

EIGHTH AVENUE LEARNING CENTRE



Eighth Avenue Learning Centre

**Always learning - Apprendre, toujours - takaas?aaqłin
huuhtakšiih**

Pacific Rim School District Alternative Programs

CHOICES Online Learning

Pacific Rim Continuing Education

Kackaamin Family Development Center

2024/2025 Staff Handbook

Staff Directory

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School Goals:

- Innovative instruction and assessment for all students
- Building equitable learning environments that create a sense of future focus.
- Leading land-based learning and health and wellness.

Mission Statement:

“Building successful communities by supporting positive student growth.”

School Vision Statement:

We develop programs to support youth to be active participants in their learning, their school and their community. EALC evolves with the unique needs of each learner.

EALC Statement of Purpose:

Our mission is to improve the life chances of each and every student by providing engaging, accessible, and equitable learning opportunities. At EALC, we develop individualized and innovative programs to inspire youth to be lifelong learners, positive life participants, and citizens with future focus. Our programs are evolutionary in nature and change with the needs of students and evolve with the skills and passions of our educators.

Our team of face to face, online, and adult educators blend the beliefs that every individual has gifts to be celebrated, every individual deserves unconditional support, and education is action based and skills oriented. Our school team is made up of creative and hardworking teachers, caring and skilled Youth Care Workers, and a caring and supportive administration team.

Our goal is to energize our learners to engage in learning and to create experiences that help shape positive interactions with others, healthy experiences themselves, sustainable and caring relationships with the environment and the community and inspire youth to participate positively in the future.

Safe Caring and Orderly Schools:

The Safe, Caring and Orderly School guide states: schools should be places where students are free from harm, where clear expectations of acceptable behaviour are held and met, and where all members feel they belong. Pacific Rim School District Inclusion Policy states that all members of our school community “have the right to expect that policies, procedures, programs and communications are inclusive and respectful”.

Code of Conduct Expectations at EALC:

EALC Code of Conduct expects that students will demonstrate socially responsible behaviors that reflect respect and safety at school and while attending a school function at any location. Acceptable conduct refers to socially responsible behaviors that help to make the school a safe, caring and inclusive environment including:

- Contributing to the school community
- Solving problems in peaceful ways
- Valuing diversity ☑ Defending human rights
- Respectful interactions with students, staff and community members
- Speaking up and reporting incidents that demean others or threaten the personal or emotional safety of individuals or groups
- Respect the law as it applies to yourself and others -

Unacceptable conduct refers to behavior that interferes with the safe and orderly environment of the school, either on a person-to-person basis or through social media, including, but not limited to:

Engaging in incidents of harassment, intimidation, bullying or discrimination

- Interfering with the learning or orderly environment of the school or function.
- Verbal threats of harm, swarming
- Illegal acts such as: theft or damage to property, possession, or distribution of an illegal or restricted substance, possession, use of a weapon, or physical violence.

Pacific Rim states: “Students with identifiable special needs might be unable to comply with a code of conduct due to having a disability of an intellectual, physical, sensory, emotional, or behavioral nature. Such students may require special consideration in the selection of appropriate forms of intervention to ensure that they are not subject to disciplinary or intervention measures as a direct or indirect consequence of having a special need.”

Consequences

SD70 Inclusion Policy states: “The Board expects that all students, staff, and members of our school communities will adhere to a code of conduct that is educative, preventative and restorative in practice and response.”

1. Restorative Practices:

- focus on creating conditions for students to learn self-discipline, fix mistakes and return to the group/class/school strengthened.
- address the needs of those who have been harmed
- encourage the students, as often as possible, to participate in the development of meaningful, interventions through discussion or mediation to replace, repair or make “good” what has been taken, damaged, destroyed and/or defaced.
- response to the harm is meaningful in addressing the needs of all involved
- help students reclaim their self-esteem through self-evaluation, personal effort and restitution provide opportunities to model leadership
- emphasize the importance of positive relationships in building community and,
- speak to the obligation we all have to each other to move towards wholeness, restoration and belongingness.

