. Money collected for a class or the school, and the project or activity related, must be approved by the Principal.
2. An itemized record of all fundraising must be submitted with the cash to the Financial Officer daily. No money is to be kept in the classroom.

3. All original receipts and a detailed record of expenses must be submitted or reimbursements will **not** be issued.
4. A final Cash Record **MUST** be submitted for all cash that is used from the class Fundraising Fund.
5. Teachers are responsible for keeping a copy of all transactions for their records and submitting the originals to the Financial Officer.

Record keeping forms must be used. These are available in Appendix I.

In the event of a shortfall, complete a Reimbursements sheet. The funds will come out of the Fundraising Fund. If there are no funds, the teacher is responsible for the shortfall.

In the event of a surplus, submit a Fundraising Form with the surplus cash to the Financial Officer. If funds are not used by the end of the year, the money will be rolled over into a general fund to benefit students.

STAFF STUDENT RELATIONS

1. The welfare of the student should be the first concern of the Staff.
2. Withhold confidential information about a student or his/her home unless its release serves professional purposes, benefits the student or is required by law.
3. Swearing or cursing on the part of a staff member before a student is expressly forbidden.
4. Staff should be impartial and just in all dealings with students.
5. Employ friendliness, patience, sympathy, courtesy, firmness, and sincerity in dealing with students' problems and attitudes.
6. Avoid religious and political indoctrination of students.
7. Make discrete use of available information about the student.
8. Refrain from commenting unprofessionally about a student or his/her home.
9. Encourage the student's to study varying points of view and respect his/her right to form his/her judgment.
10. Allow time for student and parent consultation in an appropriate place and manner.
11. Keep accurate and adequate account of grades and examination papers for the purpose of answering reasonable questions by the student or his/her parents about test or marks received.
12. Students should not be given a failing mark in scholarship because of behavior problems.
13. Seek constantly to improve learning facilities and opportunities.

Supervision of Students

1. Students will be supervised by the teacher while in classrooms at all times.
2. Students will be supervised by teachers or TA's while on playgrounds during school hours.

3. Students or others working on projects after school hours will be supervised by a member of the school staff at all times.
4. The Administration shall see that adequate supervision is provided for children on the playgrounds. Attention should particularly be given to safety and prevention of accidents.
5. Arrangements should be made by the Principal to provide for students who arrive early during inclement weather. Children should be admitted to the building and supervised. Close supervision is imperative during these times.

Student Injury

Policy

Injuries can occur at school. The school staff recognize that students may become injured during a school activity. We will do our utmost to prevent injury from happening. In the event of an injury we will provide the best treatment and care as possible; that treatment and care may require transport to a medical facility for examination and treatment, if necessary.

Regulations

All but the most minor injuries will be reported to the Principal verbally and in a written report by the teacher or supervising adult.

Parents/guardians will be notified concerning serious injuries.

The Principal will notify the School Society President verbally as well as in writing of all serious injuries.

Allergies

Parents, Teachers, Principal and Students will be asked to perform several duties that minimize the risk of exposures of students with allergies. All involved will make appropriate arrangements to safeguard the child by using the following safeguards:

The Parent of a student with allergies has the responsibility to:

- Advise the Principal and teacher about the child's allergy
- Provide and keep emergency contact info current
- Provide list of snacks the student is able to have
- Assist the Principal by providing educational info about allergies to other parents and the school community
- Explain to the Principal and teacher the reaction the child has when having an allergic reaction.
- Provide written information of what to do if the child has an allergic reaction at school
- Give signed permission to administer medication if an allergic reaction occurs

The Student with the allergy should learn to:

- Eat only foods authorized by the parent

- Wash their hands before eating
- Learn to recognize symptoms of an allergic reaction

The Principal will be responsible for planning the coordination and management of students who have allergies and will:

- Consult with the parents of the student with allergies
- Advise the staff members of students who have allergies as soon as possible
- Request the consent of the parent to post the student's picture and display the emergency care plan.

The Teacher of a student with allergies must:

- Discuss with the class, in age appropriate terms child allergies
- Facilitate communication with other parents
- Leave information about students with allergies in an organized, prominent and assessable format for substitutes
- Know about school's emergency response protocol
- Encourage students not to share or trade food
- Encourage the student with allergies to eat only what is recommended
- Reinforce hand washing before and after eating.

A list of children with allergies and the allergy will be posted in the office and copy will be forwarded to teachers and breakfast and lunch program coordinators.

