

# **E.J. DUNN ELEMENTARY**



## **Staff Handbook 2024-2025**

Phone: 250-723-7522

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<b>School Calendar of Events 2024 – 2025</b>	
<b>Month &amp; Date</b>	<b>Event</b>
September 3 <sup>rd</sup>	School Opens
September 23 <sup>rd</sup>	School Planning Day (no school for students)
September 30 <sup>th</sup>	National Day for Truth and Reconciliation (no school for students)
October 14 <sup>th</sup>	Thanksgiving Day (no school for students)
October 25 <sup>th</sup>	Provincial Professional Development Day (no school for students)
November 11 <sup>th</sup>	Remembrance Day (no school for students)
November 18 <sup>th</sup>	School Based Professional Development Day (no school for students)
December 23 <sup>rd</sup> – January 3 <sup>rd</sup>	Winter Vacation
January 6 <sup>th</sup>	School Reopens after Xmas Vacation
January 20 <sup>th</sup>	Curriculum Implementation Day (no school for students)
February 14 <sup>th</sup>	School Based Professional Development Day (no school for students)
February 17 <sup>th</sup>	Family Day (no school for students)
March 17 <sup>th</sup> – March 30 <sup>th</sup>	Spring Vacation
March 31 <sup>st</sup>	School Reopens after Spring Vacation
April 18 <sup>th</sup>	Good Friday (no school for students)
April 21 <sup>st</sup>	Easter Monday (no school for students)
April 28 <sup>th</sup>	Local Specialists' Professional Development Day (no school for students)
May 19 <sup>th</sup>	Victoria Day (no school for students)
May 26 <sup>th</sup>	School Based Professional Development Day (no school for students)
June 26 <sup>th</sup>	Last Day of School for Students
June 27 <sup>th</sup>	Administrative Day (no school for students)

<b>Bell Schedule</b>	
8:58	School Begins
11:46 -12:23	Lunch (play time)
1:47-2:03	Recess
2:45	Dismissal

On good-weather days, students who arrive at school early may play outside. During inclement weather, when outside play is impractical, students are encouraged not to arrive too early.

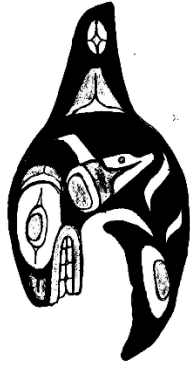
**Morning supervision begins at 8:30 am and after school supervision ends at 3:00 pm daily.**

**EJ Dunn Elementary School  
Staff Roster 2024- 2025**

<b>PRINCIPAL</b>	<b>Mr. D. Olson</b>
<b>VICE-PRINCIPAL</b>	<b>Mrs. J. Badovinac</b>
Grade 7	Ms. Dillon
Grade 6/7	TBA/Mrs. Badovinac
Grade 6	Ms. DeKoninck
Grade 5	Mr. Mott
Grade 4/5	Mrs. Dame
Grade 4	Ms. Johannessen / Ms. Rebalski
Grade 3	Ms. Boutwell
Grade 2/3	Ms. Cameron
Grade 2	Ms. Wright
Grade 1/2	Mrs. Sanders
Grade K/1	Ms. Whitehead
Kindergarten	Ms. Schroeder
Remedy	
Teacher Librarian	Ms. Johannessen
Inclusion Support Teacher	Ms. Whitney
	Ms. Brown
Music/Drama	Mr. Miller
Secretary	Ms. Bell
Education Assistant	Mrs. Clarke
Education Assistant	Ms. Webb
Education Assistant	Mr. Barrowcliff
Education Assistant	Mrs. Carroll
Education Assistant	Ms. Roberts
Education Assistant	Mrs. Kenzie
Education Assistant	Ms. Little
Education Assistant	Mrs. McKay
Education Assistant	Mrs. Stelmacker
Education Assistant	Ms. Vandermey
Education Assistant	Mrs. Harris
Education Assistant	Mrs. Geddes

**School Code of Conduct**

# E.J. Dunn ORCAs



## **O** – Our Best

- We always try our best

## **R** – Responsible

- We act responsibly and take responsibility for our own behaviour

## **C** – Caring & Kind

- We show care and kindness towards ourselves and others

## **A** – All Together

- We work together as a team and include all others



# E.J. Dunn Elementary School Code of Conduct

At E.J. Dunn Elementary School we believe in our students. We believe in our school and our larger community. Our philosophy is that our students will meet our **Dunn O.R.C.A. code (Our Best, Responsible, Caring & Kind, All Together)**. E.J. Dunn is a friendly and safe place to learn. Along with parents and guardians, we will work together with students to make their time at E.J. Dunn very successful and enjoyable. E.J. Dunn is committed to meeting the unique needs of students in a supportive, caring environment which promotes student learning and achievement, a sense of pride, responsibility, and accomplishment. The expectations of our code of conduct applies to students while they are at school, at school sponsored activities (e.g., Field Trips or Sports Events), and any behavior beyond these times that affects the safe, caring, and orderly school environment. **These are the characteristics and traits as well as positive expectations we promote in our E.J. Dunn community:**

**Students are expected to.....**

## **OUR BEST:**

- Always try our best.
- Be the best you.

## **RESPONSIBLE:**

- Be responsible for helping make the school a safe, caring, and orderly place.
- Be responsible for showing respect and appreciation of the diversity of our school community.
- Act in a manner that brings credit to our school (including at school, in the community, and on field trips).
- Inform a “go to’ adult in a timely manner of incidents of bullying, harassment, or intimidation.
- Show respect for school property, Teacher supplies and school supplies and equipment.
- be always responsible including when going to the washroom or change room

## **CARING & KIND:**

- Work cooperatively with all staff, students, and guests in the school.
- Follow established expectations within the classroom and school.
- Students are expected to demonstrate respect and kindness for themselves, for others (Students, Staff, Parents, Guests and Neighbours), and for the school.

## **ALL TOGETHER:**

- Include all students in play at school.
- Work well with staff and students.
- When working with guests at E.J. Dunn, show their best effort and attitude.

**We are part of a positive school learning community when we:**

- Are courteous to staff, students, neighbours, and guests.
- Do our best and ask for assistance when needed.
- Accept ideas that are different from our own.
- Participate fully, willingly, positively, taking risks with our learning and supporting others to do the same.
- Collaborate with and encourage others.

