



K-12 Education Program Policy and Procedures Manual DRAFT

shíshálh Nation Education Division

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shishalh.com/support-services/education/k-12/

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1 ʔimash ʔimash (Welcome)

1.1 TSUT-IWAN (INTENTION)

As a self-governing nation under the shíshálh Nation Self-Government Agreement, shíshálh Nation has authority over any education tuition, policies, and other services that relate to shíshálh Nation students. Pursuant to its inherent jurisdiction over educational matters, the Nation has the authority and responsibility for the education of shíshálh Nation children and youth and desires to ensure its members all have access to, and receive, quality education that is respectful and reflective of their unique culture and history.

The Nation shares responsibility with families for the upbringing, training, education, and well-being of our children and youth, consistent with the rights of the child. We work with families and our partners to make certain shíshálh students at all levels of education and regardless of where they attend school have access to educational opportunities that:

- ensure that they are confident in their self-identity, their families, our community and traditional values, language and culture
- give them the skills they need to thrive in contemporary society, including 21st century technological skills
- prepare them to access any opportunities they choose for higher learning, employment, and life choices.

The shíshálh Nation K-12 Education Team accompanies students on their education journey through the elementary and secondary programs in which they enroll and strive for success. The intention of our programming is to support the social, emotional, intellectual, physical, spiritual, and cultural development of elementary and secondary students as we are invited by Nation families. The K-12 team works collaboratively with all Nation departments – particularly mem7iman Child Development Centre, and the Recreation, Wellness, Health, Social Development, and Employment, Training and Post-Secondary (ETAPS) Departments – to develop, deliver, and evaluate holistic and culturally relevant wellness promotion and education programs, services, and activities for shíshálh children and youth.

1.1.1 EDUCATION DIVISION VISION

The Vision of the Education Division is to provide shíshálh Nation community members of all ages with the highest educational

Philosophy of shashishalhem Education

By shíshálh Elders

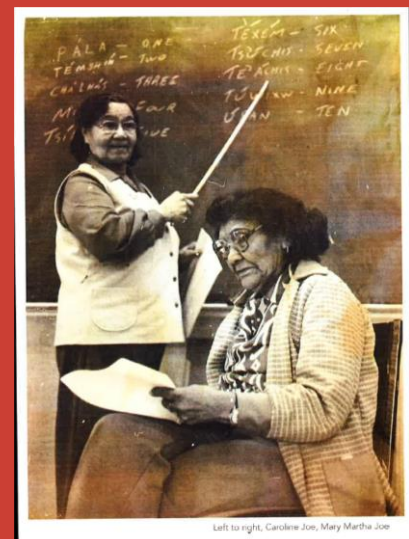
We believe if we respect, nurture and care for children they will grow up into well rounded confident adults.

To provide a quality education, we must reach out and build our relationships between ourselves and our community. It is these connections and relationships (past & present) that give us strength and will give the children strength to meet the challenges of the future. When we embrace our past, we will be able to handle the future.

shashishalhem, shíshálh culture and the Elders are the heart of the curriculum. The children have the opportunity to learn ancestral shashishalhem from the Elders. This will help them understand their own identity, develop good self-concept and self-esteem which will enable them to find a place in the world.

Our land and shíshálh connection and relationship to our territories, s̓x̓ix̓us, tewanuk, ts'ún-ay and xén-ichen will serve as a primary source of learning.

For thousands of years the shíshálh traditional annual calendar of activities was based on the cyclical changing of the seasons, birth and growing on the territories. We believe that our children must continue to learn from our land 'tems swiya'.



Left to right, Caroline Jones, Mary Martha Joe

experience possible for the enhancement of the personal standard of living and overall quality of life.

1.1.2 EDUCATION DIVISION MISSION

The shíshálh Nation Education Division's mission is to connect shíshálh students to an education that meets the student as a whole being interwoven with their land and history through programming and networks grounded in relationship and community.

1.1.3 K-12 EDUCATION PROGRAM GUIDING PRINCIPLES

The K-12 Education Program operates on the following principles:

1. Children and youth have the right to educational experiences that support emotional, social, cognitive, physical, and spiritual wellbeing.
2. shíshálh students have the inherent right to receive education that is in accordance with our culture, values, traditions, and languages – free from prejudice and discrimination.
3. Children and youth have the right to feel safe at school, including safety from racism (students and staff), indifference, bias, marginalization, bullying, and stereotyping.
4. Parents have the right to decide where their children will be enrolled to receive the benefit of an education program.
5. Parents and caregivers have the right to guide and participate in educational planning for their children and be involved in their child's learning experience in meaningful ways.
6. shíshálh children and youth should have the opportunity to learn ancestral shashishalhem and shíshálh culture from the Elders. This will help them understand their own identity, develop good self-concept and self-esteem which will enable them to find a place in the world.
7. Our land and shíshálh connection and relationship to our territories, s̓x̓ix̓us, tewanuk, ts'ún-ay and x̓én-ichen will serve as a primary source of learning.
8. Staff are committed to fairness and transparency in decision-making and program delivery.
9. Accessibility of program benefits by all shíshálh Nation members wherever possible and contingent on resources and eligibility set forth by shíshálh Nation Chief and Council and Senior Management.

1.2 PURPOSE AND SCOPE

1. The purpose of this manual is to provide a clear, written course of action for the planning and implementation of the shíshálh Nation's K-12 Education Program.
2. In the event of a conflict between the policies in this Manual and the applicable legislation, the shíshálh Nation Constitution, the shíshálh Nation Human Resource Manual or individual employment contracts, then those documents will take precedence over this Manual.
3. No Policy and Procedure Manual can anticipate every circumstance or question about policy. Questions about anything contained in this manual, or about any aspect of the K-12 Education Program, should be directed to the K-12 Education Manager and/or Director of Education.

1.3 COMMITMENT STATEMENT

shíshálh Nation and the K-12 Team are committed to:

1. Supporting shíshálh children and youth to fulfil their full potential by having access to and receiving quality education that is respectful and reflective of our unique culture and history.
2. Promoting the active participation and involvement of families and other community members in the education of shíshálh children and youth.

3. Creating physically, emotionally and culturally safe environments for children and youth that support their development in spirit, mind, and body.
4. Connecting children and youth to traditional shíshálh teachings, cultural practices, and beliefs.
5. Promoting the inclusion of shíshálh culture, language, values, traditions, and history within the local school curriculum and within individual student learning plans.
6. Advocating for and playing an active role in the decolonization of the K-12 education system, such that it recognizes and is sensitive to shíshálh ways of knowing and being and does not seek assimilation of shíshálh children into colonial ways of learning.
7. Ensuring children, youth and families participating in K-12 Education Programs and activities are treated respectfully, in ways that protect their rights, well-being, individuality, and self-esteem.
8. Ensuring program staff receive the training needed to understand how to promote positive child, youth and family development in ways that honour and affirm shíshálh knowledge and culture.
9. Fostering connections between young people and the land, plants, and creatures of the swiya through land and water-based programming.
10. Ensuring children, youth, and families with a wide range of abilities and individual characteristics feel welcomed and comfortable accessing shíshálh Nation K-12 services and supports.
11. Respecting the right of children, youth, and families to have a meaningful say in the decisions that impact them.
12. Encouraging shíshálh Nation community members' involvement in the process of evaluating, planning, and running Education Division programs and activities.
13. Establishing and implementing a transparent and fair process for determining eligibility for programs, supports and services.
14. Establishing clear and consistent procedures for applying for funding, decision-making, reporting, dispute resolution and appeal process for students and families

1.4 ORGANIZATION

The K-12 Education Program team is part of the Education Division of the shíshálh Nation. The K-12 Education Program is overseen by the Director of Education and K-12 Education Manager. The K-12 team works in close alignment with the rest of the Education and Community Member Services (CMS) teams to ensure students and families have access to all the services and support they need.



shishálh Nation STRATEGIC FRAMEWORK



shishálh Vision

The shishálh Nation is committed to innovation in program and service delivery designed to assist our members and community to achieve greater interdependence, wellness and self-sufficiency. Foundational to our shared work is the protection, promotion and practice of shishálh culture, language and laws within our swiya. We proudly advance the work of those that have gone before us.

shishálh Guiding Principles

In pursuit of our Vision we will role model the following values:

Integrity – We act with integrity and honesty in the work that we do, the people we interact with, and in the decisions that we make. We are accountable to one another and to those whom we serve.

Community – We appreciate the value and diversity of the shishálh team – members, staff and leadership. We respect, trust and support one another.

Open-Mindedness – We strive to continually learn, adapt, evolve and innovate in our program and service offerings. We have a positive and proactive attitude.

Balance – We value a holistic and balanced work environment and community. We strive for excellence and also take time for fun and celebration recognizing that happy individuals are productive individuals.

Open Communication – We encourage directness, candor and honesty so that people and ideas thrive. We respect ideas that are different from our own, practicing compassion from a strong ethical foundation.

Collaboration – We will work together to use all resources efficiently and effectively in order to further the organization's mission to serve our community and members.