Responding to Child Abuse

1. Legal Duty

It is your legal duty to report everyone who has reason to believe that a child has been or is likely to be physically harmed, sexually abused or sexually exploited by a parent or other person, or needs protection in the circumstances described in section 13(1)(d) to (k) of the Child, Family and Community Service Act, is legally responsible under section 14 of that Act, to report promptly to a child protection social worker. In British Columbia a child is anyone under the age of 19, (see page 18, The B.C. Handbook for Action on Child Abuse and Neglect).

2. How to Report

Report a child protection social worker in either a First Nations child welfare agency or a Ministry for Children and Families' Office that provides child protection services.

Tell the child protection social worker as much as you know. She/he will listen to your concerns and may ask you some questions. Your name will be kept confidential and will not be disclosed without your

consent unless authorized by law. Reporting can be the beginning of a positive change and can keep the student, and perhaps other children, from harm.

Procedure for Reporting Child Abuse

Step 1. The report

- a. Report allegations of child abuse and neglect promptly to a child protection social worker
- b. CALL POLICE IF A STUDENT IS IN IMMEDIATE DANGER and/or and alleged criminal offence has occurred – then call the social worker

Step 2. Documenting the Information

- a. Information regarding any reported allegation should be properly documented
- b. Follow any policy and procedures for documentation established by your School Authority
- c. Information should be treated in the strictest confidence

Step 3. Notifying the Principal

- a. Notify the Principal that a report has been made to a child protection social worker and/or the police
- b. Protect the privacy of the student

Step 4. Do not Contact Parents or Offender

- a. The child protection social worker and/or the police will contact the parents
- b. The police contact the alleged offender when a criminal investigation is taking place.

Step 5. The Investigations

- a. Cooperate fully with any investigation, which may be conducted by the child protection social worker and/or criminal investigation by the police
- b. At the discretion of the investigators, a support person may be present for the student during the interview
- c. At the discretion of the investigators, a support person may be present for the student during the interview

Step 6. Sharing Information

- a. Provide information requested by the child protections social worker and/or the police
- b. The child protection social worker must report back to the person who made the report the results of the investigation, unless reporting would cause emotional or physical harm to anyone, or a criminal investigation is contemplated or underway

Step 7. Supporting the Student

- a. Be available to listen
- b. Monitor the student's well being
- c. Consult with the counsellor where appropriate

3. Responding to Child Abuse and Neglect

When concerns about child abuse and neglect arise in the school setting, one of the following four common scenarios are likely to occur:

- a. Alleged child abuse and neglect by a parent, caregiver, friend, relative or other person
- b. Alleged child abuse and neglect by a school employee, contracted services provider or volunteer
- c. Alleged abusive behaviour at school by a student under age 12
- d. Alleged abusive behaviour at school by a student age 12 and over, including a young offender under the Federal Young Offenders Act.

4. Role of Child Protection Social Worker

- a. Assesses the report
- b. Ensures the safety of the student
- c. Commences an investigation if there are reasonable grounds to believe that a child needs protection
- d. Contacts parents
- e. May provide services to the student

5. Role of Police

- a. Protects a student in immediate danger
- b. Conducts a criminal investigation
- c. Interviews the alleged offender

6. Role of School Personnel

- a. Observes the student of indicators of abuse or neglect
- b. Handles disclosures from students
- c. Reports promptly to a child protection social worker
- d. Notifies the Principal of the report
- e. Supports the student emotionally
- f. Monitors the student for signs of stress
- g. Refers the student for counselling

7. Role of Principal

- a. Ensures ongoing support and safety of the student
- b. Refers inquiries about child protection and/or criminal investigations from parents to a child protection social worker, the police and/or the Appointed School Official

TEACHER PROFESSIONAL DEVELOPMENT

The Board recognizes that the professional education of a teacher is a continuing process and that certain short courses and seminars are an asset in achieving and maintaining professional competence. This policy applies to all education staff.

1. Budgets for professional development are limited and in no case will the Society be in a position to reimburse teachers for all costs associated with professional development.
2. Recommendations are to be made to the principal of the school, however, because the educational vision for the school is clear, the Director of Student Support Services will determine most opportunities and requirements.
3. Consideration will be given to the value and importance of the professional development to both the teacher and to the school program.
4. Teachers will be asked to attend some seminars or short courses, while others will not depending upon the usefulness to the teacher and the students they teach. It is expected that those that are required to attend do their utmost to do so.
5. Staff Days will be set aside for most professional development opportunities.