Participating in a meaningful consequence and may include:

- a ‘do over’ opportunity
- face to face meetings to address the harm done
- group or classroom circles to restore equity, balance and respect
- an act of service to make a positive contribution to the class, school or community
- school/community support to learn and practice problem solving or conflict resolution, strategies, and reflective/think process that includes the opportunity to create a plan to restore the harm done

Student Suspension

Discipline measures used with students should be viewed in the context of helping students achieve intellectual and social development. The purpose of suspension, or any other discipline strategy, should be to meet the code of conduct goals mentioned above and to develop self-reliant adults. Suspension is one strategy in a more complex problem-solving process designed to support the student in changing inappropriate behaviour.

Used judiciously, suspension can have positive effects, including:

- ensuring safety for everyone in the school community
- assigning clear consequences for a range of serious breaches of code of conduct
- providing the time for planning support for behaviour change
- promoting collaboration among family, school, and other community services to solve problems. To be equitable, consequences may vary from student to student where the misconduct appears to be similar. Intervention must be appropriate to the student’s age, maturity, needs, exceptionalities, extenuating circumstances and the nature of previous intervention taking in consideration of the needs of the school.

Illegal acts will be reported to the RCMP and/or District Administration to develop a safety plan that will include the components of education, prevention and restorative action.

Appeal Process

The Board of Education recognizes and respects the fact that students and /or parents or guardians may sometimes disagree with decisions made by employees. The School Act of British Columbia gives parents or guardians and students (with parental consent) the right to express concerns or appeal certain decisions. This right of appeal applies to decisions that significantly affect the health, education or welfare of students. Prior to an appeal it is expected that school administration, students and parents or guardians will work to try to resolve concerns at the school level.

Pacific Rim Alternative Programs:

EALC Cohort Learning Group Model

Every EALC Alternative program student will have a learning group teacher who acts as a guide and navigator to each student's educational program. This teacher will be the best point of contact for updates on the learning and progress of the student. This teacher will communicate with other teaching and support staff on how to best support each student. We use our weekly School Based Team Meeting to build plans and offer supports to each of our learners. Our non-traditional teaching environments are created specifically to foster learning that focus on communication, creativity, positive personal identity, health and wellness, along with core academic learning (English Language Arts, Applied Skills, Math, Science, Social Studies). Students have an opportunity to combine participation in a Learning Group with participation in our Learning Commons; our flexible online learning environment that is guided by a teacher.

SD70 Alternative Programs are on a linear reporting system. This means that students can take longer than a semester to complete the courses in their learning groups. They can also finish a course early. Not operating in a traditional block system, where everyone moves at the same pace, allows students to complete a course at any time and then start another without having to wait for a new semester.

Learning Commons

The Learning Commons provides a flexible teacher guided online learning opportunity for students in Grades 10-12.

Direct Instruction

Direct instruction classes are targeted for youth who need Math, Science, Active Living, Environmental Science, Chemistry, Foods, Outdoor Education, and English courses for entry into a trades program, post-secondary program, or work.

Specialty Programs

Eighth Avenue offers specialty programs that reflect the passions of educators in the building. Throughout times of the year we offer activities such as fitness, art, basketball, gardening, textiles, outdoor education, environmental science and learning on the land cultural programs. Last year, we introduced a Nuu-Chah-Nulth canoeing program that incorporates carving, canoe instruction, and Nuu-Chah-Nulth language.

CHOICES Online Learning:

KINDERGARTEN – GRADE 9

The Choices Kindergarten-Grade 9 program is a publicly funded education option available through School District #70 and housed in the Eighth Avenue Learning Center. The Choices Kindergarten-Grade 9 program is a flexible learning option designed to be delivered by a Home Facilitator, who is most often a parent, guardian, or other family member who can support the child at home full-time. The Kindergarten-Grade 9 program is a combination of online and print based modules. Print based modules are distributed through Choices staff and the online materials are available through a secure online portal.

Choices students and their Home Facilitators receive support from their Choices Teacher with program delivery, assignment feedback and assessment. Onsite and virtual support is also available and can be scheduled with Choices staff. Your child's Choices teacher will provide three written learning updates throughout the year (December, March, and June). In addition, there are two flexible learning update reports that will be relayed to families in October and May.