Service – We want all members to have meaningful and positive interactions with the shishálh Nation.

shishálh Nation Mission

The Mission of the shishálh Nation is to promote, maintain and protect our inherent and constitutional rights and title. This is accomplished by:

- Recognizing, honouring and promoting shishálh cultural systems, traditions and practices;
- Providing programs and services that are proactive and support healing and healthy individuals and families through the promotion and practice of our language, culture and identity;
- Upholding our traditional systems and processes alongside of contemporary organizational systems and processes for the effective and efficient conduct of our government; and,
- Developing and maintaining relationships that advance the shishálh worldview and acknowledging and addressing current financial, administrative, capacity and infrastructure challenges.

1.5 RELATED LEGISLATION, POLICY, AND GUIDING DOCUMENTS

1. The K-12 Education Program Policy and Procedures Manual was developed in alignment and, where applicable, accordance with the following:
 - [Sechelt Indian Band Self-Government Act](#), 1986 and regulations
 - [shishálh Nation/British Columbia Foundation Agreement](#), 2018
 - [shishálh Nation Constitution](#)
 - [British Columbia School Act](#), 1996 and regulations
 - [School District 46 Policies, Bylaws and Regulations](#)
 - [First Nation Jurisdiction over Education in British Columbia Act](#), 2006
 - shishálh Nation/SD46 Local Education Agreement (pending)
 - Financial Transfer Agreement (Canada/SIB), 2019
2. This Manual works in conjunction with other shishálh Nation policy, including:
 - Human Resources Manual
 - talaxawtxw ?e tems xw?alishten (Wellness Centre) Policies and Procedures Manual
 - Education Division Policy and Procedures:
 - Indigenous Skills and Employment Training (ISET)
 - Adult Education Program Policy
 - Post-Secondary Education Policy

- mem7iman Child Development Centre Operations Policy and Procedure
- 3. The policies and procedures detailed within are designed to be consistent with the following guiding documents:
 - [UN Convention on the Rights of the Child](#)
 - [UN Declaration on the Rights of Indigenous Peoples](#)
 - [Calls to Action of the Truth and Reconciliation Commission of Canada](#)
 - [First People Principles of Learning](#)
 - [British Columbia Tripartite Education Agreement \(BCTEA\)](#)
 - [Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls](#)
 - [First Nations Control of First Nations Education \(AFN\)](#)

2 Policy Administration

1. This Manual will come into force and effect on the day after it is approved by the Chief and Council.
2. The Nation may revise, supplement, or rescind any policies or portion of the Manual, as the Nation deems appropriate, in the sole and absolute discretion of Chief and Council. These provisions supersede all existing policies and practices and may not be amended or added to without the express written approval from senior management.

2.1 REVIEW

1. The Director of Education will ensure that this Manual is reviewed every two years, whenever there is a significant change in the organization or relevant legislation, or as need arises due to program challenges and/or emerging issues and amended as necessary.
2. All amendments shall be approved by Chief and Council.

2.2 RECORD OF AMENDMENTS

DATE	CHANGES	PAGE #	APPROVED BY

3 Definitions

For the purposes of this Manual, the following terms and definitions apply:

“Local Education Agreement” or “LEA” means the formal agreement between the SD46 Board of Education and shíshálh Nation to work together to make systemic shifts to support successful educational outcomes of shíshálh Nation Students, through the provision of high quality and culturally relevant elementary and secondary educational programs and services and supported by funding that is responsive to unique needs of shíshálh Nation Students.

“Non-status shíshálh Nation Member” refers to a person who is registered on the Membership List maintained by shíshálh Nation pursuant to the shíshálh Constitution and who does not have legal status as an Indian under the Indian Act.

“híwus”, “Chief and Council” and “council” means shíshálh Nation elected leadership, consisting of one Chief and Councillors

“Mustimuhw” refers to the Mustimuhw Community Electronic Medical Record (cEMR). The system supports quality charting and record keeping for all shíshálh Nation staff, including those working in the K-12 Education Program.

“Off-Site Experience”, “Outtrip”, “Excursion” means any trip or activity that involves travel by any method, including walking, away from Nation-owned property or sites.

“Programs and services” refer to any group or individual programming offered through the K-12 Education Department including but not limited to: drop-in hours, learning services or workshops, cultural groups and/or teachings, one-to-one services (e.g. counselling), tutoring, out trips and excursions, etc.

“shíshálh Nation Member” means a person who is registered on the Membership List maintained by shíshálh Nation pursuant to the shíshálh Constitution.

“Staff” or “team member” means any individual working within shíshálh Nation K-12 Education programs and includes all paid shíshálh Nation employees, contracted program facilitators, tutors, and volunteers.

“Student” means any child or youth enrolled and participating in a recognized K-12 educational program, including those studying at independent schools and those engaged in home-based learning.

4 Responsibilities

4.1 K-12 STUDENTS AND FAMILIES

1. Students receiving support through the K-12 Education Program hold the following responsibilities:
 - Demonstrate a willingness to engage with their learning
 - Demonstrate personal responsibility and commitment to their educational success
 - Communicate their needs and/or what a supportive learning environment looks like for them
 - Treat themselves, other students, staff, volunteers, community members and the land with respect
2. Parents/Guardians of students receiving support through the K-12 Education Program hold the following responsibilities:
 - Support students at home to ensure they are ready to learn
 - Provide support for school programs by attending school events and taking part in Parent/Guardian – Teacher communications
 - Provide support for students’ learning of shíshálh language, culture and history to instill pride in self and community

4.2 K-12 EDUCATION PROGRAM LEADERSHIP AND STAFF

1. shíshálh Nation’s K-12 Education Program team hold the collective responsibility for promoting, implementing, enforcing, evaluating, and reviewing the enclosed policies and procedures.
2. It is the shared responsibility of the Director of Education, K-12 Education Manager, and program staff to ensure policies are shared with and understood by contractors, volunteers, students, and families.
3. The Director of Education, K-12 Education Manager and program staff work together to uphold shíshálh Nation’s responsibilities under the shíshálh Nation SD46 Provincial Local Education Agreement (LEA), including:
 - Promoting the active participation and involvement of parents, caregivers, and other community members of shíshálh Nation in the education of their children, including any available processes or forums in SD46 (such as parent clubs and other committee processes) and school district or school activities

- Encouraging and supporting shíshálh Nation students to participate in extracurricular and sports activities
 - Fostering strong relationships with the SD46 Board in support of shíshálh Nation Students, primarily through the Superintendent, the District Indigenous Principal, the Principal and staff of the schools shíshálh Nation Students attend
 - Offering educational resources that are actively decolonizing and that uplift Indigenous ways of knowing, centering land, language and culture
4. The Director of Education is also responsible for:
- Responsible management and administration of all funding allocations set out by Chief and Council and external funders
 - Overseeing educational/language programming and advocacy for all shíshálh Nation community members
 - Overseeing all Education Division programs, and services and staff to ensure they are administered and managed in a professional, efficient, fair and culturally responsive manner
 - Completing Divisional reporting requirements (e.g., budgeting reports, quarterly and annual program reports, grant reports, etc.)
 - Collaborating with other shíshálh Nation divisions, community partners and funders
 - Engagement with community in regard to educational and language programming
5. The K-12 Education Manager is also responsible for:
- Overseeing the case management list of students in Grades K through 12
 - Working with program staff, SD46, and other Nation teams to develop, document, plan and implement programs and activities
 - Ensuring all necessary student information (e.g., intake and consent forms, waivers, health, and medical information) is gathered, kept confidentially on file and easily accessible
 - Ensuring K-12 Education Programs, and services, and staff are administered and managed in a professional, efficient, fair and culturally responsive manner
 - Completing program reporting requirements (e.g., budgeting reports, quarterly and annual program reports, grant reports, etc.)
 - Assessing and recommending funding requests for education supports
 - K-12 Case Managers have the overall responsibility of assessing needs and when appropriate, recommending individual funding
 - The K-12 Education Manager is the designated authority to approve funding applications
 - Direct management and oversight of the K-12 team, including:
 - Providing guidance and direction to K-12 staff
 - Establishing and managing staff and contractor positions based on available resources
 - Supporting the development of individualized professional development plans
 - Undertaking regular performance reviews
 - Addressing community complaints through a collaborative, proactive approach
6. Program staff are also responsible for:
- Planning, conducting and supporting programs and activities that contribute to the general wellbeing of children, youth, and families in a variety of learning environments in response to identified needs and priorities of students, families and the community

- Completing all necessary program documentation in a timely manner (e.g., intake paperwork, Mustimuhw case file notes, off-site activity and program plans, weekly program schedules, etc.)
 - Communicating effectively with parents/caregivers including celebration of day-to-day achievements
 - Collaborate with students, families, other Nation divisions and community partners (e.g., SD46, VCH, MCFD, RCMP, SCCSS, etc.)
7. Team members are expected to seek out the wisdom of Nation Elders and Knowledge Keepers to ensure policies and procedures are implemented through practices that honour and affirm shíshálh knowledge and teachings.