OFFICE PROCEDURES

The office is the communication centre of the school, and strives to keep the lines of communication open between all parties of the school – students, parents, staff and administration. We ask your assistance in doing so by keeping us informed of your plans. There are two ways this is done:

1. A “School Letters” binder is kept in the office. A copy of all notices from all teachers and the office are kept in this binder. This enables the office staff to intelligently answer questions about the plans that teachers have. (e.g. What time will the students be back?) It also provides some guides to the format letters should take, and what information needs to be included.
2. The office will keep a master calendar. Any special events that are planned should be on this calendar. This ensures the inclusion of them in newsletters.
 - **Attendance:** Attendance records are kept in the office. Attendance is done in Homeroom, before the first block begins, the post cards are completed and both are sent to the office as soon as possible. **It is imperative that all children be accounted for.** The office then sends the postcards in the regular mail.
 - **Staff Attendance:** All support staff will hand in at the beginning of the day and hand out when they leave.
 - **Tardiness:** All students must check in and out at the office when they arrive late or leave early.
 - **Leaving the School:** Staff having to leave the school during the day will hand out and hand back in when they return.
 - **Travel Receipts:** All staff are responsible for submitting their travel receipts in a timely manner.
 - **First Aid:** The office is the first stop for First Aid. Supplies are available for minor injuries.

- **Letters to Parents:** All letters to parents must be typed by the teacher and seen and approved by the Principal. A copy of the letter must be placed in the “School Letters” binder in the office.
- **Mail:** Office staff will handle mail. Outgoing mail should be appropriately placed in the outgoing mailbox with a stamp or appropriate postage attached. All school staff that have a mail box may have their mail delivered to the school. Canada Post may require a record of this request.
**All telephone messages will be put into your mailbox. Please check mailboxes regularly.
- **Phone calls:** Please limit personal calls and ensure that any long distance calls are logged in the office. Personal long distance calls will be made using your own phone card.
- **Photocopying:** The office photocopier is for office use only. Teacher requiring photocopies can access the photocopiers downstairs.
- **Staff Meeting Agenda:** A binder is kept in the office in which staff members can list items they need to inform teachers on at the next meeting.

Purchase Orders

All purchase orders need to be approved by the principal.

Reimbursements

No reimbursements will be made for purchases that have no approved PO (purchase order). They will only be made when original receipts are submitted.

EXPECTATIONS OF STUDENTS

Please refer to the Parent/Student Handbook.

EMERGENCY PROCEDURES AND GUIDELINES

Crisis Intervention Guidelines

In the event of a crisis situation, as determined by the school Principal or Designate, involving a member of the School, the following protocol will be followed.

Crisis Alert – Low Risk at this Time

- a. Staff member will inform the Principal or designate.
- b. Contact parent/guardian and, if appropriate, offer support from school.
- c. Refer to applicable outside agency if required.
- d. Monitor student behavior and record any discrepancies.
- e. Document the incident; copies to applicable agency and file.

Crisis Risk – Medium Degree of Risk

- a. Staff member will inform the Principal or designate.
- b. Contact parent/guardian. Provide support plan from school if applicable. Inform parent/guardian of referral to appropriate agency to for guidance.
- c. Refer to appropriate outside agency if applicable.
- d. Monitor student behavior.
- e. Document the incident.

Crisis – High Risk – Individual Should Not Be Unattended

- a. Staff member will inform the Principal or designate.
- b. Contact parent/guardian. Inform them of the seriousness of the situation and that intervention is required immediately.
- c. Contact appropriate outside agency for consultation and/& assessment
- d. Contact 911 for police and/& ambulance assistance and for emergency transport to nearest health care facility.
- e. Monitor student continuously.
- f. Document the incident.

The following should be included when dealing with a crisis intervention situation:

- Consultation with other counsellors and or therapists may take place at any time during the intervention at the discretion of the Principal or designate.
- If there has been an attempt of suicide, or serious personal harm resulting in a medical emergency, arrange for immediate transportation via school personnel or ambulance (911) directly to the nearest health care facility. Parent/guardian permission is not required prior to transportation if it is deemed necessary by the Principal or designate.
- If the parent/guardian cannot be reached, the student can be referred to an outside agency without permission provided they are informed at the earliest possible opportunity.
- If the parent/guardian refuses permission for treatment, and there is concern regarding the safety of the student, a referral to a First Nations child welfare agency or the Ministry of Children and Family may be made by the school on behalf of the individual, and treatment made be carried out without permission.