The Choices Kindergarten - Grade 9 program offers the following courses: Math, English Language Arts, Social Studies, Science and Physical Education (Grades 5-9 only).

GRADE 10 – GRADE 12 Online Options

Online offerings

Students at the secondary level select specific courses from an extensive list of course options. Students will have a teacher-advisor to support their progress through the Dogwood graduation program.

Grade 10-12 Courses Available:

Active Living 11 and 12
Anatomy and Physiology 12
BC First Peoples 12
Career Life Education 10 and 12
Career Life Connections 12
Chemistry 11

English 10: (Composition, Literary Study or Creative Writing, New Media, or Spoken Language)
English 11 (Composition)
English First Peoples 12
Food Studies 11-12
Life Sciences 11
Math 10 (Workplace)
Math 10 (Foundations of Math and Pre-Calculus)
Physical and Health Education 10
Physics 11
Science 10
Science for Citizens 11
Social Studies 10
Social Studies 11 (Explorations)
Social Studies 12 (World History)
Philosophy 12
Physical Geography 12
Psychology 11
Visual Arts 10-12

Kackaamin Family Development Centre

EALC supports teaching and learning at KFDC by having a 1.0 teaching staff leading the learning programs of 10-15 youth at its 6-week family program at the former site of Beaver Creek Elementary School. The teacher interacts with EALC administrators, Integrated Support Teacher, Cohort Teachers, and CHOICES online learning teachers to facilitate learning with each KFDC family program attendee. In consultation with the home school, the KFDC teacher will custom create a learning program to support academic, cultural, and wellness growth over the six-week program

Kackaamin Family Development Center is dedicated to a holistic approach to family healing and growth with the understanding that trauma leads to addictions. Their core 6-week programs has brought healing and hope to hundreds of families who have been negatively impacted by colonialism and residential school experiences. Recovery from addiction is a lifelong process and permanent responsibility for each participant. KFDC provides an environment for physical, emotional, mental and spiritual healing.

The KFDC teacher collaborates with the executive director and staff of KFDC on all intake and exit processes and is supported by Pacific Rim School District policies.

Pacific Rim Continuing Education

Adult learners (18 years and older) can graduate high school by completing courses in one of the following programs:

- [B.C. Certificate of Graduation](#) (Dogwood)
- [B.C. Adult Graduation Diploma](#) (Adult Dogwood)

Academic courses for graduated adults are all tuition free.

Literacy and numeracy supports are also available for adult learners at the Eighth Avenue Learning Centre, specifically through Pacific Rim Continuing Education. Most courses are also available online. Pacific Rim Continuing Education School offers:

- Continuous Enrolment
- Work at your own pace
- Teacher supported instruction
- Flexible schedule
- Personalized learning plans for all adult learners
- No charge for print materials supporting curriculum
- Advisors available to talk about which courses are right for you

Tuition Free Courses Available to Graduated Adults:

- All Literacy Foundations English, Math & Science Courses (Grades 7-10 equivalency)
- Anatomy and Physiology 12 (Formerly Biology 12)
- Chemistry 11
- Chemistry 12
- Composition 11
- Creative Writing 11
- English Studies 12
- Foundations & Pre-Calculus Math 10
- Life Sciences 11
- Literary Studies 11
- New Media 11
- Physics 11
- Pre-Calculus 11
- Workplace Math 10
- Workplace Math 11

Graduation Programs

Students graduating from secondary schools in B.C. earn a Dogwood Diploma, an Adult Graduation Diploma or a School Completion Certificate. The **Dogwood Diploma** is awarded to students who successfully meet both Student Learning Plan (SLP) and graduation requirements through the 2023 Graduation Program. The **School Completion Certificate (Evergreen)** is awarded to students who have met the outcomes identified in their Individual Education Plan (IEP) rather than graduation requirements and is most often used with students with documented special education needs. The **Adult Graduation Diploma** is awarded to students who successfully meet the adult graduation requirements after 18 years of age.