4.3 SHÍSHÁLH NATION CAO AND SENIOR ADMINISTRATION

1. The shíshálh Nation Chief Administrative Officer (CAO) hold the following responsibilities:
 - Review of policies and procedures, budgets, workplans, and CORE plans
2. shíshálh Nation Senior Administration holds the following responsibilities:
 - Review of policies
 - Collaboration with Director of Education to achieve overall organizational goals

4.4 SHÍSHÁLH NATION CHIEF AND COUNCIL

1. Chief and Council of the shíshálh Nation hold the following responsibilities:
 - Liability for the overall management of the Education Division, including the K-12 Education program
 - Authority for final approval of policies for K-12 Education Programs and services

4.5 SHÍSHÁLH NATION EDUCATION COMMITTEE

1. The Education Committee is a standing committee of volunteer Nation members who are committed to enhancing the quality of education for shíshálh children and youth. The Committee meets monthly and holds the following responsibilities:
 - Review of policy, annual budget and workplan
 - Community and school planning
 - Conducting an annual needs assessment and using learnings to advise on program planning and development
 - Liaise with Indigenous Advisory Committee, local school PACs and the SD46 DPAC
 - Fundraising for school trips, outings, school enhancements, etc.
 - Work with Council as needed to further define the Nation's mandate for K-12 education services.
 - Make recommendations in alignment with approved budgets established annually by shíshálh Nation Chief and Council.
2. The Education Committee serves as a recommending body. Final authority for decision making lies with Chief and Council.

Via the shíshálh Nation SD46 Provincial Local Education Agreement (LEA), the SD46 Board of Education and shíshálh Nation have a commitment to work together to make systemic shifts to support successful educational outcomes of shíshálh Nation Students, through the provision of high quality and culturally relevant elementary and secondary educational programs and services and supported by funding that is responsive to unique needs of shíshálh Nation Students. The LEA confirms the mutual commitment of the Nation and the Board, and acknowledges the important role of Schools, to build a positive, effective, collaborative and constructive relationship to improve shíshálh Nation's Students' educational outcomes and achieve high levels of shíshálh Nation Student success, graduation and transition to post-secondary education and training, or employment.

1. The Sunshine Coast School District (SD46) holds the following responsibilities:

- SD46 Board and trustees:
 - Governance and operation of public schools, school personnel and students in the School District.
 - Establishment of standards, programs, services, school supports and investments that provide appropriate tools and resources aimed at achieving successful shíshálh Student outcomes and achievements, while addressing their unique needs.
 - Ensure that shíshálh Nation Students have equitable access to educational programs, including Indigenous language instruction, in the School District, and promote meaningful learning for shíshálh Nation Students from kindergarten to completion of grade 12.
 - Work with the shíshálh Nation, to develop and implement strategies to keep shíshálh Nation Students in school or connected with school for successful learning plan completion.
 - Ensure appropriate staff are designated to be responsible for maintaining communications with the shíshálh Nation regarding Children in Care who are shíshálh Nation members.
 - Promote a greater awareness and inclusion of and respect by all School District staff and contractors for the shíshálh Nation's unique language, culture and history through its policies, practices, plans, curriculum and instruction.
 - Ensure that the shíshálh Nation has an opportunity to be meaningfully involved in the School District's recruitment and hiring process for personnel, and in particular those positions that have a significant impact on the shíshálh Nation Students, including, shíshálh Nations Support Workers, Aboriginal District Principals, Aboriginal Education Coordinators, classroom teachers, principals and vice-principals.
 - Work with shíshálh Nation Education Division to identify shíshálh Nation Students' transportation needs, and jointly develop a shíshálh Nation Transportation Plan that will ensure shíshálh Nation Students have reliable and safe transportation services to school, including contingency measures for unexpected circumstances.
 - Produce and provide term and annual reports to shíshálh Nation as outlined in the LEA.
 - Provide direction to the superintendent, principals, teachers, and other school staff as needed to fulfil the Board's responsibilities and commitments under the LEA.
 - Communicate and collaborate with elected leadership of shíshálh Nation (Chief and Council).
 - Periodic and annual reporting to the Nation as detailed in the LEA.
- SD46 Administration and staff:
 - Implementation of the LEA via provision of quality education programs and services for shíshálh Nation students
 - Work in collaboration and cooperation with families and the K-12 Education Program team to ensure all shíshálh students are supported to achieve successful education outcomes.
 - Development of curriculum, materials and resources that meaningfully reflect shíshálh Nations' culture, values, language, and traditions, as approved and determined by shíshálh Nation.
 - Partner with families and the K-12 Education Program team to create culturally safe, culturally responsive educational opportunities that affirm shíshálh culture, identity, language, as approved and determined by shíshálh Nation.
 - Adopt a team approach with shíshálh Nation Education representatives when dealing with general disciplinary issues involving shíshálh Nation Students.
 - Develop and implement policies, practices, and other appropriate measures to create a safe learning environment, including safety from racism (students and staff), discrimination, indifference, bias, marginalization, bullying and stereotyping for all shíshálh students.
 - Uphold the rights of shíshálh parents and caregivers to:

- decide where their children will be enrolled to receive the benefit of an education program.
- guide and participate in educational planning for their children.
- feel safe at their child's school, including safety from racism, indifference, bias, marginalization, bullying and stereotyping.
- Listen and respond to articulated collective and individual needs of the Nation's students and families.
- Work with shíshálh Nation and families to ensure appropriate and transparent ongoing informal assessments of shíshálh Nation Students to identify those who may require more formal special education assessment.
- Design and implement Individual Education Plans (IEPs) for shíshálh Nation students as needed and as appropriate and in consultation with the student and their family.
- Overall curriculum development, evaluation, goal setting (social-emotional and academic) and response to the special needs of shíshálh Nation students.
- Collaborate with K-12 staff to support needs of students and families (e.g., sharing of IEPs, action plans and attendance records, mobilizing of wrap around supports, etc.)
- Communicate with shíshálh Nation families (parents/guardians/caretakers) and, as appropriate, the K-12 team around essential needs that need to be met.
- District Indigenous Principal:
 - Encourage and support development and implementation of policy, regulations and practices that align with those of shíshálh Nation.
 - Collaborates with Director of Education on planning and implementation of programs and practices that meet individual and collective staff and student needs.

5 Education Case Management Program

The Education Case Management Program provides holistic support to shíshálh children and youth on their educational journeys towards success.

5.1 ELIGIBILITY

1. Education Case Management support is available to:
 - Children/youth who are shíshálh Nation members, or who have at least one parent/guardian who is a shíshálh Nation member, and who ordinarily reside within the shíshálh swiya and/or SD46 catchment area (Langdale to Egmont).
 - Children/youth who identify as Indigenous (status, non-status, Metis, or Inuit) and who are ordinarily resident on Nation lands.
2. Eligible students include those registered and attending elementary and secondary schools within SD46, home learners, and those not currently connected to the education system.
3. Children/youth in care (CYIC) living beyond the swiya and/or SD46 catchment area but within British Columbia may also be eligible for ECM support on a case-by-case basis.
4. Participation is voluntary and consent may be withdrawn at any time.

5.2 INTAKE

1. Students may be assigned an Education Case Manager (ECM) in one of the following ways:
 - At the beginning of each school year, the K-12 team reaches out to all shíshálh Nation families in the swiya to assess needs and offer support for the upcoming school year. Those who express interest in receiving support complete the intake process.

- At any time throughout the year, families of eligible students may request support from shíshálh Nation and complete the intake process.
- Referrals for ECM support may also come from other Nation teams, the child/youth's school or community partners. When a referral is made, the ECM will reach out to the family and if the family expresses interest in receiving support, complete the intake process as below.
 - Note: When a referral comes through the child/youth's school, the Education Case Manager will contact the school to ensure they have attempted to reach out to the family first.

5.2.1 INTAKE PROCESS:

1. The Education Case Manager meets with the family over phone or in person to assess the strengths and needs of child as relates to education.
2. During the initial intake meeting, the Education Case Manager explains how the team operates and what supports they can provide to the student and the family. They ask the family how they would like to be supported.
3. The relevant **Education Case Management Intake Form** is completed during the meeting, including the **Authorization to Release/Obtain Information**
4. Using the information learned during the intake meeting, the Education Case Manager will work with the student and family to develop an individualized **Action Plan** for student. The Action Plan will be attached to the Intake Form and communicated with the student and their family.
5. Following the intake meetings, a student file must be created including hard copy and electronic versions of all relevant documents (see [14.1.1 Student File](#)). Information must be collected and stored as per the [Data Collection and Management Policy](#).

5.3 FAMILY RELATIONSHIPS

1. K-12 Education Program staff view parents/guardians as partners. Staff communicate with each parent/guardian about their individual child/youth, their interests, needs and goals.
2. Education Case Managers support parents/guardians to be active contributors to their child/youth's education.
3. Communication with parents/guardians should always be supportive, respectful and non-judgmental. It should be as positive as possible.
4. When needing to talk to a parent/guardian about a sensitive issue, staff will:
 - Choose a time that works for both them and the family member.
 - Show respect and value privacy by holding meetings in a private office, whenever possible.
 - Try not to intimidate families with formal written notices and lots of documentation.
 - If space and time are too difficult to coordinate during the day, call the family at home at a time that they are most likely to be in.
 - Be aware of their own values and accept that others hold a broad range of beliefs and attitudes.
 - Show understanding and sensitivity to other learning styles and interests.
 - If written information is crucial to the meeting, read it aloud and ask for a signature if necessary.
5. If meeting with a family member that has been aggressive in the past or shown threatening behaviour, two staff will attend be at the meeting.