Critical Response Plan

Out of School Emergencies

1. If there has been an emergency/tragedy affecting students or staff outside of school hours, staff members will be contacted through a “telephone tree” system. The staff will be notified of a staff meeting prior to classes on the morning of the next day.
2. At the staff meeting, the following items will be discussed:
 - Staff will be informed of the facts of the emergency situation.
 - Expectations for the day will be outlined.

- A grief room may be established, and the designated location will be closed to regular activities for the day.
- Teachers will notify their classes as to what has occurred. Teachers requiring support to complete this task are to contact the Principal.
- Teachers will compile a list of “high-risk” students attending school that day and send this list to the office shortly after classes begin.
- During the last period of the day, teachers will check on the emotional state of their students and note any students who may still need emotional support. The teacher will contact the students’ parents to notify them of any concerns.

In School Emergencies

If a staff person comes upon an emergency situation in the course of a school day:

1. At the emergency site:
 - Do not leave the area. Take charge of the situation. Give specific orders to specific individuals.
 - Deal with any first aid immediately. If you are unsure what to do, ask for assistance.
 - Contact the Principal. Send a responsible student if necessary.
 - Isolate the emergency from the student population.
2. Office responsibilities:
 - If necessary, the secretary will contact emergency personnel.
 - The Principal will designate someone to contact the parents/guardians of student(s) involved and request them to attend.
 - If there is danger to the school population, the Principal will implement a school evacuation.
3. Follow-Up:
 - If appropriate, an Accident Report or Behaviour Report will be completed and filed in the office.
 - At the earliest convenience, all staff will be briefed about the emergency.
 - At a staff meeting, it will be decided if circumstances warrant implementing a plan of action.

First-Aid

- First Aid supplies are kept in the office.
- Teachers are issued band-aids for their classrooms.
- Ice packs are available from the kitchen.

Bleeding/Body Fluids

All body fluids should be handled with extreme caution to avoid contact with potential diseases.

Procedure:

- Notify the office immediately
- Wear disposable latex gloves, and avoid getting fluids in your eyes, mouth, or on scratches and cuts
- Exposure to body fluids requires rinsing the affected area immediately with soap and water
- If cleaning up body fluids, use an approved cleaner as provided by maintenance or a solution of one part bleach to nine parts water

EMERGENCY PROCEDURES FOR NATURAL DISASTERS

Fire

On hearing the fire alarm, all instruction will cease. The students will remain quiet and await instructions from the teacher. The teacher shall tell students to **close the windows**, and then form a line facing the exit door. The teacher will open the classroom door, after determining that it is safe to do so, determine the route to be taken, and lead the class out of the building to the assembly points. **Students remain quiet at all times.** The last person through the door will ensure that the **door is closed** to prevent the spread of fire. The teacher will bring the **Emergency Procedures Clipboard** with them. This board contains class lists, escape routes, assembly points, and other information.

The following are the general mustering areas for the school:

- On the field, in single file lines, the classes line up from grade 10 to grade 1 in descending order from the south fence.

Earthquake

When the alarm sounds (3 short bursts of the school bell) or you feel the symptoms of an earthquake you must follow these procedures:

1. In the classroom, move away from windows, shelves, and heavy objects that may fall. Take cover under desk, table or counter.
2. Wrap one arm around the leg of the desk or table and hold your arms folded over your head and neck as you face away from the window.
3. Count out loud, slowly with your classmates and teacher.
4. Once the shaking stops, count to 60, in the same manner.
5. Proceed as you would during a fire drill, in the evacuation of the school.

Tsunami

Evacuation Procedures for main school building

In the event of a Tsunami, the evacuation procedures are as follows:

1. The evacuation will start with a phone call and fax confirming a tsunami warning.
2. An announcement and a 3 bell signal from the office indicating that a Tsunami is in progress OR in the event of a power outage, the community siren will be heard and an announcement will be delivered to each classroom.
3. All staff in the school not working with a class are asked to check bathrooms and monitor hallways to make sure all students exit in an orderly fashion. Put on your high-visibility vest as you will be directing traffic as a crossing guard.
4. Keep students quiet and calm as possible and remind them of the exit they are to use, walking in single file to their designated exit.
5. Take your emergency list when escorting students outside.
6. Walk students up Legaic Street, ON THE SIDEWALK, as emergency vehicles may be present on the roads. Our secondary route is up the White-side Road and past the clinic.
7. School crossing guards will aid the students and teachers as they cross Legaic Street near the school and Tucks Road.
8. Students will walk up the east side of Church Street and line up in their fire lines on the south side of the Fire Hall.
9. Wait for further instructions.
10. Teachers must maintain a detailed account of the student. If a parent or guardian asks for a student to go with them, the teacher will write the name of the person who took the child.
11. The attendance records will be collected by the principal or designate for the sign-in procedure at the Reception Centre.