**Each teacher will also discuss with students what these expectations look, and sound like in their classroom.**

### **Code of Conduct Guiding Principles:**

- **BC Human Rights:** Our school supports the values expressed in the BC Human Rights Code respecting the rights of all individuals in accordance with the law, prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, physical and mental disability, sex or sexual orientation.
- **Special Consideration:** In application of our school's Code of Conduct, special consideration may apply to students with Special Needs if students are unable to comply due to having a disability of an intellectual, physical, sensory, emotional, or behavioral nature.
- **Prevention of retaliation:** All reasonable steps will be taken to prevent retaliation against a student who made a complaint about any incident that breaches our Code of Conduct.
- **Notifying outside agencies: School Officials are responsible for advising other parties/agencies of serious breaches of our Code of Conduct (i.e. Parents, District Staff, RCMP, Fire Department, Ministry of Children and Families).**

### **CONSEQUENCES**

The following interventions and consequences are used to assist students in making the correct choices. In all situations, communication to and from the home is the most important step in the process in helping students overcome problems. Students that have not followed our Code of Conduct shall receive firm, fair, and progressive consequences.

These consequences are appropriate for students at the elementary school age of (5-13 years old). Our school supports the values expressed in the BC Human Rights Code respecting the rights of all individuals in accordance with the law prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, physical and mental disability, sex, gender identity or sexual orientation.

At E.J. Dunn, we also recognize that each child and each situation must be considered in terms of both the rights of the individual and the rights of the E.J. Dunn Community. We acknowledge that special consideration may be given to students unable to comply with expectations due to a disability of an intellectual, physical, sensory, emotional, or behavioral nature.

The following are examples which go against our Code of Conduct at E.J. Dunn:

- **Behaviours that:**
  - Interfere with the learning of others, including their emotional well-being
  - Interfere with the orderly environment
  - Create unsafe conditions
- **Acts such as:**



- Bullying, harassment, intimidation or extortion
- Physical violence
- Retribution against a person who has reported incidents
- **Illegal acts such as:**
  - Possession, use or distribution of illegal or restricted substances
  - Possession or the use of weapons
  - Theft or damage to property
  - Going on school roofs

### **The progression of consequences:**

- 1) Teachers shall deal with the student for any behavior that is indicated in the preceding section. This may be in the form of a warning, detention, and/or removing the student from class. Parents may be contacted (depending on the behavior and the plan designed to correct that behavior).
- 2) Notification may go to the appropriate support persons (Nuu-chah-nulth Education Worker, Educational Assistants, Student Support Services, School-based Team, and/or Administration). At this stage the student will receive help in the form of strategies, problem solving techniques, and/or support from key school personnel. Contact with the home will be made regarding this behavior.
- 3) After support has been provided and there still is little or no progress, then the student will be referred to the office, contact with home will be initiated to develop a further plan of support.
- 4) Students who continually struggle to behave in an appropriate manner will be referred to an Administrator. During this stage the student may receive a warning from the Administrator, and/or in-school consequence (i.e., service to the school, or detention for recess/lunch). This will result in communication with the home regarding the offense. Further incidents of inappropriate behavior may be followed with further detentions, in-school suspensions, or out-of-school suspensions.
- 5) Out-of-schools suspension in the event of serious offences regarding use of drugs or alcohol at school, physical violence, weapons offences, pulling the fire alarm, setting a fire, theft, or damage/destruction of property. E.J. Dunn will follow the SD#70 (Pacific Rim) policies for any serious offences noted above. For any repeated events the length of the suspension will increase. There will be a conference with parents, the student, and the administration prior to the student coming back to school.

### **Potential Consequences:**

Choosing not to follow the E.J. Dunn Code of Conduct may result in the following consequences and remedial measures.

- Verbal warning
- Conference with teacher
- Parent Contact
- Behaviour support at recess or lunch
- Referral to Administration
- In-school or out-of-school suspension
- Suspension to the School Board of Trustees
- Referral to Police, Fire, or other appropriate authorities

### **Social Media and Electronic Communication:**

As the world of social media and various forms of electronic communication evolve there is a need to remind students that it is unacceptable to use such formats to intimidate or expose other students or staff to physical harm, ridicule, hatred, or contempt. This type of behavior can have a significant negative impact on our school learning environment, even if these incidents begin outside the school

building and grounds, or school day. Cyber-bullying can have a profound impact on students' abilities to learn, and the school's status as a caring and orderly learning and working environment.

E.J. Dunn staff will continue to work with students to provide support on how to properly interact in the digital world.

**We support the following Core Message from the Safe-Online-Outreach Society:**

- Everything students post online is permanent
- Everything students post online is public
- Protect personal and private information
- Use critical thinking skills about information and people online
- Be responsible for what students post online
- Take a stand against online harassment
- Tell someone if students are being victimized
- Don't take, or let anyone take, sexual images of students
- Don't talk about sex online

**PERSONAL ELECTRONIC DEVICES**

Positive face-to-face social interactions are encouraged and are an important part of a student's development. In addition, personal devices can be a source of conflict for students both in person and online. Therefore, to keep all E.J. Dunn Elementary School community members safe, all personal electronic devices, including cellular phones, smart watches, electronic gaming devices and from home are not permitted at school.

**We encourage cell phones to be left at home. If cell phones are brought to school, they must not be seen (Please leave in locker or backpack, or check in with Principal/Vice Principal).**

**CELL PHONES ARE NOT TO BE USED AT SCHOOL DURING THE DAY.** Students are not to use their cell phones to contact home and/or their parent/guardians during school hours. If students are ill or need to communicate with a family member, instead, they are asked to report to the office so we can ensure their well-being and safety.

**The school will not be held responsible for any misplaced, lost, or stolen items.**

**There are escalating consequences for the inappropriate use of technology and cell phones:**

1<sup>st</sup> Offence: Item is confiscated and taken to the office. The item is returned to the student at the end of the day. Any item confiscated will be documented by an Administrator.

2<sup>nd</sup> Offence: Item is confiscated and taken to the office. The item is returned to the student at the end of the day. Phone call home to parents or guardians to discuss concerns about the use of technology items at school.

3<sup>rd</sup> Offence: Item is confiscated and taken to the office. Item will be returned only to a parent, and at a meeting with School Administrators. Students may receive a suspension for repeated defiance. The length of suspension will be determined by the Principal and Vice Principal.

Depending on the severity of the offence, the Principal or Vice-principal may escalate consequences at their discretion (Ex – cyber bullying, filming students/staff, engaging in online hate behaviours)

## Student Recognition

We believe that learning and demonstrating socially responsible behaviours is as important as academic achievement. Therefore, when students are observed demonstrating positive behaviours reflecting our E.J. Dunn O.R.C.A. Code of Conduct, teachers may provide students with O.R.C.A. tickets which are displayed in our office and part of our recognition assemblies.

## Social Responsibility

At E.J. Dunn we work hard to solve problems in peaceful ways. Students are encouraged to use the 4-step problem solving process (see below). Staff will work hard to help students to use the language for Solving Problems in Peaceful Ways.

### SOLVING PROBLEMS IN PEACEFUL WAYS

#### 1. Walk Away

- Take a minute to calm yourself down.
- Breathe, count to 10, think of what to say.
- Walk.

#### 2. Talk to the person

- “**Stop** \_\_\_\_\_  
(e.g., teasing, hitting).”
- “**I am** \_\_\_\_\_  
(Describe feeling e.g., angry/frustrated).”