5.3.1 SUPPORTING SELF-ADVOCACYIN

1. "Self-advocacy" refers to an individual's ability to effectively communicate his or her own interests, desires, needs and rights. It recognizes that people are experts by experience and involves them in speaking out for themselves about the things that are important to them. It means that people are able to ask for what they want and need and to tell others about their thoughts and feelings.

2. ECMs both encourage children and youth to develop self-advocacy skills and support parents/guardians to advocate on behalf of themselves and their children. Supporting self-advocacy may include:
 - Honouring students' and families' right to self-determination and following their lead in all matters.
 - Informing children, youth, and families about their rights as they pertain to education.
 - Helping students and families build knowledge of student strengths and needs.
 - Helping families build an awareness of accommodations and services that are available.
 - Providing tip, tools and strategies for effective self-advocacy (e.g., letter templates, self-advocacy cards, etc.)
 - Providing contact information for relevant school officials, service providers and government offices.
 - Helping families prepare for meetings with schools and/or services providers, offering to accompany them as appropriate, and debriefing conversations.

5.4 INTEGRATED CASE MANAGEMENT (ICM) / NATION RELATIONSHIPS

1. ECMs collaborate and work alongside other Nation staff within an integrated case management (ICM) structure. This allows the Nation to provide holistic, child- youth- and family-focused, wrap-around services and supports for all community members.
2. Bi-weekly child/youth ICM meetings are held for the purpose of:
 - Assessment of overall health and wellbeing of children/youth and their families
 - Determining appropriate case management strategies, roles and responsibilities
 - Designing and monitoring a strength-based action plan that focuses on positive outcomes
 - Determine needs and next steps
3. Information is shared according to [Information Sharing](#) policy

5.5 SCHOOL RELATIONSHIPS

1. Education Case Managers are available to support families in navigating school relationships in a number of ways, including, but not limited to:
 - supporting effective communication between the school and the family
 - supporting families to articulate and advocate for their/the student's needs
 - providing support and/or accompaniment at parent-teacher conferences and other school-based meetings
 - delivery/transport of resources and learning materials
 - ensuring appropriate transportation systems are in place for the student to attend school
1. Following the initial intake meeting, and once all consent forms have been completed, the Education Case Manager will initiate contact with the appropriate SD46 staff (e.g. Inclusion case managers, Indigenous Education Support Teachers, School Counsellors etc.) to arrange a meeting with the family, and/or request inclusion in upcoming meetings (E.g. IEP, SBT, etc.).
 - **Note:** No action will be taken on behalf of a student or family without the express consent of the family. The family must provide written consent for the Nation to share information with SD46 via the **Authorization to Release/Obtain Information** form prior to any consultation with SD46.
2. The Education Case Manager will work with the family and school to review the student's strengths and needs assessment and action plan. The role of the Education Case Manager in working with SD46 is to listen and act as a bridge between the family and school. All actions and communications must follow the guidance of the family and their needs.

5.5.1 IEPs

1. As per the *BC School Act*, an IEP is *an individual education plan designed for a student and includes one or more of the following:*
 - (a) *learning outcomes for a course, subject and grade that are different from or in addition to the expected learning outcomes for a course, or subject and grade set out in the applicable educational program guide for that course, subject and grade, as the case may be.*
 - (b) *a list of support services required for the student to achieve the learning outcomes established for the student.*
 - (c) *a list of the adapted materials, or instructional or assessment methods required by the student to meet the learning outcomes established for the student in the IEP, pursuant to a ministerial order or in a local program*
2. Within the Act, school boards must ensure that IEPs are designed for students with special needs as soon as practical after the student is identified as having those needs.
3. IEPs must be completed with parental consent and involvement, for the purpose of assisting school staff to provide supports and services for the shíshálh Nation Student.
4. Special education assessment and placement of, or timetable changes or new timetables for, shíshálh Nation Students will follow the School District referral process, and the Ministry of Education, Special Education Services: A Manual of Policies, Procedures and Guidelines.
5. SD46 is not currently required to share IEPs for shíshálh students with the shíshálh Nation Education K-12 team. Staff may only access IEPs at the request of, and when formal consent is provided by, the parent/guardian of the student for whom the IEP is designed.
6. ECMs are available to:
 - support design and review of IEPs for students on their case load; school staff remain responsible for implementation of the IEP and any learning activities and/or adaptations included within it.
 - attend IEPs meetings at request of the family and/or school (with consent of the family) and in doing so, follow the principles and guidelines of advocacy laid out below.
 - if requested by a family, support regular review of IEP goals school staff.
7. All staff are responsible for treating IEPs as highly confidential documents and ensuring they are stored in accordance with the Education Division's [Data Collection and Management policies](#).

5.5.2 COLLABORATION

1. In addition to collaborating and cooperating with schools, teachers and administrators around the needs of individual students, the sN Education Division and K-12 team hold the following responsibilities under the LEA:
 - Promote the active participation and involvement of Parents and other community members of shíshálh Nation in the education of their children, including any available processes or forums in School District 46 (such as parent clubs and other committee processes) and School District or School activities.
 - Encourage and support shíshálh Nation Students to participate in Nation programming, extracurricular and sports activities, and other community programming according to their interests and passions.
 - Working with SD46 to review and determine the criteria and processes used for the identification of kindergarten students who may require assessment and additional supports or services.
 - Providing leadership and direction and working together with SD46 to address the history of the Indian residential school system through the development and implementation of curriculum, materials and resources, and through professional development opportunities, in a sensitive and appropriate manner.
 - Working in partnership with SD46 to develop and implement shíshálh Nation language programs.

- Foster strong relationships with the SD46 Board in support of shíshálh Nation Students, primarily through the Superintendent, the District Indigenous Principal, the Principal and staff of the schools shíshálh Nation Students attend.

5.5.3 SUPPORTING ATTENDANCE

1. The sN K-12 Education team works together to encourage and facilitate children and youth attending school by arranging transportation, connecting with families by phone to develop an understanding of transportation needs and issues, and working with the community to develop appropriate incentives.
2. The Nation's K-12 team works with SD46 and individual schools to access attendance records for shíshálh students. Information is not used to monitor individual students, but to remain aware of attendance trends and identify individual and/or collective barriers.
3. When challenges with attendance comes to the attention of the K-12 team, the ECM will reach out to the individual family to discuss needs, identify barriers, and put supports in place to support attendance (e.g., connecting students to transportation services).
4. shíshálh Nation may also be able to facilitate school attendance by providing transportation to and from school. Daily transportation may be able to be provided for eligible students provided by Nation-owned van schedule (see [Section 5.5 Transportation Services](#)).

5.5.4 ADVOCACY

shíshálh Nation and the K-12 team are committed to providing information, advocating on behalf of students and families and working with schools and other community service providers to ensure children and youth have the support they need to reach their fullest potential.

Individual-level Advocacy

1. "Advocacy" or to "act as an advocate" refers to offering one-to-one support to a student or family who feels they are not being heard by school staff and/or who are feeling disempowered by the decision-making process.
2. The role of ECMs in supporting individual-level advocacy is to amplify the voices of students and families to ensure they are taken seriously and that their rights are respected. It can also involve assisting students or families to access and understand appropriate information and services. All efforts will be made to encourage the development of self-advocacy skills and confidence (see [5.7.1 Supporting Self-Advocacy](#)). Some of the ways K-12 staff advocate for individual students and their families include:
 - Helping students enroll in courses they want to take.
 - Advocating for adaptations to the learning environment.
 - Ensuring families are the ones guiding the decision-making process.
 - Consulting on referral and wrap around services.
 - Facilitating access to technology and other learning resources.
3. When considering whether to assist a student or family with advocacy, staff will consider:
 - The time available to the team member/team.
 - The needs of the child, youth, or family.
 - The ability of the child, youth, or family to advocate for themselves.
 - Whether assistance by K-12 Education Program staff will or will not benefit the child/youth in particular.
 - Any likely outcomes – positive and negative.
4. Whenever possible, referrals to outside agencies or service providers will be based on information and/or staff knowledge of the agency's:
 - Accessibility and friendliness to children/youth.
 - Values informing interactions with children, youth, and families.
 - Success in helping children, youth and/or families reach their goals.

- Degree of cultural knowledge and experience working with Indigenous children, youth and families.
5. Key guidelines for individual advocacy include:
 - Working within a student and family-centred approach. No advocacy is undertaken on behalf of a student or their family without their consent and direct and ongoing consultation.
 - Making every effort to consult with and engage children/youth in advocacy based on maturity and ability to engage directly.
 - Never talking about children/youth in room without including them in the discussion.
 6. When advocating on behalf of a student or family, staff should:
 - Clearly explain their role and limitations within the process to the student, family, school staff and others who may be involved.
 - Be respectful, honest and open with both the student/family concerned and anyone with whom they are interacting.
 - Encourage self-advocacy by the child, youth or family by providing them with the necessary information and skills to maximize their involvement in the process.
 - Listen and be open to all perspectives (student, family, SD46, service providers) with the goal of bridging differences, ensuring all parties can hear each other, reframing negativity, inviting a strengths-based approach of the student, offering strategies for constructive engagement and support and ensuring conversation focuses on the best interests of the child/youth etc.
 7. When advocating on behalf of students and families, K-12 Education Program staff work with other Nation teams within an Integrated Case Management (ICM) structure, collaborating with other Nation staff and community partners to ensure student and families are able to access the services and supports they need and have their voices heard.