Designated Exits

1. **Grades 2 – 5:**
 - use back exit of elementary wing and walk up Legaic Street to recreation centre.
2. **Grade 1, Sm'algyax class, grade 6, Alternate/GED class, grade 7 class:**
 - use main exit front of school and walk up Legaic Street to the recreation centre.
3. **High-school wing:**
 - walk to first floor using exit in front of the band room and walk in front of school to Legaic Street to the recreation centre.
4. **Home Economics room:**
 - use exit in front of the band room and walk in front of school to Legaic Street to the recreation centre.
5. **Gym:**
 - use main entrance exit walk in front of school to Legaic Street to the recreation centre.
6. **Band room:**

- use exit in front of the band room walk in front of school to Legaic Street to the recreation centre.

Evacuation Procedures for Pre-school and Kindergarten Building

Procedure

1. The evacuation will start with an announcement from the office (phone call) indicating that a Tsunami is in progress.
2. All staff in the school not working with a student are asked to check bathrooms and monitor hallways to make sure all students exit in an orderly fashion, have students put on coats, shoes, basic belongings before leaving the building.
3. Keep students quiet and calm as possible and remind them of the exit they are to use, walking in single file to their designated exit.
4. Take your class list when escorting students outside.

After leaving the school using designated exits, walk in single file up Legaic Street to the recreation centre with class list and wait for instructions upon arrival. Take attendance before you leave the school and upon arrival at the recreation centre.

APPENDIX I

Fundraising Form

Teacher: _____ Date: _____

Project money is earmarked for: _____

Date Collected	Activity	Amount
Total Submitted		

Reimbursements

Teacher: _____ Date: _____

Project or Activity: _____

Date on Receipt	Detail	Amount	PST	GST	Total
Subtotals					
Total					

Cash Record

Teacher: _____ Date: _____

Project or Activity: _____

Amount of Cash Withdrawn from Fundraising Fund: _____

Date on Receipt	Detail	Amount	PST	GST	Total
Subtotals					
Total Spent					
Amount of Cash					
Shortfall (-) or Surplus(+)					

Appendix II

Financial Policy

February 2012

Financial Policy Table of Contents

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Introduction

This financial policy has the authority for all financial procedures of the COAST TSIMSHIAN ACADEMY , a duly incorporated non profit Society incorporated under the Society Act of British Columbia, having a registered office at 206 Shashaak Street, Port Simpson, B. C. V0V 1H0.

The Society is duly incorporated under the Society Act of British Columbia, and has established and operates COAST TSIMSHIAN ACADEMY (the “School”) an independent school located in Port Simpson, British Columbia.

COAST TSIMSHIAN ACADEMY may revise, add, or amend policies relating to school operations and staff management within the sole discretion of the Society.

It is in the best interest of the Coast Tsimshian Academy that the funds received for the purpose of educating students will be used to offer a learning environment that meets the CTA Mission and Vision.

Section 1 Receipts and Deposits of Funds

- 1.1 All cheques and monies received shall be recorded in the account log by the school secretary. This log shall be kept in a secure location.
- 1.2 The back of each cheque will be stamped with “For Deposit Only”.
- 1.3 No adjustments shall be made to the account logbook.
- 1.4 The School Secretary will prepare a deposit slip for all revenues or funds received. Each deposit slip will be prepared in duplicate and deposited promptly.
- 1.5 All deposits shall be posted in appropriate accounts in the general ledger.
- 1.6 Upon receiving notification of an automatic deposit, the School Secretary shall ensure it is posted in the appropriate account in the general ledger.

Section 2 Purchases

- 1.7 Any purchase made by a CTA employee must be authorized by the Principal who must ensure that sufficient funds are available within the budget.
- 1.8 The CTA Principal is the only designated purchasing authority and shall purchase goods and services within the overall budget, which has been approved by the Board.
- 1.9 Capital expenditures must be pre-approved by the resolution of the CTA Board.
- 1.10 Purchase orders are to be generated at the CTA Office and are to be signed by the Principal.