#### 3. Repeat/Remind

- (If behavior continues)
- “**Stop** \_\_\_\_\_  
(e.g., teasing, hitting).”
- “**Please** \_\_\_\_\_  
(Tell them what to do instead).”

#### 4. Get Advice/Help

- Find someone students trust (friend, counsellor, parent, and teacher) and ask for advice/help; “I need some advice/help, can we talk?”  
Note: Always speak to an adult if students are feeling threatened or afraid

❖ We believe we have the **responsibility** to fix our own mistakes but also have the **right** to be guided in fixing these mistakes.

- ❖ At Eric J. Dunn Elementary School students will be helped by the staff, their parents and guardians, as well as their own peers in developing self-discipline through school-wide initiatives based on **Social Responsibility** and **Restitution**.

To this end, the staff will.....

- make time for the 'teachable moment'
- integrate **social responsibility** activities into our school programs
- counsel and support individual **restitution**
- monitor those who practice self-discipline and closely manage those who are struggling to follow our School Code of Conduct
- acknowledge students who are meeting school wide expectations with ORCA tickets
- keep in contact with parents/guardian

### **Reporting Student Absences**

Please notify the school at 250-723-7522 or email our school secretary if your child is going to be late or absent ([nbell@sd70.bc.ca](mailto:nbell@sd70.bc.ca)).

**Students who are late must sign in at the office. Students who are leaving school early must sign out at the office and wait for pick up.**

### **Arriving and Leaving**

Good attendance is key to success at school. It is important to be here every day, be on time and ready with the books and supplies students need for the day. Teachers record attendance at school in the morning and afternoon. **We will no longer be making calls home for unexcused absences. However, if we are concerned about student safety or attendance, we will make a call to parents or guardians.** A phone call to the school from parent/guardian is important if students are going to be absent from school. The school number is 250-723-7522.

If students arrive late, students are expected to.....

- come to the office as soon as students arrive at school
- sign-in to school through a secretary
- go quickly and quietly to class.

If students need to leave early, students are expected to.....

- have a note from home
- show the note to the classroom teacher and then bring it to the office when students sign-out
- sign-out at the office through the secretary. Wait in the office until a parent or guardian picks students up.

**If parents/guardians would like to accompany their child when arriving late, or pick up their child early, they must contact the Main Office before dropping off or leaving with their child.**

## **Student Clothing**

The appearance of any student is primarily the responsibility of that individual and their family. We ask that clothing is age appropriate, and makeup is discouraged.

- Clothing and footwear should be well-fitting and appropriate for the season and/or activities taking place at school and are to be worn at all times.
- Students are not to wear attire advertising drugs, tobacco, vaping, alcohol, violence, hate (any messaging that contradicts the BC Human Rights Code), or any other activities/messaging that would be illegal or inappropriate for an elementary school student to participate in.
- Hats and hoods are acceptable when outdoors and must be removed for ceremony and assembly

## **Closed Campus**

When students arrive to school in the morning, students need to remain on school property until students are dismissed to go home. This means that at recess and lunch time students will have access to designated parts of the school campus but cannot leave school grounds. Exceptions to this rule must be approved by the school Principal.

Everyone at E.J. Dunn School is expected to follow our School Code of Conduct. These rules also apply to students traveling to and from school, by bus or on foot.

## **School Grounds**

Students are not allowed off the school grounds during recess or lunch break. We are also encouraging responsibility by asking students to pick up garbage that they see lying around. Some students may find themselves on “Garbage Duty” as a consequence for littering around the school or making a mess in their classroom.

## **Out of Bounds Areas**

EJ Dunn is a closed campus. All students must remain inside the fenced areas of the school’s property. For safety, students will have limited access to the drop off area at the back of the school. The forested area adjacent to the rear parking lot is out of bounds. Students will also have limited access to the bus loop area. All students will be encouraged to play in designated playgrounds and school field areas away from these traffic areas.

## **Entrances**

Students enter the school using the entrance nearest their classroom. At recess and lunch hour when washroom facilities are used, students will use the entrances nearest primary playground and the upper courtyard only. Students in all grades line up for class (at their designated doors) before school, after recess, and after lunch.

### **In Days – Out Days**

Students play outdoors before school, at recess and at lunch hour unless the weather is extremely poor. On these days, an announcement will be made describing the alternate indoor locations for students to gather during the lunch break. On Out Days, noon drop-in sports may be organized on many of the winter days, but this will not involve all the students on the same day. We also hope to offer other activities such as chess or supervised computer use during the lunch break.

### **Office Telephone Use:**

Students should only be using the telephone for emergency purposes. Students are not permitted to use the phone to make plans for after school social activities. Students may use the phone to notify parents that they are staying at school to finish work etc.

### **Video or Picture Taking**

Due to privacy issues, parents need to grant permission for the school to use a picture or video of their child for school purposes. i.e. – newspaper articles or school/class slideshows. Check with the office.

### **Fighting and Bullying**

Our school wide discipline policy uses a few basic rules and supports our “Code of Conduct”. We try to recognize good behaviour and keep a record of children having trouble with the rules. Children are encouraged to look at other (more positive) ways to sort out their differences with each other. We have a “**Hands-Off**” policy and bullying, even the very subtle kind is not tolerated. If a discussion, or counseling session and home contact does not prevent a repeat incident, a suspension may be necessary. In extreme cases, suspension may be given on a first offence.

## **Supervision of Students**

We are required by law to supervise students. This responsibility involves providing a 'reasonable' level of supervision. We can be held accountable for a lack of supervision and, therefore, we need to be vigilant with before school and after school supervision. Supervision in the classroom is the classroom teacher's responsibility.

### **What to do during supervision:**

- Be on time for supervision and stay for the entire time. **REMINDEE TITLES OF SUPERVISION TIMES AND LOCATIONS ON DAILY NOTES.**
- If you need to leave your regular supervision briefly, that is reasonable. If you know you will be late or must leave early from supervision, please arrange coverage, or speak to an administrator.
- Be observant. Notice large groups of students. Supervise by moving about. Try not to stand in one spot for too long. This is a great time to build rapport with students.
- Ask questions if things do not look right.
- If a fight is in progress, stay clear of the combatants. Never get between two fighters; they are focused, might not see you, and you could be hurt. Instead, if you know their names, call to them in an assertive manner, and tell them to break it up. Do not attempt to physically restrain them unless one of the fighters is being so severely beaten that serious physical injury is occurring. Your safety is the most important issue, if you need help send someone to get an administrator or another teacher. Once the fight has broken apart walk the fighters to the office. Walk behind them and do not let them walk close together. Keep your direct attention on both until you release them to an administrator.
- Be especially attentive when on bus supervision. Students should line up and get on the bus when the bus driver has given them permission. Students should always be respectful of each other.
- The school bell will indicate when students can enter the school.