District level advocacy

1. The shíshálh Nation Director of Education is responsible for advocating on behalf of the Nation students and families at a district level. District level advocacy includes working with SD46 and within the Indigenous Advisory Council on issues such as:
 - Adjustments to transportation
 - Working on and reviewing the Local Education Agreement with SD46
 - Sharing of information regarding safety of students, development of sN policies that impact SD46, staffing changes that impact SD46, program/space closures, etc.
 - Accountability to agreements, principles, shared understandings of shíshálh community needs, and commitments to culturally affirming practice.

Government-to-government advocacy provincial and federal

1. The shíshálh Nation Director of Education is also responsible for government-to-government level advocacy with the province of BC and Canada, including:
 - Working with other Nation divisions around provincial funding responsibilities toward shíshálh students
 - Working with the CAO and other Nation divisions around federal funding responsibilities toward shíshálh students
2. The Director of Education also sits on the Board of Directors of the First Nation Education Steering Committee (FNESC), which involves:
 - Voting on provincial initiatives and advocacy issues for Indigenous students across the province
 - Participating in working groups
 - Creating criteria for FNESC programs and initiatives, including eligibility criteria
 - Collaborative advocacy for effective, efficient funding/processes

5.6 TRANSPORTATION SERVICES

1. All students that are eligible for bussing to/from school through SD46 are expected to register via the school district. In order to make the best use of limited resources, the Nation will only provide transportation for students eligible for SD46 bussing in exceptional circumstances.
2. When transportation has been identified by either the family or school as a barrier to student attendance, the K-12 Education Manager will liaise with the school to identify and meet transportation needs as best as possible given available resources and scheduling constraints.
3. Under the LEA, SD46 has a responsibility to work with shíshálh Nation Education Division to identify shíshálh Nation Students' transportation needs, and jointly develop a shíshálh Nation Transportation Plan that will ensure shíshálh Nation Students have reliable and safe transportation services to school, including contingency measures for unexpected circumstances.
4. If no other suitable option exists, ECMs will explore look into the possibility of having students transported to and from school by Nation staff as per a set schedule. Nation-provided transportation is not intended to duplicate bussing options provided by SD46.
5. Decisions for providing transportation services are made by the K-12 Education Manager based on identified needs, resources available, student/school location, and staff/vehicle capacity.
6. Requests for school transportation must come from K-12 Manager. The van driver/transportation coordinators is unable to respond to direct requests from families or other staff members until the Manager has ascertained needs and the availability of services.
7. Students and families accessing transportation via the Nation are expected to acknowledge and abide by the guidelines outlined in Parent/Caregiver and Student Transportation Agreement.

5.6.1 PROCEDURES

1. The daily schedule for students being transported to school by the Nation is created by the K-12 Education Manager and Wellness Manager.
2. School transportation schedules will be shared with all families when they are added to the transportation list and whenever any changes are made. Families will be asked to sign a **Parent/Caregiver Transportation Agreement** summarizing expectations and responsibilities of Nation staff, students and families.
3. The scheduled route is completed each day, unless the Nation has been informed of a change from the family. The K-12 Education Manager sends reminders of any changes in the schedule to the van driver by email/text each morning and remains in contact through the day.
4. Parents/guardians are asked to have children/youth ready 5 – 10 minutes before the scheduled pick-up time. The van driver will wait for up to 3 minutes past the scheduled pick-up time and then move on.
5. If the student is not ready by the scheduled pick-up time and misses the van, transportation to school becomes the responsibility of family. Families who miss the van and have no other way to get the child/youth to school may call the K-12 Education Manager who may be able to support transportation, upon availability, with no guarantee that the student will arrive at school on time. If the student has ongoing challenges of being ready for the scheduled pick-up time, the K-12 Education Manager will work with family to develop an alternate plan for transportation.
6. Students will be picked up and dropped off at the same location, unless prior arrangements have been made by parent/guardian. At least 24 hours notice is required to make changes to the schedule. The van driver will not make changes to drop-off locations based on requests from students.
7. The van driver will ensure there is an adult/caregiver home when students are dropped off and will wait for students to safely enter the home before leaving.
8. Students must follow rules for safe transport when travelling to and from school, including:
 - No standing before the van stops

- No horseplay/fighting
 - Seatbelts worn at all times
 - Booster seats/children's seats used according to provincial regulations
9. If challenges or issues arise for individual students or groups of students receiving transportation services, the van driver will reach out to the K-12 Education Manager who will reach out to the students in question and follow up with families as appropriate.

5.7 SUPPORTING HOME-BASED LEARNERS

1. Home-based learning refers to situations where students are participating in an educational program that takes place outside of a brick-and-mortar school. This can include students participating in homeschooling/unschooling, those enrolled in online learning, and those being provided with homebound education services.
 - **Homeschooling** refers to an alternative method of teaching and learning outside of the B.C. K-12 Education System. It generally refers to a school at home approach in which parents/guardians replicate the instructional process of schools, including a set curriculum with assignments, etc. Children/youth must be registered as a Registered Homeschooler under the BC School Act. The parent/educator is responsible for providing Registered Homeschoolers with an Educational Program as per the Act.
 - **Unschooling** is a method of homeschooling that focuses on intuitive, self-directed learning led by a child/youth's interests rather than a set curriculum. Children/youth who are engaged in unschooling must still be registered as a homeschooler.
 - See also: [British Columbia Homeschooling Policy](#)
 - **Online learning / Distributed learning** refers to a classroom alternative where students register with a public school district or independent school and can connect with their teacher from home and work towards meeting the goals of their education program as outlined in their learning plan. Programs must follow the BC Curriculum and learning must be planned, supervised, and evaluated by a BC-certified Teacher.
 - **Homebound education** refers to situations where the school where a student is normally registered provides services to allow the student to continue their education program if they are absent from class during the school year because of injury, illness, surgery, pregnancy, or mental health reasons.
2. Home-based learners that meet the relevant eligibility criteria and live within the SD46 catchment can access K-12 Education Program services and supports including Education Case Management, school supplies subsidy and tutoring. Home-based learners may also be eligible for relevant Student Fee Subsidies provided they are not covered by the educational program the student is registered with.
3. ECMs are available to support home-based learners by:
 - Meeting with families/students to explore needs and share information about supports, resources and opportunities available to home-based learners.
 - Making referrals and connections to wrap-around supports and services as appropriate.
 - Supporting family to access technology and other educational supports as needed and where funding is available.
 - Work with other departments to leverage available grants/funding to support educational goals.

5.8 PSYCHO-EDUCATIONAL ASSESSMENTS

1. Psycho-Educational Assessments (also known as psych-ed assessments) are a type of psychological report that focus on assessment and interpretation of educationally related psychological tests and educational tests, including tests of intelligence and cognitive abilities, memory, achievement tests, and measures of behaviour. They are designed to identify learning or developmental disabilities and/or attentional problems. They also

highlight students' academic and cognitive abilities, strengths, and challenges. In appropriate situations, they may also be used to assess a student's cognitive and adaptive ability to live independently.

2. Providing psych-ed assessments is generally the responsibility of the school district where the child/youth is registered, however wait times can be lengthy. Where a shíshálh student has been identified as needing a psych-ed but does not meet the cut-off for current academic year, the K-12 Education Manager may arrange to have a private assessment completed by a Nation-contracted psychologist.
3. When a private assessment has been approved, the ECM will arrange and pay for the assessment directly and the results will be communicated/debriefed with the family (including child/youth as appropriate). The ECM may sit in on results meeting with consent of family.
4. A copy of assessment will be maintained in student file and provided to the family. If the family consents, a copy of the assessment will be provided to the school.
5. Once the assessment has been completed, the ECM will support the family in requesting IEP adaptations or any other accommodations recommended by the assessment. The ECM will also support family with any other follow-up measures (e.g., additional testing) and update the student Action Plan.
6. The K-12 Education Manager and/or Director of Education will seek remuneration for private psych-ed assessments via Jordan's Principle whenever possible.

Related Policies and Documents

- ❖ [Child Safeguarding and Protection](#)
- ❖ [Financial Supports, Subsidies, and Awards](#)
- ❖ [Student Information and Confidentiality](#)
- ❖ [Home Visiting](#)
- ❖ Form: Student and Parent Transportation Agreement
- ❖ Form: Education Case Management Intake Form
- ❖ Form: Student Action Plan
- ❖ Form: Consent to Release/Obtain Information

6 Tutoring

The shíshálh Nation understands that at times our children and youth may need supports beyond the formal school system to meet their academic goals. In harmony with the First Peoples' Principles of Learning, we will seek to provide holistic tutoring support to all shíshálh Nation and community children and youth requesting these services in pursuit of their academic goals.