- 1.11 Items that do not require a purchase order are as follows: contracted services, payroll, utility services; telephone and telecommunication services; and travel reimbursement.
- 1.12 A copy of the purchase order must be attached to the invoice when the order is complete. All purchase orders are to be filled completely in duplicate and shall contain the following information: date, vendor, address, amount (if available), description of goods or services and the program or account that the expense is to be charged to.
- 1.13 A copy of the purchase order goes to the vendor and the other copy is maintained in the CTA Office.
- 1.14 Vendor invoices are to be photocopied once approved by the Principal for forwarding to the accountants for payment.
- 1.15 Any discrepancy between the invoice and purchase order must be investigated.

Section 3 Credit Cards

- 1.16 CTA may provide a credit card to the Principal with a limit of \$10,000.
- 1.17 Any credit card designated to a CTA employee is to be used solely by the identified employee and only for CTA business.
- 1.18 Receipts for all credit card purchases must be submitted to the school secretary on a monthly basis. If receipts are not provided, then the purchases charged are the financial responsibility of the employee.
- 1.19 Whenever possible, the CTA purchase order system shall be used to purchase items or services. Credit Card use is not intended to circumvent CTA's purchase order system.
- 1.20 Under no circumstance is a credit card to be used to pay an expense for which a travel advance has already been issued.
- 1.21 If a CTA credit card is lost or misplaced, it must be reported immediately to the issuing company.
- 1.22 Any abuse or misuse of a CTA credit card shall result in the immediate cancellation of the card.

Section 4 Payments

- 1.23 Upon receipt of invoice and purchase order, the school secretary shall record the invoice amount and the appropriate account and program for posting by the accountant.
- 1.24 When no purchase order copy is present to support an invoice payment, approval will be obtained from the Principal prior to payment.
- 1.25 Payables will be paid on a bi-weekly basis, with the exception of vendors who issue monthly statements. No cheque drawn on a CTA account shall be signed while it is blank.
- 1.26 The cheques, along with supporting documentation, shall be presented to signing authorities who will confirm and sign. The supporting documents shall be initialed prior to signing the cheque, to evidence review by the signer.
- 1.27 All cheques issued by the CTA must bear the signatures of two signing authorities.
- 1.28 If a cheque has been reported lost, destroyed or stolen, it shall be cancelled and a Stop Payment Notice will be sent to the bank. A second cheque can be issued only after the bank has received a Stop Payment Notice.

- 1.29 CTA cheques not presented to a bank for payment within six months of issue date shall be cancelled and payment stopped. The payee may be issued another cheque upon request.

Section 5 Signing Authority

- 1.30 Authorized signing authorities are as follows: Principal and three Board members by Resolution of the Board
- 1.31 Signing authorities are limited to a specific amount.
- 1.32 Electronic transfers are at the approval of the Principal.
- 1.33 At least one Board member signature must be on every cheque issued by CTA. At the discretion of the Principal cheques can be signed by two Directors.
- 1.34 Only the CTA Principal shall have both purchase and signing authority.
- 1.35 Any Board approved changes to the signing authority will be forwarded to the financial institution.

Section 6 Monthly Financial Statements

- 1.36 The Principal will ensure that a monthly Comparative Statement and Balance Sheet is prepared and forwarded to the Board Meeting.
- 1.37 The school secretary will ensure any financial information and reports requested are provided to the Principal.

Section 7 Budgets

- 1.38 Annual budgets shall be prepared by the Principal for submission to the Board prior to March 31st each year.
- 1.39 Monthly cash flow projections for the expense accounts within each CTA program shall also be prepared as part of the CTA's annual budget planning.
- 1.40 Upon submission of the annual budget by CTA Principal, the Board shall discuss and approve the annual budget for submission to Band Council.
- 1.41 Any funds provided to CTA are to be expended for the purposes identified. Only if flexibility is allowed between programs may the Principal transfer funds.

Section 8 Payroll

- 1.42 The teaching and non-teaching support staff salary grids as amended from time to time will be used as a reference to determine CTA employee salaries. Upon the Principal's review of an employee's performance appraisal or course completion salaries may be amended.
- 1.43 The salary range will be related to the contractual agreement or personal service contracts.
- 1.44 CTA's policy is that salaries are paid on a bi-weekly basis. Pay period end dates are equal to payment dates. The payroll will be prepared at the school, reviewed by the Principal and processed by the accountant for direct deposit.