Dogwood Program

The B.C. Certificate of Graduation, or **Dogwood Diploma**, is awarded to students who successfully complete the provincial graduation requirements. To graduate, students require at least 80 credits total. Of these 80 credits:

52 credits are required from the following:

- Physical and Health Education 10 (4 credits)

- Science 10 (4 credits), and a Science 11 or 12 (4 credits)
- Social Studies 10 (4 credits), and a Social Studies 11 or 12 (4 credits)
- A Math 10 (4 credits), and a Math 11 or 12 course (4 credits)
- A Language Arts 10, 11, and a required 12 course (4 credits required at each grade, 12 credits total)
- An Arts Education 10, 11, or 12 and/or an Applied Design, Skills, and Technologies 10, 11, or 12 (4 credits total)
- Career-Life Education (4 credits), and Career-Life Connections (4 credits)
- Indigenous Education credit

At least 28 credits must be elective course credits.

At least 16 credits must be at the Grade 12 level, including a required Language Arts 12 course and the Career-Life Connections course. Students must take a four-credit course with an Indigenous focus.

In addition, students must also complete three Provincial Graduation Assessments:

- Grade 10 Literacy Assessment
- Grade 10 Numeracy Assessment
- Grade 12 Literacy Assessment

ADULT PROGRAM

An adult high school diploma is the British Columbia Adult Graduation Diploma (BCAGD), also known as the “Adult Dogwood.” It is for adult learners (18 years of age and older) who want to take courses in order to complete high school and obtain their adult high school diploma.

To graduate with an Adult Dogwood, students must have:

- A required Language Arts 12 course
- A Math 11 or 12 course
- At least three additional Grade 12 electives, or a Grade 11 Socials Studies course and two additional Grade 12 electives

Courses and credits can be counted from either or both the public secondary and post-secondary systems.

Of the five courses required for the Adult Dogwood, at least three must be completed after the adult student has entered the Adult Graduation Program, either through enrolment (instruction) or Prior Learning Assessment. This means that students can receive credit toward the Adult Dogwood for no more than two qualifying courses completed while in the B.C. (school-aged) Graduation Program. You cannot receive an Adult Dogwood using only courses completed prior to enrolling in the Adult Graduation Program.

CHALLENGE, EQUIVALENCY AND EXTERNAL CREDIT

Students can also earn credit towards graduation through either the challenge or equivalency process, or through recognized external credit courses. Any student can challenge a Grade 11 or 12 course providing that the course has been implemented for at

least one year and the student has demonstrated evidence of prior learning that covers at least 80% of the course outcomes. District 70 (Alberni) Policy 6340A: Course Challenge stipulates the process students must take to challenge a course, while the actual assessment and evaluation process has been designed in collaboration with school districts on Vancouver Island. Where challenge materials do not exist, individual schools are responsible for creating and administering their own assessment and evaluation materials.

Another way for students to earn credit is through equivalency credit. In this process, students apply learning provided by other agencies towards courses offered in high school. For example, students who have received instruction through a local dance company can apply this learning towards several dance and choreography courses in high school. Programs and standards are set provincially and are quite rigorous.

Finally, several External Courses have been approved by the Ministry of Education and allow students up to 8 credits towards graduation. An external course is an organized set of learning activities that is developed or offered outside the BC School System. For example, student-athletes who are members of provincial or national teams are eligible for credit under the External Athlete courses.

Youth Work In Trades

The Youth Work in Trades apprenticeship program provides skill development through practical, hands-on work experience. Students enrolled in this program go to work and attend high school at the same time. That means they have found an employer who is willing to take them on and pay them as an apprentice – at least until their high school graduation. Successful students who complete this program may qualify for a \$1000.00 bursary. Students 15 years of age and older may apply for this program. You may be working in an apprentice able area at present and not realize that you qualify to become an apprentice at that job site. Come to the Career Centre to find out more.

Youth Train in Trades

The Youth Train in Trades Program saves time and money by getting a head start on the technical training for an apprenticeship program while students are still in high school. Youth Train students attend a trades training class at a partner post-secondary or an ITA-certified training facility where they learn from skilled instructors and earn credits that count towards both their high-school diploma and Level 1 of their technical training. We currently have working agreements with North Island College, Vancouver Island University and Alter Ego Studio & Cosmetology Institute to offer a variety of Trades training.