6.1 GENERAL GUIDELINES:

1. shíshálh Nation covers the cost of group and one-to-one tutors for any eligible student in pursuit of their academic goals.
2. Tutoring is provided on an as-needed basis and capped at a maximum of three hours per week. Where the student has extensive needs, the K-12 team may seek additional funding to cover the cost of further sessions (see [Jordan's Principle Funding](#)).
3. The Education Division maintains a roster of pre-screened and approved tutors to meet the academic needs of both primary and secondary school students. Students/families may also request a tutor of their choosing, subject to the policies and reimbursement schedule outlined in this section. Program staff will work with students, families, and tutors to ensure there the tutoring relationship is a good fit for everyone involved.
4. For the protection of students and tutors, all tutoring will take place in public locations, unless previously authorized by the parent and a waiver has been signed. A tutoring location will typically be selected and booked through discussion between the tutor, Education Case Manager and student's family.

5. Payment for tutorial support is made directly to the tutor.

6.1.1 STUDENT ELIGIBILITY

1. Tutorial support is available to students who are:
 - Are a shíshálh Nation member, or who have at least one parent/guardian who is a shíshálh Nation member; and
 - Ordinarily reside on shíshálh lands, or live within the shíshálh swiya and/or SD46 catchment area (Langdale to Egmont); or
 - Are a shíshálh child/youth in care (CYIC) living within British Columbia
2. Eligible students must be:
 - Enrolled and attending an elementary or secondary school (Kindergarten – Grade 12); or
 - Completing home-based learning where costs are not already covered by their educational program (see [Home-based Learning](#)).

6.1.2 APPLICATION AND DECISION-MAKING PROCESS

1. Students/families wishing to access a tutor must complete a **Tutor Support Request Form**.
2. Applications may be submitted at any time throughout the year to an ECM or to CMS reception.
3. Assessment of initial applications will be based on solely on eligibility criteria.
4. Continued support will be assessed based on past participation and willingness of tutors/students/families to continue. Decisions are made on case-by-case basis and from a child/youth and family centred perspective.
5. Applications for tutoring are reviewed and approved by the K-12 Education Manager. In cases where a parent/guardian disagrees with the decision, they may file an appeal as per the [Appeal Process](#) policy.

6.1.3 TUTOR RECRUITMENT, SCREENING AND PLACEMENT

1. Eligible tutors must be pre-approved by the Education Division and must agree to the terms laid out within this section.
2. To promote the safety of all students, tutors will be selected through a standardized screening process, requiring:
 - the submission of their resume and references
 - an interview with shíshálh Education Staff and the shíshálh Nation HR Department
 - successful Reference checks
 - a successful Criminal Record Check (CRC) with clearance to work with vulnerable populations.
3. Only tutors who have successfully completed the screening process will be added to shíshálh Nation's approved list of tutors.
4. Education staff will seek to match students with the approved tutors of their choice, based on student needs and preferences, alongside tutor areas of expertise. All students who have expressed interest in tutoring will be provided with a tutor in a timely manner.
5. Tutors will offer one-on-one academic support to students in the areas of student interests and needs while also grounding themselves in the First Peoples' Principles of Learning and a respect for shíshálh culture and people.
6. Tutors will be remunerated by the Nation based on their qualifications. Teachers currently certified to work in BC (as verified through the BC Government Teacher Regulation Branch website: <https://teacherregulation.gov.bc.ca/CertificateServices/FindATeacher.aspx>) will receive a maximum of \$50/hour for their services. All others will receive a maximum of \$40/hour for their services according to education and experience. Rates will be negotiated with tutors at the discretion of Education Staff, and with guidance from HR, as per the range indicated in the Tutor Renumeration Grid.

Table 1: Tutor Renumeration Grid

Tutor qualification	Eligible hourly rate		
	Minimum	Mid (2 - 9 years of experience)	Maximum (10+ years of experience)
High school graduate	\$20	\$25	\$30
Undergraduate degree	\$25	\$30	\$35
Graduate degree (non-Education)	\$30	\$35	\$40
BC Certified Teacher in good standing	\$40	\$45	\$50

6.2 TUTOR RESPONSIBILITIES

1. Tutors will not do a student's work for them but will cultivate student skills and confidence in independent learning to foster student success.
2. In order to maintain good standing in the shíshálh Nation Tutoring Program, tutors must:
 - Adhere to all [Child Safeguarding and Protection](#) policies, including the [Staff and Volunteer Code of Conduct](#)
 - Maintain confidentiality (see [Student Information and Confidentiality](#) policy)
 - Always treat each student with respect
 - Respect and honour children/youth's rights to learn within a positive and safe learning environment, including safety from racism, discrimination, indifference, bias, marginalization, bullying and stereotyping
 - Cancel at least 24 hours in advance if unable to keep a tutoring appointment
3. Tutors may not invoice shíshálh Nation for preparation time, travel, or work done before the tutoring session.

6.3 STUDENT (AND FAMILY) RESPONSIBILITIES:

1. Students receiving support through the Tutoring Program are expected to:
 - Be on time for tutoring appointments.
 - Always treat the tutor with respect.
 - Attend classes (tutoring is not intended as a substitute for school).
 - Prepare for sessions with questions for the tutor, and (based on age level) by completing as much work as possible before the tutoring session (e.g., read the textbook, attempt homework problems, etc.).
 - Cancel at least 24 hours in advance if unable to keep the appointment.
 - Do not miss appointments
2. Students who do not abide by the expectations of the program and/or who miss more than two appointments will have their eligibility for the tutoring program reassessed.

6.4 MANAGEMENT RESPONSIBILITIES:

1. The K-12 Education Manager and Director of Education are responsible for:
 - Managing program budget, approving tutor contracts, and pursuing additional grants (e.g., Jordan's Principle) to ensure adequate resources to meet program demand
 - Oversee Education Case Managers in their coordination of tutoring service delivery
2. Education Case Managers are responsible for:

- Maintaining a roster of approved tutors to meet the academic needs of both primary and secondary school students
- Ensuring all students in need of tutoring support are able to access it in a timely basis
- Coordinating venue bookings with tutors and families as needed
- Ensuring tutors submit invoices and receive payments for services on a timely basis
- Reporting any HR concerns to the K-12 Education Manager

Related Policies and Documents

- ❖ [Financial Supports: Tutorial Support](#)
- ❖ [Child Safeguarding and Protection](#)
- ❖ [Student Information and Confidentiality](#)
- ❖ Form: Staff and Volunteer Code of Conduct
- ❖ Form: Tutor Support Request Form

7 Events and Celebrations

The shíshálh Nation K-12 team works with other Nation staff and teams to plan, support, and implement a number of annual events, celebrations, and ceremonies to honour and celebrate shíshálh Nation students' educational milestones and achievements.

7.1 YOUTH CONFERENCES

1. K-12 Education Program staff support interested youth to attend annual conferences and gatherings (e.g., Gathering our Voices, Pulling together) by:
 - Providing individual financial support
 - Organizing, coordinating, and chaperoning group travel with other department staff as appropriate.
2. When trips to youth conferences are organized through the Education Division, the following guidelines apply:
 - Opportunities to participate will be offered to a set number of students per year based on staff capacity, equitable distribution of resources, and funding availability
 - Priority for participation will be extended to:
 - Youth in Care
 - Youth on the ECM case load with demonstrated needs
 - Nation youth who have not had the chance to participate in previous years
 - Other Nation youth who express an interest in participating
 - non-shíshálh Indigenous youth who express an interest in participating
 - The K-12 team will work with other Nation departments to provide opportunities for as many youth participants as possible, including accessing additional funding as available and making families aware of other funding opportunities. Staff may also encourage student/family fundraising as appropriate.
 - A fair and transparent process for selecting participants will be established and communicated to community during the trip planning process.
3. K-12 Education Program staff support shíshálh Nation youth/families to attend other conferences that align with their individual goals/interests by sharing information, supporting applications, and helping them to access funding where available.

7.2 GRADUATION CELEBRATION

1. shíshálh Nation hosts an annual celebration for all community members graduating from an educational program and/or reaching an educational milestone including those graduating from Pre-K programs, Kindergarten, Grade 7, Grade 12, Post-Secondary and/or Employment Training programs.

2. All Nation graduates living in and outside the swiya are invited to attend the community feast, are recognized for their achievements (e.g., scholarships, honour roll, awards, and extra-curricular achievements), and are provided with graduation gifts.)
3. The Education Division hold primary responsibility for planning and coordinating the community feast, decoration of the Nation Hall, purchasing and distribution of gifts, and planning community recognition (e.g., working with Communication Team on newsletters, grad video, etc.). An Education Division team members are assigned as event lead roles based on availability, capacity, and workload.

7.3 RITES OF PASSAGE

1. Each spring, shíshálh Nation hosts Rites of Passage ceremonies for shíshálh Nation students living within the swiya to celebrate their transition to adolescence.
2. Ceremonies are held separately for Grade 7 boys and girls and involve culturally significant activities that connect children to shíshálh culture and traditions and honour the gifts they bring into the world.
3. Funding for Rites of Passage is set annually Community Member Services Division and approved by Chief and Council. Funding is allocated for land-based activities and community feasts and provided to families for creation of regalia to be gifted to the child.
4. The Nation's Language team typically take the lead in coordinating Rites of Passage activities, with support from the K-12 and Wellness teams to manage the budget and create participant lists.