- 1.45 Deductions include CPP, EI, Extended Health, RRSP and any other applicable deductions as agreed upon.
- 1.46 A statement of earnings will be forwarded to each employee as verification of deposit.
- 1.47 Overtime must be pre-approved by the Principal, with the exception of after hour emergency services.
- 1.48 CTA has no salary advance policy with respect to employee pay. Only in cases of extreme financial hardship, may an employee petition the Principal for a salary advance. An advance shall be approved for issuance to a limit of once per year.
- 1.49 Salary advances shall not exceed the amount the employee has earned to the date of their request.
- 1.50 An employee who receives a salary advance will have the full amount deducted off the following pay cheque, unless other arrangements have been approved by the Principal.

Section 9 CTA Board Remuneration and Travel

Rates for the Board of Directors travel and remuneration shall be set by the Board, budget permitting. Such rates shall be published separately by the Society and updated as required. Travel arrangements shall be made by the Principal. All CTA travel will be done by the most economical method.

- 1.51 Each CTA Board member shall receive travel expense remuneration for membership in, and attendance of, various Board/committee meetings and for carrying out official CTA duties. Elected Board members who are not Band Councillors will receive honorarium for attendance at these meetings at the rates set annually.
- 1.52 Any Board Member who fails to attend meetings/conferences without cause is required to notify the Principal or Board Chair outlining the reasons. Board members who fail to attend a meeting or conference without cause for which they have received a travel advance, will be required to repay the travel advance to CTA and will not be reimbursed for travel expenses incurred.

Section 10 CTA Employee Travel

Travel rates for CTA employees shall be set by the Board, budget permitting. These rates shall be distributed to employees. Employees are required to make their own arrangements unless otherwise advised by the Principal. All CTA travel will be done in the most economical method.

- 1.53 Employees required to travel on CTA business shall be granted a travel advance by the Principal. Upon return, a travel claim will be submitted to the Principal for reimbursement or refund.
- 1.54 Prior to travelling the employee will get their travel approved by the Principal. Approval will be granted contingent on: budget funds being available and travel costs being within range of the program or account funds. In the case of Principal travel the Board has the final authority.

- 1.55 Airfare and hotel accommodations shall be billed to CTA whenever possible.
- 1.56 Any CTA employee who fails to attend meetings/conference sessions is required to notify the Principal outlining the reasons. Should a CTA employee fail to attend a meeting/conference without cause for which they have received travel advance, the employee will be required to repay the travel advance to CTA and will not be reimbursed for travel expenses incurred. Such payment will take the form of deduction for the employee's next pay.
- 1.57 Any CTA employee who cannot attend an out of town meeting/conference and wishes to cancel travel arrangements, must notify the Principal immediately. The CTA employee must ensure that all travel arrangements have been cancelled. Any cost incurred by late cancellation, or by schedule changes at the request of the employee, will be the responsibility of the employee.
- 1.58 All travel claims must be submitted to the school secretary within thirty (30) days of travel for payment. If not received within that time, no reimbursement will be made.

Section 11 Inventory Assets

- 1.59 A complete inventory list of CTA assets (i.e. office furniture, equipment, etc.,) shall be established and updated annually to include the cost and date of original purchase and the date of disposal. It shall be kept up to date by the school secretary and provided to the auditor upon request.

Section 12 Security of Assets

- 1.60 The CTA Board and the Principal will ensure that adequate insurance coverage is obtained to protect all CTA's assets.
- 1.61 CTA financial data is to be backed –up regularly and weekly and is stored in a secure place away from the CTA office.
- 1.62 All keys issued to employees must be signed for, under no condition shall the employee who has signed for the keys transfer and key(s) to another employee or person.

Section 13 Annual Year-End Financial Audits

- 1.63 Detailed financial statements covering all financial activities of CTA shall be prepared annually, or as required by the Board and CTA funding agencies.
- 1.64 The CTA Board shall recommend to the Annual General Meeting (AGM) the appointment of an Auditor to audit the financial records of CTA. The audit shall be completed and submitted annually to the CTA Principal, the Board and the AGM.
- 1.65 The final audit shall be signed by the Principal and Board Chair and shall be recorded in the Board meeting minutes as reviewed and approved.
- 1.66 The CTA Board and Principal shall ensure that, where appropriate, the recommendations made by the Auditor are implemented.