Hummingbird Young Parent Program

EALC students with children under five years of age are entitled to childcare offered by the Hummingbird Child Care Centre. As part of the childcare services, student-parents are required to complete Family Studies courses, attend the Young Parents group, and work at specified times in the day care facility.

Crisis Management Team

The school-based crisis management team has a vital role to play in the event of death or tragedy to a member of the school community. Specifics regarding Crisis Management procedures are outlined in the Crisis Response manual, copies of which are in the main office. The EALC school-based crisis management team consists of Administrators, Counsellors, Indigenous Education Workers, main office and counselling office secretaries, the Staff Committee Chairperson, and a School Trustee.

Counselling Services at EALC

When available, Eighth Avenue Learning Centre counselling services are available to assist students and parents in matters that may be of concern to them. This may include one-to-one or group counselling, and classroom talks on subjects related to overall wellbeing. Counselling at EALC can also be considered a place of student advocacy and connecting students to community partners. Students may choose to access counselling available here at school, or we can help connect students and families to outside counsellors. Counselling at EALC is confidential, student centered, and trauma informed. Students and parents/guardians are invited to drop by, email or call to see if counselling at EALC is something that might be beneficial. Staff can also connect students to supports through USMA, MCFD, ADAPS, ICY, and Y-Star.

Student Advisor

The advisor system is the key to connection and belonging to school, as well as academic success for each student. Advisors plan, monitor, and evolve student learning plans for each of their advisees.

- Complete intake documents for each advisee meeting audit requirements
- Monitor student progress throughout the year and report on student progress at quarterly advisor meetings using the Indicators of Success format.
- Assist in the reporting and assessment of advisees.
- Regularly connect with advisees and their family/guardians
- Advocate for both in school and community-based supports for advisees at “Student Centered” meetings, school based team meetings, or any special meetings called.
- Create notes about interactions and observations about students

Indigenous Support Worker

- Cultivate well-being, connectedness to school and school staff, and a sense of belonging to the school community with Indigenous students and families.
- Support school staff in the creation of an inclusive environment where indigenous students see their families and communities reflected in their school and within their classrooms and assist indigenous students to develop a positive sense of self-identity.

- Connect and facilitate the participation in schools and classrooms of local Nuu-Chah-Nulth knowledge holders when culturally specific resources are needed.
- Support all students in learning about Nuu-Chah-Nulth worldview both in the classroom and out of doors.
- Support the learning of the Nuu-Chah-Nulth language in classrooms, within the school and at school related functions.

Youth Care Worker

- Create connection and belonging to students alongside the advisor
- Support social and emotional needs of students
- Periodically provide transportation for students
- Assist students to engage in academic, social, and experiential programs
- Assist the advisor with communication to families
- Create notes about interactions and observations about students

Inclusion Support Teacher

- 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 (depending on training).
- Analyse instruction content and techniques.
- Using a tiered approach collaborate to implement strategic learning scaffolds that address priority learning needs.
- Collaborate, plan and lead learning supports for students in association with the classroom teacher.
- Evaluate and monitor student progress through observation, daily assessment and work samples, testing, consultation with classroom teachers, and where necessary, other specialists.
- Work in close partnership with parents regarding learning strategies and organizational skills, and to establish effective partnerships towards shared understanding and goals.
- Coordinate School Based Teams & 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.

Pacific Rim Alternative Programs

Reporting to Parents

Written learning updates for Grades 8-12, will be issued four times each year: November, February, April, and June.

There will also be two flexible format reporting updates in the form of phone calls, email, or personal contact. At any time, parents are welcome to ask for an update about their child's progress at school.

Grading

Grades 8-9: Emerging, Developing, Proficient, Extending

10-12: A= 86-100% B=73-85% C+=67-72% C=60-66% C-=50-59%

F= 0-49%

"IE" or insufficient evidence is used to alert parents and caregivers when students have not provided sufficient evidence of learning. IE means teachers do not have enough information to assess a student using letter grades or percentages. Assigning an IE will be done in consultation with the school principal.

Student Self Reflection

All students will be required to create a self-assessment on the core competencies of BC's Curriculum on each written learning update.