8 In-School Supports

1. shíshálh Nation employs a number of staff who work within SD46, including Language Assistants and Education Assistants (EA). These staff work in schools to ensure support services are available to shíshálh Nation students from kindergarten through to graduation.
2. Staff working within these positions adhere to the policies and procedures laid out within this manual and the sN Human Resources Manual as well as those established by SD46.

9 Financial Supports, Subsidies

1. The financial supports, subsidies and awards listed below are approved by Chief and Council and administered by the Education Division.
2. The amounts available, eligibility criteria and application are subject to review and change.
3. When the Education Division is unable to provide financial support to cover demonstrated educational needs of eligible shíshálh students, staff will work with families as appropriate to help them find and access funding outside shíshálh Nation, including supporting applications, filing appeals, etc.
4. Students who receive services through the K-12 Education Case Management Program and who may be otherwise ineligible for funding supports and subsidies based on eligibility criteria such as shíshálh membership, etc. may be considered for supports on a case-by-case basis and subject to available funding.

9.1 SCHOOL SUPPLIES SUBSIDY

9.1.1 DESCRIPTION

1. shíshálh Nation supports students in Kindergarten through Grade 12 with an annual subsidy to cover the cost of school supplies.
2. Subsidy amounts are determined by Director of Education based on available budget and approved by Chief and Council and dependent on the grade the student is enrolled in (see table below).

9.1.2 ELIGIBILITY

1. Annual School Supply Subsidies are available to students who:
 - Are a shíshálh Nation member, or who have at least one parent/guardian who is a shíshálh Nation member; and
 - Ordinarily reside on shíshálh lands, or live within the shíshálh swiya and/or SD46 catchment area (Langdale to Egmont); or
 - Are a shíshálh child/youth in care (CYIC) living within British Columbia
2. Eligible students must be:
 - Enrolled and attending an elementary or secondary school (Kindergarten – Grade 12); or
 - Completing home-based learning where costs are not already covered by their educational program (see [Supporting Home-based Learners](#)).
3. If the students' parents/guardians are separated/divorced, only one parent/guardian may apply for the School Supply Subsidy. The Subsidy will go to the home where the student spends the most time during the school year.

9.1.3 APPLICATION AND DECISION-MAKING PROCESS

1. Parents/guardians may apply for the School Supply Subsidy once per school year for each student in their family.
2. Requests for subsidies may be submitted via the **School Supplies Form** and emailed or dropped off in person to the CMS building.
3. Applications are accepted at the beginning of each school year (generally mid-August to mid-September).
4. Applications are reviewed and approved by the K-12 Education Manager. In cases where a parent/guardian disagrees with the decision, they may file an appeal as per the [Appeal Process](#) policy.

9.1.4 PAYMENTS

1. Subsidy payments are made directly via cheque or electronic funds transfer (EFT) to the parent/guardian who applied.
2. Cheques are issued within the weekly group cheque request schedule.

Table 2: School Supplies Subsidy Amounts

Annual School Supplies Subsidy Amounts (current as of September 2021)	
Kindergarten	\$60.00
Grades 1 – 3	\$100.00
Grades 4 – 7	\$115.00
Grades 8 – 12	\$125.00

9.2 K-12 STUDENT SCHOOL FEES

9.2.1 DESCRIPTION

1. shíshálh Nation covers incidental costs/ancillary services for eligible K-12 students to support and promote school registration, attendance, and participation.

9.2.2 ELIGIBILITY

1. Eligible student fee costs will be covered for students who are:
 - a shíshálh Nation member, or have at least one parent/guardian who is a shíshálh Nation member; and
 - ordinarily resident on shíshálh lands, or living within the shíshálh swiya and/or SD46 catchment area (Langdale to Egmont); and
 - enrolled and attending an elementary or secondary school (Kindergarten – Grade 12) within SD46.

2. Children/youth in care (CYIC) living within British Columbia may be eligible to have student fees covered on a case-by-case basis based on demonstrated needs and funding available to them through other means.

9.2.3 ELIGIBLE FEES/COSTS

1. Public Transit Pass/Tickets
 - shíshálh Nation students who live within the SD46 catchment area and rely on public transit to get to and from school may ask the Nation to cover the cost of a monthly bus pass or individual bus tickets.
 - Students approved for a monthly bus pass must submit receipts for reimbursement to the Education Division for each month a pass is purchased. If purchasing the pass directly presents a barrier for a student or family, an ECM may purchase the pass directly and provide it to the youth.
 - Students are expected to explore the bussing options available to them through SD46 and ensure they are not already eligible for a buss pass through their educational program before applying for a transit pass.
2. School Electives Fees/Supplies
 - Students registered in elective programs with SD46 may ask the Nation to cover course fees, classroom supplies or other associated costs.
3. Instrument Rentals
 - If a student is enrolled in school-based music program where payment is required for instrument rental they may ask the Nation to cover the cost of instrument rental. Payment will be made directly to the school or a third-party as appropriate.
 - Parents/guardians requesting a subsidy for instrument rentals must provide the Education Division with a copy of the rental agreement.
 - shíshálh Nation will not pay for replacing lost/damaged instruments.
4. Youth Train in Trades Materials Fees
 - Secondary students accepted into the SD46 Youth Train in Trades Programs may ask the Nation to cover the cost of materials.
 - Applicants are required to submit proof of acceptance into the program.
 - Nation will not pay for replacing lost/damaged materials
5. Club/Athletic Fees
 - Students wanting to participate in school-based clubs or athletics may ask the Nation to cover associated fees.
 - Extra-curricular recreation, culture and wellness activities are not eligible. Community members may apply for a Youth Recreation Grant via the Recreation Department.
6. School Gym Pass
 - Students wanting to access the facility workout room at Chatelech Secondary and needing to pay the annual fee may ask the Nation to cover the cost.
7. Textbook and Locker Fees
 - shíshálh Nation covers all mandatory textbook and locker fees for eligible students
 - The Nation is not responsible for lost or damaged textbooks
8. School Field Trips
 - shíshálh Nation covers costs of classroom fieldtrips that are part of the course requirement.
 - Requests for school field trip subsidies must be accompanied by a copy of a parent notification form detailing cost.
 - School ski trips, camping trips, travel excursions, etc. do not qualify as a course requirement and are not covered by the school field subsidy. Students may be eligible for a Youth Recreation and Culture grant to cover these opportunities.
9. Graduation Fees

- shíshálh Nation covers the cost of mandatory graduation fees for students graduating from SD46.
- Costs for graduation celebrations are not eligible. The Nation hosts an annual [Community Graduation Dinner](#) for graduating Nation members/children of Nation members.

9.2.4 APPLICATION AND DECISION-MAKING PROCESS

1. Students/families wishing to access student fee must complete a **K-12 Student School Fees Form**. Applicants may be required to produce supporting documents explaining the nature of the costs (e.g., parent/guardian notice of field trip, proof of bus registration, etc.)
2. Applications and supporting document may be submitted at any time throughout the year to an ECM or to CMS reception (email, fax, or in-person)
3. Funding will be allocated on a first-come, first-served basis. Where funding is not available via the Education Division, staff will work with families to support them to access external funding as appropriate.
4. Assessment of applications will be based solely on eligibility criteria and funding availability. Approval for continued support may be subject to review on a case-by-case basis.
5. Applications are reviewed and approved by the K-12 Education Manager. In cases where a parent/guardian disagrees with the decision, they may file an appeal as per the [Appeal Process](#) policy.

9.2.5 PAYMENTS

1. Unless otherwise indicated, all student fee subsidies will be paid directly to the school.
2. All mandatory school fees such as locker, book fees, school calendar and school bus pass are invoiced by SD46 to the Nation directly. Families who have paid these fees in error, may send their receipt to the Education Division for reimbursement.

9.3 TUTORIAL SUPPORT

See: [Tutoring](#)

9.4 COVID-19 PANDEMIC K-12 TECHNOLOGY GRANT

9.4.1 DESCRIPTION

1. Throughout the COVID-19 pandemic, students requiring a laptop or tablet to complete their studies may apply for a one-time technology grant of \$500 for students in Kindergarten through Grade 5 and \$750 for students in Grades 6 through 12.
2. Eligible costs may include peripherals (e.g., mouse, headset, webcam, keyboard, protective case), extended warranties and/or essential software (e.g., Windows 365) up to the eligible amount.
3. The Nation will not cover costs for damaged or lost devices or accept more than one application per student.

9.4.2 ELIGIBILITY

1. COVID-19 Pandemic Technology grants are available to students who are a shíshálh Nation member or who have at least one parent/guardian who is a shíshálh Nation member.
2. Students are eligible if they are:
 - ordinarily resident on shíshálh lands, or
 - living within the shíshálh swiya and/or SD46 catchment area (Langdale to Egmont), or
 - a child/youth in care (CYIC) living within British Columbia
3. Students must be enrolled and attending an elementary or secondary (Kindergarten – Grade 12) educational program, including those attending public schools, independent schools, and Registered Homeschoolers.
4. Families may apply for one device per eligible child/youth in their care.