- 1.67 Audit reports and any other relevant accounting records are to be made available to CTA funding agencies as required.

Section 14 Amendments

- 1.68 Amendments to these financial policies and procedures require an approval of the CTA Board. Any such amendments shall be stated in formal Board motion and shall appear in the Board meeting minutes.
- 1.69 The Principal will ensure that these financial policies and procedures are updated in accordance with the Board motions to amend. They shall also ensure that the relevant CTA employees are aware and informed of these policies and procedures.

APPENDIX III

CTA Policy on Approval of Expenditure Levels for Operating and Capital Purchases

November 2012

Policy Statement

The Board is cognizant of the finite funds available to provide an appropriate educational program. The Board has approved a Financial Policy that outlines the procedures relating to: - Receipts and Deposits of Funds; Purchases; Credit Card Purchases; Payments; Signing Authority; Monthly Financial Statements; Budgets; Payroll; Board Remuneration and Travel; Employee Travel; Inventory Assets; Security of Assets; and Annual Year-End Financial Audits.

Rationale

The purchase of both operating supplies and capital equipment is integral to provide students and staff with the appropriate tools and supplies in the teaching/learning process. The Board wishes to be kept informed of all major supply and capital purposes to ensure they relate to the curricular needs and student learning. The Board requires certain purchases and all capital purchases to be approved before finalization of the purchase order.

Policy

The Board requires that all operating purchases have the Principal's approval. All purchases for supplies must have sufficient funds within CTA budget. Supply purchases above \$1000 must have Board approval following justification to the curriculum or activity. All capital expenditures must be pre-approved by resolution of the CTA Board. Those items in the annual budget under \$20,000 will require notification to the Band Manager. Those unbudgeted capital items over \$10,000 must be submitted to the Band Manager and then forwarded to Band Council. Items that do not require Board resolution as they are part of the budget approval are payroll; contracted services; utility services; telephone and telecommunication services and travel reimbursement. Any funds provided to CTA are to be expended for the purposes identified in the approved budget. The Board may approve transfer of funds for specific items.

APPENDIX IV

CTA Policy on Field Trips and Outdoor Education

October 2012

Policy Statement

The Board recognizes the educational value of curricular and extra-curricular based field trips and outdoor education experiences that are integrated with learning outcomes.

Rationale

Student field trips and outdoor education experiences are encouraged provided that they:

- Provide significant educational experiences related to the education program of Coast Tsimshian Academy or are necessary to fulfill the obligations of the activity program.
- Do not seriously interfere with the education program of students who must remain at school.
- Meet all procedural protocols regarding:
 - Preparation and documentation;
 - Minimizing risk and taking all necessary safety precautions;
 - Providing all relevant information so parents can give informed consent;
 - Receiving approval from the Principal for trips in Level One, Two and Three;
 - Receiving approval of the CTA Board for trips in Level Four and Five.

Policy

The Board encourages student field trips and outdoor education experiences. The Board expects that students participating in field trips and outdoor education experiences will behave in accordance with school rules, the school code of conduct and any special directions required to maintain proper structures and safety pertaining to the activity as determined by the Principal, supervising teacher/leader or accompanying chaperones.

Student field trips and outdoor education experiences are classified by level of risk, as follows:

Level One

- Standard Educational Activities – Museums; historic sites; musical events; drama events; local outdoor sites.
- Standard Recreation Activities – Swimming Pool; Fitness activities; In Prince Rupert - Ice Rink; Curling Rink; and Bowling Alley.

Level Two

- Activities included in Level One that include one overnight stay.

Level Three (Moderate Risk)

- Includes both day and overnight activities – Downhill Skiing; Cross Country Skiing; Mountain Biking; local Canoe and Kayaking; local Camping; Hiking and Orienteering where phone and road access to community.

Level Four (High Risk)

- Includes both day and overnight activities – Wilderness area activities where immediate support not available – Canoeing; kayaking; backpacking; camping; cross country skiing; and mountain biking.

Level Five (Out of Province / Out of Country)

- All trips regardless of duration that travel outside of provincial and national jurisdiction.

Procedures

1. Detailed procedures for Field Trips and Outdoor Education are located in the School Policy Manual.
2. All teachers/leaders will acknowledge that they have read and understood the procedures.
3. The Principal shall ensure that for each level of the Field Trip all requirements are completed in accordance with the procedures.
4. The Board must approve all Level Four and Five Field Trips.