### **Supervision Areas:**

Primary Playground  
Courtyard (upper/lower)  
Field/Forest near Tennis Court/Intermediate Playground  
Forest areas near Gymnastics Academy/Front of school near Office

Tennis/Basketball Court and areas  
Bus Loop

## Emergency Procedures

It is our responsibility to care for the welfare of our students. In the event of an emergency, we must be prepared to cope on our own at school facilities for perhaps as long as 72 hours. This plan lays the framework for School District #70 personnel to be ready and coordinated in the event of any emergency.

- Supplies – First aid, emergency and communication equipment located in storage container on the main field
- Plan – A school plan is posted in the staff room with specific assignments for all staff.
- Records – Release forms, parent information letter, medical concerns, and other documentation is checked and/or updated annually, stored in office in a carry bag.
- Drills –A combination of fire, earthquake/tsunami, and lockdown drills will be conducted at least 10 times during the school year. The purpose of these drills is to practice our evacuation procedures and emergency preparedness.
- Evacuation routes and emergency procedures are posted in each classroom.

### Teacher and Student Emergency Procedures

#### Fire

1. When the alarm bell sounds the students should stand and move in a calm and orderly fashion to line up at the exit. Staff will encourage students to remain calm and quiet throughout the situation. The teacher shall take the emergency backpack and class register or other record of attendance and proceed to the door.
2. The teacher will open the door and determine the route to be taken, and then supervise the class out of the building in an orderly manner to a predetermined point of safety. (At E.J. Dunn Elementary School, proceed to the number for your division on the inside of the tennis courts.)
3. Take attendance and **hold up a green card for all clear or red card for an attendance issue**, to the principal or person in charge; this information will be relayed to the secretary who is located at the entrance to the courts. Staff without classes will check in with the secretary.
4. Students remain with their teacher until the teacher leads them back inside. “All clear” announcement given by the principal or person in charge will indicate when it is safe to re-enter the building.
5. Classes in Music, P.E. or other activities outside of the regular classroom (including when with another teacher) will follow the same procedures as above. Music or other teacher will take emergency pack and lead the class calmly to their division muster point.
6. Students outside the classroom and still in the building shall go to the nearest corridor and join with any class to exit and then proceed to their division number in the tennis courts for attendance. The principal or person in charge shall make every effort to ensure that no students remain in the school.
7. Classes and/or students who are outside the building when a fire alarm goes off will follow the same procedures as above. Teachers will lead their classes to the muster point if during class time outside and if during recess play time, supervisors will assist students to make their way to the muster point for their division.
8. These procedures will be always used during the school day. Throughout the alarm, it must always be assumed that there is a real emergency.
9. Fire Department Telephone Number ... (250) 724-1351



## Earthquake

- Move no more than a few steps and **drop, cover, and hold** under desk/tables or in a corner if no table available. Keep back to window and head/neck down and covered.
- After shaking stops, count to 60 to ensure the event is over and then evacuate the building with emergency pack if possible
- Classes and students marshal at their division muster points in the tennis courts.
- Division teachers will take attendance and use red/green card to indicate attendance issues
- Students and staff may return to the school when command post gives permission

## Tsunami

- Tsunami warnings – E.J. Dunn is not located within the Tsunami evacuation zone.

## Procedures during non-class time (i.e., lunch, before/after school, recess)

- Staff should sweep students out to the tennis courts as they exit the building
- Administrators do final sweep
- Students/staff report to their division numbers and follow procedures for fire bell
- Should an earthquake occur staff should sweep students out of building

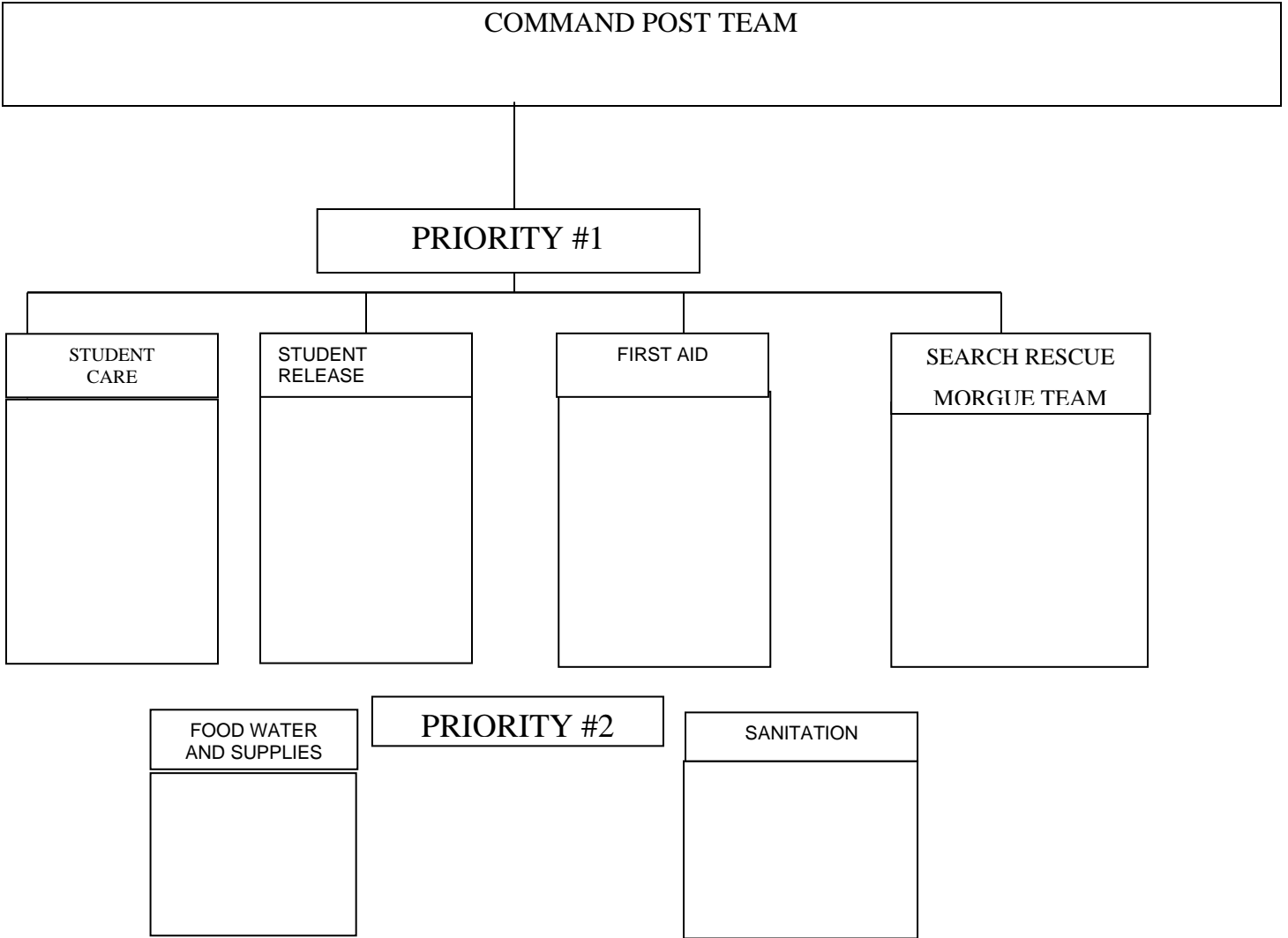
## Procedures for Parents

- Parents are expected to provide to the school current information on home and emergency contact numbers as well as to delegate alternate people to pick up their child.
- In the event of an emergency parents are expected to arrive at school as soon as possible.
- Parents are to report to student release station where a staff member will unite parent/child