SNOW CLOSURE PROCEDURES

In the event of overnight snowfall or other winter weather events, please be aware of the following information:

- Policy 1351 governs closure due to inclement weather.
- Decisions regarding School closure are mainly dependent on bus route road conditions.
- Bus routes will be surveyed by the Transportation Foreman and Operations Manager who advise the Superintendent.
- School closures can be for pupils only or both pupils and employees.
- The decision to close schools is made by the Superintendent and will be made as early as possible.
- School Principals will be notified of any closure through the fan out procedure.
- Information regarding closures will be provided to news sources including The Peak, CBC Radio, A Channel, CH News, Long Beach Radio and the Westcoaster.
- Any closure information will also be posted at the SD70 website, and a recording may be available on the Board Office switchboard 250-723-3565.
- In most situations, schools are closed for students only and employees are expected to arrive at their worksite as normal.

Safety Procedures

Volunteers/Visitors Procedure

To enhance the safety of EALC students and staff members, the EALC campus is closed to unauthorized visitors. Only visitors on school-related business will be granted permission to be on the school grounds. Students are not to bring friends or relatives to school to, "visit for the day".

Process

1. All visitors, including parents, must sign in at the main office and are required to pick up visitor identification.
2. Only those on school-related business will be granted permission to be on school grounds.
3. Student visitors will be permitted at EALC only with advance approval from the principal and only where there is an educational rationale for those visitors to attend classes.
4. Those people who, in the opinion of an administrator, are disturbing or interrupting the proceedings of the school will be asked to leave the school premises under Section 177 of the School Act. Failure to comply may result in arrest by the RCMP.

Should a student get hurt at school:

- Students with a minor injury should report the school office
- If a student is injured during school hours, parents will 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

EMERGENCY INFORMATION

School First Aid Contact
Ambulance/Police/ Fire Department

Secretary
911

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 need 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 his/her 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.

Emergency Preparedness & Response

Lockdown

Used in response to an armed or dangerous person WITHIN the school, teachers will:

Students Inside of building:

- Direct students in hallways into closest classroom without delay.
- Lock or barricade classrooms doors.
- Cover window(s) in interior classroom doors.
- Direct all students to sit on floor away from windows and doors.
- Teacher or designate is to immediately write down all names or persons in room (including names of absent, additional students and where they were to be at time of lockdown).
- No one can leave the classroom under any circumstances, including washroom. Police are expecting the halls to be clear. Instruct students to stay away from windows, doors and outside walls.
- Admit no one – Persons of authority have keys to enter every room.
- Close windows and shutters if possible.
- Turn out lights.
- No talking.
- No use of cell phones or other electronic devices, radio, text messaging etc.

- Prepare students to remain in lockdown for an extended period.
- If gunshots or explosions are heard, all students and staff are to stay on the floor.
- If safe to do so, the EALC staff member in charge of a workspace/classroom can exit to the evacuation area.
- Classrooms will be informed on an individual basis of “all clear” or “evacuation” procedures.

Students OUTSIDE Building

- Do not enter building.
- Go directly to Quality Foods and away from school buildings, or as directed by RCMP.
- Stay put until directed otherwise.
- School staff to write down names of persons in staff care.
- Wait until RCMP provides all clear.

**Normal activities in the school cease. Await police response.*

“ALL CLEAR”

When the situation is safe, “all clear” or “evacuation” instructions will be announced in person by the RCMP. All staff and students will remain in lockdown until the classroom has been unlocked by the RCMP.

Hold & Secure

Used if there is a security concern in the neighbourhood.

Teachers will:

- Bring everyone into the school and remain inside
- Secure exterior doors and windows
- Close exterior window blinds/drapes (if available)
- No one may enter or exit the school during Hold & Secure without principal or vice principal approval

**Typically normal activities continue WITHIN the school.*

Evacuate

Used to move people out of the school when a hazard exists inside.