<b>Teacher</b>	<b>Division/Emergency Muster Number</b>
Schroeder	1
Whitehead	2
Sanders	3
Wright	4
Cameron	5
Boutwell	6
Johannessen/Rebalski	7
Dame	8
Mott	9
de Koninck	10
Dillon	11
TBA/Badovinac	12

## Procedures for Teams During the Emergency

1. Command Post remaining at school sets up communication center
2. Implement school site emergency response teams:



### Duties of Teams (Priority #1)

#### COMMAND POST TEAM

- The principal is the final authority at each school
- Sets up site location in central area
- Available to radio police, fire, media, parents, etc.
- Should have all documentation, site plan, child pick up plan, radio, medical info
- Activate emergency alarms if possible
- Activate and coordinate teams
- Report to district command post

- Shuts off gas, water, power if necessary

### STUDENT CARE TEAM

- Student groups from marshalling area are placed with student care team members
- Attendance is taken again
- Other team members report to 'Student Release', 'First Aid', 'Search and Rescue'
- Keep students calm and in the area
- Find responsible students to be messengers and helpers
- Student Care Team must document those who are released
- Only release students to designated 'Student Release Team Member' who takes the student to the 'release area'
- Do not leave students unsupervised at any time!!! Double up with another staff member if necessary

### STUDENT RELEASE

- Set up near the 'Student Care Area'
- Organize student runners from Release Centre to Student Care area
- Have appropriate documents, which will come from the Command Post
- A 'safe' caregiver must sign out students

### FIRST AID

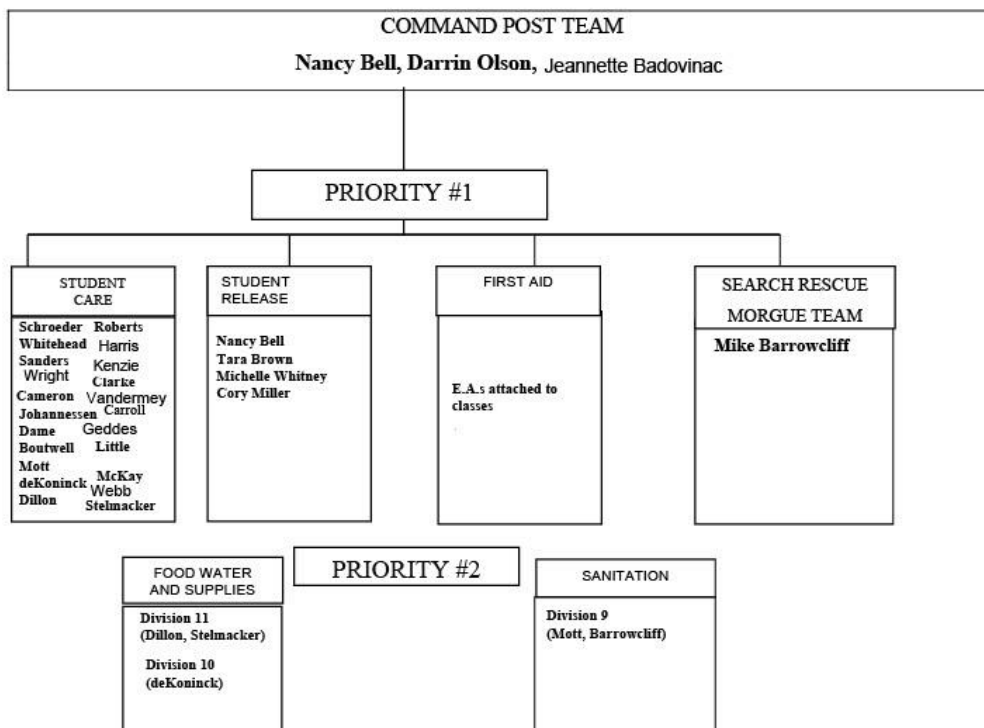
- Set up near 'Student Care Area'
- Have all supplies needed
- Document injured people
- Set up triage procedures
- Send a runner to 'Command Post' to notify them of injuries and to request an ambulance if needed
- Do first aid
- Must be certified

### SEARCH AND RESCUE/MORGUE

- Report to Command Post
- Know the location of emergency equipment
- Initiate sweep
- Secure all buildings from reentry
- Transport injured people to first aid
- Deceased victims are to be identified, labeled and transported to morgue area

**Procedures for Teams During the Emergency**

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**PRIORITY #2**

‘Command Post’, ‘Student Release’, and ‘First Aid’ essential personnel stay at post. ‘Student Care’ team and ‘Search and Rescue’ team members, who are available, take up the next set of duties.

## FOOD, WATER, AND SUPPLIES TEAM

- Distribute according to school plan
- Older students may be required to assist in the distribution of supplies

## SANITATION

- Set up latrine area using stored equipment and supplies

It is important for all members of each team to be prepared well in advance of any emergency. Be prepared to shift to another team should the 'Command Post' supervisor require this. Stay calm and remember that the best plan is just a plan. Be prepared for any contingency.

## **IN THE EVENT OF A SECURITY THREAT/LOCK DOWN/HOLD AND SECURE**

### **DEFINITION OF A SECURITY THREAT:**

When a person or persons is on or near SD 70 property with the intent to harm others physically or emotionally.

Where the act or threat of violence is or may occur, the following lock down procedure will be followed.

Take action at the first sign of an agitated intruder

1. Call 911 (Person who calls stay on the line with dispatcher)
2. Notify the office immediately
3. Office to confirm that 911 has been called
4. "Lock Down" will be announced over the PA system

### **STUDENTS INSIDE BUILDING**

Staff are to:

- Gather students into closest classroom
- Check the hall for passing students and direct them in
- Lock classrooms doors (if they lock) and stay put
- Instruct students to stay away from windows, doors and outside walls
- Instruct students to duck and cover
- Admit no one
- RCMP will identify self
- Close windows and blinds
- Turn out lights
- No talking
- No phone calls out
- Adult answers phone
- Write down all names or persons in room
- Follow direction from RCMP
- An "all clear" announcement will be made when possible; be prepared to exit the room.
- RCMP directions will determine evacuation procedures and locations. Teachers bring students to off-site assembly area.
- Write down names again at off-site assembly area and report them to office staff
- Direct students to return to classes as advised.