Teachers will:

- Direct students and other staff to exit the school via the shortest safe route
- Report to and assemble outside at the designated assembly site (covered area)

**Principal or designate will determine next steps.*

Shelter In Place

Used if an environmental hazard may impact the school. Teachers will:

- Bring everyone into the school and remain indoors
- Secure exterior doors and windows
- Close exterior window blinds/drapes (if available)
- Turn off all ventilation systems (if locally available/situation dependent)
- Staff designates will monitor access to the school via the main entrance
- Access may be denied if a risk exists that jeopardizes the safety of occupants

**Typically normal activities continue WITHIN the school.*

Room Clear

Used to move people away from a hazard or threat contained in one room/area

- A hand signal will be used by an administrator to indicate to the staff that the room needs to be cleared.
- Staff will then direct students to leave the room/area and lead them to an alternate location (Ex. Library)
- Summon assistance as needed and appropriate (Ex. call First Aid Attendant, principal/vice principal, 911)

**Staff should remain to manage the situation or exit if the room is unsafe.*

Drop, Cover & Hold On

Used in the event of an earthquake, explosion, or any event that shakes the school

- Quickly move away from obvious hazards
 - DROP** – low to the ground
 - Cover – take **Cover** under a sturdy table, desks, furniture, or other large sturdy items
 - HOLD ON** – to the furniture you are under and stay there until the shaking stops
- After the shaking stops, wait 60 seconds and then **EVACUATE** via the shortest safe route. Report to and assemble outside at the covered area is safe to do so.

**Principal or other designate will determine next steps.*

School Drills

FIRE

6 drills per year
3 per semester – fall and spring

Note: actual alarms and false alarms count as drills

Some drills will be held before and/or after school

EARTHQUAKE

2 drills per year

October – Great BC Shakeout

LOCKDOWN

3 drills per year with staff only

HOLD & SECURE + SHELTER IN PLACE

1 review of procedures per year

EVACUATION PROCEDURES

Command post/marshalling area is located on the south side of the EALC covered area.

During Instructional Time

1. When the signal to evacuate the building is given all instruction and activity must cease, appliances (other than those used for heating the building) should be shut off and classroom or other windows closed. Students will be directed to remain still to await further orders.
2. Under the direction of the teacher, students will evacuate the school in an orderly manner through the nearest exit as described on the fire plan posted in the hallways. In the event that the primary evacuation route is impassable, the teacher will identify an alternate route.

Classroom doors should be closed, but not locked, once the classroom has been vacated.

- a. The first persons to approach an exit door shall hold the door open and remain there until all others have evacuated the area. Once the area is clear, these people should join their class at the command post.
- b. Students who are outside of their classroom and still in the building shall go to the nearest exit and report to their class at the command post.
- c. Sweep teams will ensure all areas of EALC have been vacated. Sweep teams for 2023/2024 are the principal and vice principal (alternate: IST)
- d. Sweep teams will report to the command post once the school has been cleared

Students and staff remain at the command post area until the “all clear” has been given by the fire department or school administration.

3. Earthquake less than 20 seconds

- Follow duck and cover procedures during shaking. Students and staff should take shelter under desks/grasping desks legs firmly.

- proceed with fire bell evacuation procedures.

4. Earthquake more than 20 seconds

- Immediately evacuate after shaking stops. Proceed directly to assembly area behind the covered area. You may need to take an alternate route. Keep away from any buildings.

During Non-Instructional Time **(i.e. before or after school, lunch)**

- Staff shall direct students to exit classrooms and hallways via the nearest emergency exit and to assemble at the command post.
- No students shall re-enter the school until the “all-clear” signal has been given. “All clear” signal will be given through the public address system or directly from a school administrator.
- Students/staff report to the command post and follow usual evacuation procedures and wait for the all clear.

STUDENT WITH SPECIAL NEEDS

Teachers will encounter students with special needs who require additional consideration during an emergency evacuation. Both the nature of a student’s disability or need and the availability of support staff will influence a teacher’s decision in determining an appropriate evacuation route. Students with special needs include, but are not limited to those who:

- Require the use of a wheelchair or walking assistance
- Have sight, speech, or hearing impediments
- Possess language barriers
- May suffer stress or shock induced seizures, respiratory problems, or heart attacks.
- Require special medication or assistance.
- React hysterically to loud noises such as a fire alarm

Each school year, school personnel and IST will review the list of students with special needs and devise an appropriate emergency evacuation plan with their school advisor. If necessary, evacuation procedures will be revised in accordance with the unique needs presented by these students. As a rule, students with special needs will evacuate buildings via the same route as their classmates.