### **STUDENTS OUTSIDE BUILDING**

- Do not enter building
- Go directly to off-site assembly area (Maquinna Elementary)
- Write down names of persons in staff care and wait for instruction

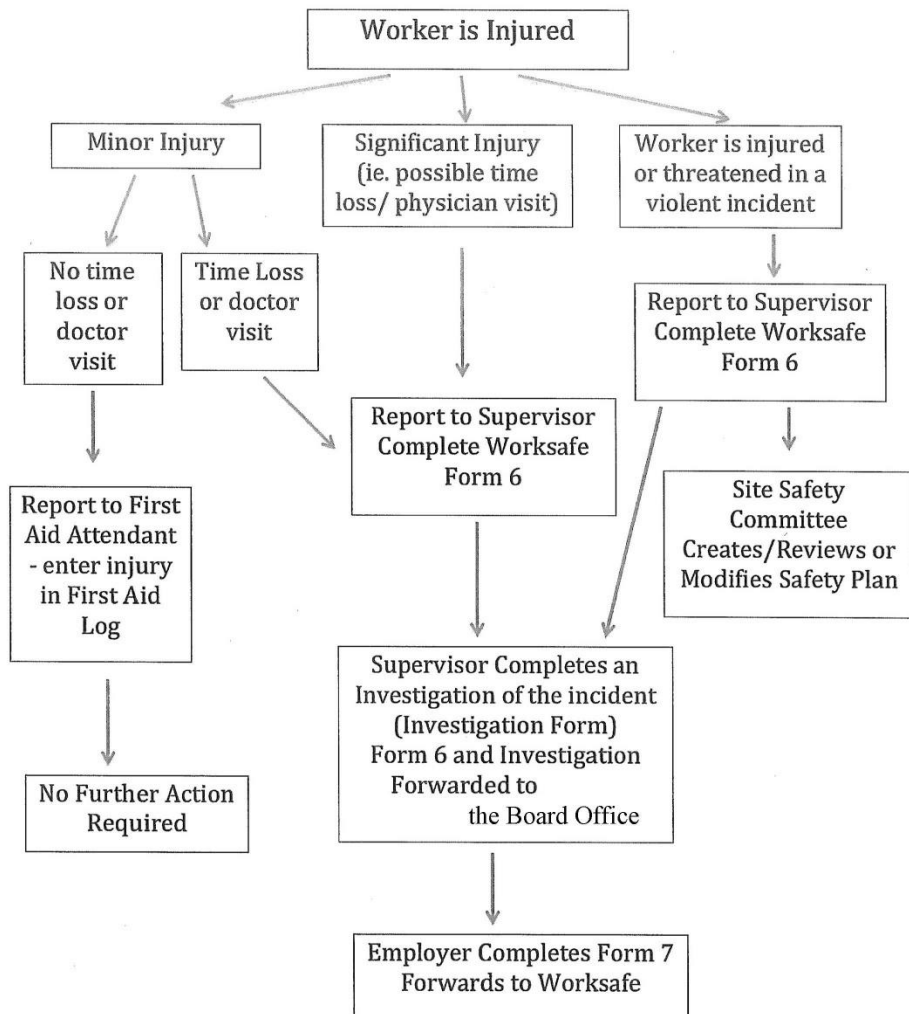
## **HEALTH AND SAFETY PROCEDURES**

### **Should a staff member get hurt at school:**

After receiving first aid assistance it is important to document the injury

- If it's a **minor injury** that will **likely NOT need medical attention** from a medical professional (doctor, physiotherapist etc.), please fill out the First Aid Treatment Record page to document the injury. A copy of the form is included in this package and extra forms are available in the Medical Log for Staff binder in the office. It is important to have this record should the injury flare up in the future.
  
- If it is a more **serious injury** that will require medical intervention, please fill out a Form 6A (get the most recent Form 6A from the SD 70 School Homepage or available from the office.)
  - Be sure to inform the medical practitioner that the injury is a result of a workplace injury so the appropriate paperwork can be completed.
  - Submit the completed Form 6A to an administrator in a timely manner.
  - An investigative meeting (Health and Safety rep, admin, injured staff member) will be scheduled where an administrator will complete a Form 7 Employers report of injury or occupational disease with the focus of prevention and supporting the employee.

## Employee Injury in the Workplace



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### Should a student get hurt at school:

- Students with a minor injury should report the school office
- Students with potential serious injuries should not be moved. Call the office or send a runner with the red emergency card with teacher's name on it.
- If a student bumps his/her head (beyond a light bump) parents should be notified, and together, a plan of action will be formed.
- All minor student injuries (band aids; ice) need to be documented in the **Student Medical Log Book** binder (kept on the island counter in the office).



- Major student injuries (outside medical attention required; parent involvement) need to be documented. Incident reports are available at the office. Submit completed forms to an administrator

## **MEDICAL ALERTS**

A list of students having problems requiring specific or immediate medical attention is posted in the First Aid room in the office.

## **EMERGENCY INFORMATION**

School First Aid Contact	Educational Assistants
Ambulance	911
Hospital	911
Health Unit	250-724-1281

## **ADMINISTRATION OF MEDICATION TO STUDENTS**

The Board of School Trustees recognizes its responsibility to ensure that pupils of school age attend school and that some of these pupils may be in need of certain medication. In those cases where a pupil requires medication for reasons related to his health during school activities, the administration of such medication shall be the responsibility of the principal of the school. It shall be the responsibility of the parent to bring the matter to the principal's attention.

It is recognized that the medication to be administered should not require any special skill or knowledge on the part of the principal or their delegate. The administration of such medication must be carried out in accordance with the provisions of the regulations of this policy. Until such provisions are arranged, medication should not be administered, even though this may result in a child being absent from school for a few days.

In providing medication to pupils, the following regulations shall be strictly observed. A letter of authority endorsed by the parent or legal guardian of the pupil to whom the medication is to be administered, must be received by the principal, the letter of authority must include the following information (Item 5144(R) – "Letter of Authority- Medication" is recommended.):

- the name of the attending physician;
- the medication needs to be administered at school
- the nature of the health problem;
- the name of the medication;
- the method of administering the medication;
- consequence of missing medication or incorrect dosage;
- emergency procedures for (v);
- important side effects

If any concerns regarding the medication become evident, the principal should contact the attending physician. A record sheet is to be maintained in the office of the principal, such sheet to show the date and time of each administration, identified by the initials of the administering person. Medication should be stored in a safe location determined by the principal. Aspirin or similar analgesic will not be dispensed without specific parental approval.

### **SUBSTITUTE PROCEDURES**

Please call the School District #70 (Pacific Rim) Dispatch (720-2786) as soon as you know you will not be coming in. Be aware that you will need to call in each day until you are ready to return to work. If you feel that it is helpful, you may also want to call/text Mr. Olson at 250-735-0402. Any TTOC notes can be emailed to Principal/Vice-principal and secretary to ensure they are passed on to your TTOC.

### **PLEASE HAVE PREPARED FOR YOUR SUBSTITUTE:**

- your Daybook and other instructions in clear detailed terms which can be understood easily.
- list of duty responsibilities - if applicable.

A Substitute File (yellow folder) containing:

- seating plans
- schedules of specific events - if applicable i.e., assemblies, concerts, etc.
- timetables
- medical alerts
- class groupings
- some extra activities or ideas that could be used by your substitute
- copy of: Fire Drill Procedures  
Earthquake Drill Procedures  
School Rules  
Student Work Habits

## **SHORT AND LONG TERM PLANNING**

**Daily Plan Book** - It is expected that day plans will be kept up to date and that Daybooks will be available to administrative staff.

**Long Range Planning** – Year overviews should include the following details and will also be available to administrative staff:

- unit(s) and topics to be taught during the Unit for each subject area
- may include any supplementary materials, books, films, videos, and other resources you wish to use
- time frame for each unit of study (approx.)
- themes - a general outline of any themes used in Language Arts, Social Studies, and/or Science
- reference to core and curricular competencies
- First Peoples' Principles of Learning/Indigenous ways of knowing/content/resources
- Timeline: Overviews to be handed in/discussed in the fall

## **Reporting**

The Ministry of Education currently requires that students receive three Formal and two Informal Report Cards during the school year.

### **Reporting Schedules and Approximate Times**

Fall	Student Progress Conferences
Winter	Written Learning Update
Spring	Written Learning Update
Spring	Student Progress Conferences
June	Written Summary of Learning

### **Written Learning Updates for each student must utilize:**

- Descriptive feedback includes concise, strengths based, written comments or documented conversations that are aligned with the learning standards and describe student learning, as well as identifying specific areas for future growth.
- A strengths-based approach recognizes that student learning is dynamic and holistic, and that students demonstrate their learning in different ways and at different rates. Feedback is focused on what the student can do and what they are working toward

(p.36 [K-12 Student Reporting Policy - Communicating Student Learning Guidelines \(gov.bc.ca\)](#))

## **INCLUSION SUPPORT TEACHER**

The Inclusion Support Teacher provides a continuum of school-based services, working in collaboration with classroom teachers and school-based teams to assess, implement and monitor suitable interventions and services for students with diverse learning needs. The IST also works in collaboration with other school and district specialist teachers in an Integrated Resource Teacher Model The IST is engaged in a collaborative decision-making process; assessing the students' strengths as a learner, assessment of the learning environment, analysis

of the instructional content and techniques and the strategic selection of intervention strategies that provide opportunities for success. The role includes case management for students meeting ministry of education criteria for specialised services; ensuring appropriate documentation and programming are in place, ongoing consultation with parents, school and district staff to provide a high level of services to identified students in multiple school settings. The person in this position will have a comprehensive knowledge of excellent classroom and inclusive education practices and be familiar with current BC Ministry of Education Legislation and Policies.

### Responsibilities

- Collaborate with classroom teachers and other specialist teachers to assess, plan and assist in the teaching of diverse students promoting the principals of inclusion in all educational settings.
- Use systematic observation and collection of behavioural data to establish an understanding of the student's strengths, the learning environment, and student functioning in multiple domains
- Administer and interpret a range of informal curriculum based and functional assessments
- Administer and interpret a range of formal testing instruments level A, B (C highly desirable) □ Analyse instruction content and techniques
- Using a Tiered approach collaborate to implement strategic learning scaffolds that address priority learning needs.
- Work in close partnership with parents regarding learning strategies and organisational skills, and to establish effective partnerships towards shared understanding and goals
- Coordinate School Based Teams and liaise with outside agencies to organise support for students
- Assist with the designation of students and provide case-management services
- Provide in-service to teachers and paraprofessionals on best strategies including the use of technologies to promote student success

## **LEARNING ASSISTANCE**

### **Program Description**

E.J. Dunn Elementary Learning Assistance Program offers integrated in-class and small group instruction to students from Kindergarten to Grade 7. Students are admitted into the program for assessment and Learning Assessment through classroom teacher referrals to School Based Team. Students are evaluated at regular intervals and progress is discussed at meetings with the pupil's classroom teacher and the principal. Communication with the School Based Team and the parents is on-going.

### **Objectives**

- provide regular classroom teachers with a list of criteria and assistance in identifying students needing Learning Assistance.
- provide Learning Assistance in specific areas as outlined by classroom teachers. To match the teaching style to the learning style of the student.
- have Learning Assistance students develop a positive self-concept and enjoyment for learning. To give support to the classroom teacher with ideas and special materials.
- follow through with at-risk students during long holiday periods to attempt to maintain progress that has been accomplished.
- evaluate and monitor student progress through testing, consultation with classroom teachers, and where necessary, other specialists.
- develop home-school communication regarding individual student's progress and to provide materials so parents can assist children at home. In some cases, parents are invited to observe learning assistance lessons and then are given materials to use at home.

## **SCHOOL BASED TEAM**

**Function:** To coordinate the service that school-based people and programs will offer to students; to process referrals to District Special Services and outside jurisdictions.

**Composition:** Administrative Officer, Teacher, Learning Assistance Teacher(s), Inclusion Support Teacher, and the Elementary Counselor if necessary.

## **SPEECH AND LANGUAGE SERVICES**

A Speech and Language Pathologist is school based two half days per week. A Special Education Referral Form is required to refer students for therapy or assessment by the Speech and Language Pathologist. This referral can only be sent in after the student has been identified as needing this service through the School Based Team.

## **SCHOOL COUNSELLOR**

School-based Counselling is available to our students through a referral/conversation with the Principal/Vice-principal. In addition, a referral can be made using the District SBT Referral process.

### **Responsibilities:**

To provide school-based preventative and maintenance counseling for:

- children displaying inappropriate behaviour;
- children who need improved social skills
- children who need a higher level of self-esteem;
- emotionally upset children; e.g. family separation, family conflict, sibling rivalry;
- abused children;
- grieving children
- children with personal problems; e.g. stature, health, hygiene;
- children adjusting to a significant change; e.g. a new home, a classroom, a disability.

To provide school-based crisis counseling for:

- abused children
- suicidal children;
- distraught, frustrated children
- children involved in substance abuse.

To provide teachers, parents, and other stakeholders with student behavior management and remediation strategies, and to provide follow-up.

To participate as a key member of each school-based team.

To work closely with student cognitive development specialists such as learning assistance teachers, district assessment personnel, speech pathologists, and others.

To work closely with school support personnel such as teacher aides, personal attendants, Indigenous support workers, childcare workers.

To maintain appropriate records for the school district.

The minimum standard is:

- a student file with diagnostic, intervention and evaluation information
- a daily log of professional activity.

Each counselor may also maintain a personal file as outlined in the new Public Schools Act.

To maintain professional confidentiality.

## **NOON HOUR SUPERVISORS**

E.J. Dunn Elementary has one Noon Hour Supervisor. Their duties are limited to the supervision of students during the lunch hour period.

## **SCHOOL COMMITTEES**

### **Professional Development**

Functions: In consultation with staff, to plan and organize Professional Development activities for the school-based Pro-D days.

Self-directed plans need to be approved by the principal.

### **Staff Committee**

**Functions** of the Staff Committee are advisory and will generally include:

- to act as liaison between staff and administration;
- to advise and assist administration in the resolution of problems;
- to assist in the identification of specific problem areas and propose means of improvement;
- to assist in determining school facility needs and utilization;
- to assist administration in the implementation of school policies and procedures.

### **Meetings**

Meetings shall be scheduled once every month, or additionally, at the call of the chairperson; Meetings are open to all teachers of the school and invited guests who may present views but not vote; The Staff Committee will develop its own operational guidelines including quorum, Duties of the Chairperson and Secretary, and meeting times.

*The Staff Committee is not a decision making body, but can bring back recommendations to whole staff for ratification* – the principal must provide oral reasons (in writing upon request) for not accepting/implementing a Staff Committee recommendation

## **SCHOOL REPS**

### **Employee and Family Assistance Program**

Staff Representative attends yearly conferences and communicates the services available to employees.

### **Sunshine Fund**

There is also a Sunshine Fund that purchases gifts, sends flowers, etc., depending on circumstances. Each staff member is assessed a charge depending on the extent of their participation.

## **SCHOOL BUDGET**

### **Supplies**

Purchases out of school funds should always have the approval of the administration.

### **Equipment Replacement**

These funds are allocated to replace worn out and/or broken equipment such as, projectors, computers, etc. Staff is asked to submit requests, ideas, etc., before decisions are made regarding replacement of equipment.

## **LIBRARY POLICY**

Students are responsible for books which they sign out and if any are damaged or lost, they will be expected to pay for replacement.

## **FIELD TRIPS**

Teachers should be familiar with School District #70 Regulation 6153 Field Trips.

### **Supervision of School Based Field Trips**

All field trips must be supervised by at least one teacher. Supervision ratios may vary depending on the activity. A ratio of one adult for each ten students and one to seven ratio for primary students is a good place to start. Students should go to the washroom in groups of no less than two.

### **Planning**

Field trips should be well planned and relate to school curriculum – all field trips must be brought to the Principal for approval and/or assistance with planning prior to sending information out to families.

### **Communication Home**

Parents should be informed through a Newsletter of all field trips in which their son(s)/daughter(s) are participating.

### **Transportation**

Where private vehicles are used each driver must have a minimum of three million dollars liability insurance, a valid driver's license, and seat belts for all passengers carried.

**School District 70 (Pacific Rim)**  
**Technology Acceptable Use – Administrative Procedure 5019**

**Purpose:**

The Board of Education recognizes that the use of technology is an integral tool in providing meaningful, engaging and relevant educational programs as well as maintaining and providing for effective and efficient business and management functions.

As technology is ever-changing and largely unregulated, it is important for the Board of Education to inform students and staff of the risks and benefits, and to impose governance on the use of technology within the school district technology environment.

**Benefits**

The use of computers, mobile devices, software, networks, the internet, online communications and other technologies (collectively referred to as ‘technology’) provide opportunity to enhance and engage students in educational opportunities as well as provide staff with avenues for research, communication and planning. The intent of technology in the school district is to:

- Support and enhance the delivery of educational services to students and provide options to meet their learning styles, access requirements and program needs
- Provide tools to improve the efficiency and effectiveness of the business of education
- Enhance opportunities for staff to participate in professional learning activities
- Enhance communication throughout the system

**System Security and Integrity**

Security of the district’s network and technology and of users accounts is critical to ensuring overall integrity and workings of the entire technology system. With this in mind it is expected that:

- Users not share their passwords and logon information
- Software and hardware are treated with respect and are not willfully damaged in any way
- System administrators may set limits on usage time, storage space and access
- Users will pay due diligence to ensuring that viruses and malware do not infect the network

**Privacy and Confidentiality**

The technology network and system of the school district is school district property and as such is not absolutely private with respect to concerns regarding misuse or contravention of this AUP. As well, it is expected that the use of district technology and networks not compromise the Freedom of Information and Protection of Privacy Act. In particular it should be noted that:

- The school district may monitor or review individual accounts or browsing history should there be a suspicion of misuse or misconduct. RCMP may be involved where appropriate.
- Staff and students shall not post or discuss online, personal information or work related issues including student work, without the permission of all parties involved (including parents).
- When using social media or other websites to enhance classroom education or conduct School District business, personal information including full names may not be posted unless authorized and appropriate measures should be taken to protect the privacy of individuals and content where applicable.



### Plagiarism/Copyright/Licensing

- Students are required to properly credit internet sources.
- Staff must abide by all copyright laws
- Only authorized and licensed resources may be shown to students as part of an educational program

### Expected Behaviour on Social Media Websites

- It is suggested that ‘friending’ students and parents be restricted to purposes only of enhancing communication regarding education programs.
- Teaching staff must at all times conduct themselves appropriately when using social media whether it is work related or not in line with the *Standards for the Education, Competence and Professional Conduct of Educators in BC* as provided by the Teacher Regulation Branch
- Refrain from commenting on your teacher, employer, supervisor or co-workers
- Refrain from posting inappropriate comments

### Unacceptable Use

- Transmit any materials in violation of Canadian laws
- Duplicate, store or transmit pornographic materials including sexting
- Transmit or post threatening, abusive or obscene material
- Threaten, intimidate, bully or spread rumours about another individual or group
- Use anonymous proxies to get around content filtering
- Use district technology resources or the network for personal business, product or service advertising or political lobbying
- Downloading or playing non educational media or games
- Harass others with unwanted email or spam

### **STUDENT ABSENCE**

Student absence is recorded on the attendance sheets in the attendance folder by classroom teachers. The school secretary records daily attendance on a computer program and will provide printouts at each recording session at a teacher's request. Attendance is taken in the morning and after lunch, and folders are returned daily to the office in the afternoon.

### **LOCKER ALLOCATION**

Lockers will be available for grade 6/7 students. Lockers are assigned to classes and teachers may assign lockers to students from their allotted bank of lockers. Students must use school-provided locks – if a different lock is required or there are any locker issues or changes, please contact the Vice Principal for assistance. Lockers are a privilege at E.J. Dunn. Students must follow expectations regarding the use of lockers to continue to use one.