5. Students who have received funding for technology through Jordan's Principle since September 1, 2019 are not eligible for a COVID-19 Pandemic Technology Grant.

9.4.3 APPLICATION AND DECISION-MAKING PROCESS

1. Parents/guardians wishing to apply for a COVID-19 Pandemic Technology Grant must complete a **Covid 19 K-12 Technology Grant Form** and provide a quote for the device(s) they intend to purchase.
2. Families may also apply for a reimbursement for devices purchased anytime after March 1st, 2020. Receipts must be submitted to the Education Division along with the application.
3. Students in Grade 12 during the 2020-2021 academic year may apply for funding until August 31st, 2021.
4. Applications may be submitted at any time until March 31st, 2022 as long as funding remains available.
5. Assessment of applications will be based on eligibility, submission of the application and all supporting documents, and availability of funding. Academic performance will not be consideration.
6. Applications are reviewed and approved by the K-12 Education Manager. In exceptional cases, the Director of Education will review the application. In cases where a parent/guardian disagrees with the decision, they may file an appeal as per the [Appeal Process](#) policy.

9.4.4 PAYMENT

1. Technology grants are paid directly to the applicant in the form of a cheque or Electronic Funds Transfer.
2. Recipients of technology grants are required to submit the receipt to the K-12 Education Manager within one-week of purchase.
3. Reimbursement for purchases made between March 1, 2020 and March 31, 2021 will be based on Grade levels for the 2020-2021 academic year. Funding for purchases made between April 1, 2021 and March 31, 2022 will be based on Grade levels for 2021-2022 academic year.

9.5 INDEPENDENT SCHOOL SUBSIDY

9.5.1 DESCRIPTION

1. shíshálh Nation will subsidize tuition and student fees for students attending a recognized independent (private) school up to an annual maximum of \$5000 per student.

9.5.2 ELIGIBILITY

1. Independent school subsidies are available to students who are:
 - Are a shíshálh Nation member, or who have at least one parent/guardian who is a shíshálh Nation member; and
 - Ordinarily reside on shíshálh lands, or live within the shíshálh swiya and/or SD46 catchment area (Langdale to Egmont); or
 - Are a shíshálh child/youth in care (CYIC) living within British Columbia
2. Eligible students must be enrolled with an independent school recognized by the BC Ministry of Education.

9.5.3 APPLICATION AND DECISION-MAKING PROCESS

1. Parents/guardians interested in sending their child to an independent school must complete an **Independent School Subsidy Application**, including a breakdown of all tuition and student fees.
2. Applications may be submitted to the K-12 Education Manager via email, in-person, fax.
3. Applications are accepted at the beginning of each school year (generally mid-August). If funds remain, applications may be accepted throughout the school year. And

4. Assessment of applications will be based on eligibility, past academic performance, and availability of funds. Funding will be distributed on a first come, first served basis and with priority given to first-time applicants. Independent school subsidies are not guaranteed year to year. Families of continuing students encouraged to explore other available funding opportunities (e.g., bursaries, scholarships)
5. Applications are reviewed and approved by the Director of Education. In cases where a parent/guardian disagrees with the decision, they may file an appeal as per the [Appeal Process](#) policy.

9.6 ADDITIONAL FINANCIAL SUPPORTS

9.6.1 CLIENT SUPPORT

1. If a student/family receiving ECM support has been identified as having basic needs that are not being met (e.g., appropriate clothing, hygiene supplies, etc.) and/or if a student/family has been impacted by a crisis, the Education Division may be able to provide additional financial support.
2. The process for approving client support disbursements is as follows:
 - Requests may come directly from a family or via a referral from Nation or school staff.
 - The request is brought by the ECM to the K-12 Education Manager or an ICM meeting as appropriate to assess needs and determine the best way to support the student/family. Immediate, medium, and long-term needs are considered.
 - Funding decisions and amounts are determined on a case-by-case basis. In general, funding is restricted to economical purchases of supplies essential to overall health and wellbeing.
 - When funding has been approved, staff will purchase items directly for the student/family or provide gift cards for immediate needs; direct cash disbursement are not made to families.
3. In addition to individual client support, the K-12 team maintains a pantry of essential hygiene supplies (condoms, feminine hygiene products, toothbrushes, toothpaste, first aid supplies, etc.) within program spaces that youth can access freely as needed.

9.6.2 FOOD SUPPORT

1. Food support is central to shíshálh Nation Education programs and services. Whenever possible, food is provided during programs, activities, and events and whenever children/youth express a need for food.
2. Food support via the K-12 Education Program may include:
 - Food hampers provided directly to families when food insecurity has been identified as a need.
 - Snacks and meals provided during programs, activities, and events.
 - Snacks and meals provided during one-to-one meetings and outreach.
 - Partnering with schools to provide breakfast programs or other food support.
 - Working with other Nation departments to facilitate delivery of food supports for families with existing relationships with the K-12 team.

9.6.3 JORDAN'S PRINCIPLE

1. Jordan's Principle is a legal requirement resulting from the Orders of the Canadian Human Rights Tribunal (CHRT) that aims to eliminate service inequities and delays for First Nations children. The Principle states that any public service ordinarily available to all other children must be made available to First Nations children without delay or denial.
2. Jordan's Principle applies to all First Nations children regardless of where they live or whether they have status.
3. Jordan's Principle coverage can help with a wide range of health, social and educational needs for shíshálh children and youth and/or other First Nations children/youth living in our community.
4. Examples of the services covered by Jordan's Principle include, but are not limited to:
 - **Health:**

- Mobility aids
- Wheelchair ramps
- Services from Elders
- Assessments and screenings
- Medical supplies and equipment
- Mental health services
- **Social:**
 - Social worker
 - Land-based activities
 - Respite care (individual or group)
 - Specialized programs based on cultural beliefs and practices
 - Personal support worker
- **Education:**
 - School supplies
 - Tutoring services
 - Teaching assistants
 - Psycho-educational assessments
 - Assistive technology and electronics
- 5. When a child/youth demonstrates significant need for support, particularly if assessment is required, staff may apply for funding on behalf of the child/youth via Jordan's Principle.

9.6.4 GRANTS, AWARDS, AND INCENTIVES

1. From time to time and as funding permits, the Nation may provide financial recognition of student success via grants, awards, and incentives (e.g., Honour Roll Award, Grade 12 Graduation Award(s), attendance incentives) as per the Nation's Scholarship, Bursary and Awards policy.
2. The nature and amount of grants, awards and incentives is subject to change and will be determined in consultation with community members and other Nation departments based on funding availability.

9.7 APPEAL PROCESS

1. The Appeal Process policy promotes fairness and consistency in the K-12 Education Program decision-making process and provides a way for students and parents/guardians to appeal decisions made in relation to distributing funds and/or providing services.
2. Parents/guardians may appeal a service and/or funding decision if they feel that the K-12 Education Program policy and procedures has not been applied.
 - The procedure for appeals is as follows:
 - The parent/guardian must submit a written grievance using the **Appeal Form** and submit all supporting documentation to the K-12 Education Manager within fifteen (15) business days of the initial decision.
 - Once the K-12 Education Manager has reviewed the documents, a meeting will be coordinated with the parent/guardian (and student as appropriate) to verify the decision within a five (5) business days period.
 - If the parent/guardian is not satisfied with the decision of the Manager, the package can be submitted to the Director of Education within five (5) business days of the K-12 Education Manager decision; the parent/guardian may request a meeting with the Director of Education and ETAPS Manager to discuss the grievance
 - The Director of Education will make a final decision within ten (10) business days. The decision will be consistent with K-12 Education Program policy and procedures and is considered final.

3. Chief and Council will not consider appeals.

Related Policies and Documents

- ❖ [Tutoring](#)
- ❖ [Supporting Home-Based Learners](#)
- ❖ Form: School Supplies Form
- ❖ Form: Student Fee Subsidy Form
- ❖ Form: Tutor Support Request Form
- ❖ Form: COVID-19 Technology Grant Form
- ❖ Form: Independent School Subsidy Application
- ❖ Form: Appeal Form
- ❖ Form: Appeal Request for Review Form

10 Child Safeguarding and Protection

General Policy Statement on Safeguarding and Child Protection: shishálh Nation recognizes that protecting the wellbeing of the next generation is paramount to what we do. We take all reasonable steps to protect children and youth from neglect and from physical, sexual, or emotional harm. The K-12 team will take prompt, positive and proactive action to protect children's welfare. We recognize that all children and youth, without exception, have the right to protection from abuse regardless of gender, sexuality, ability, race, ethnicity, language, or Nation.

Program staff will provide a safe and caring environment for students by:

- Adopting and implementing a Code of Conduct for all involved staff and volunteers
- Carefully recruiting and supporting appropriate adults as staff, contractors, and volunteers
- Developing a shared understanding among staff of what constitutes child abuse and how to recognize and respond to it.
- Adopting and implementing policies and procedures that promote children and youth's safety and welfare.
- Implementing clear lines of communication, authority, and decision-making so that staff have well-defined procedures and a consistent approach for handling all child/youth protection issues.
- Respecting the dignity and privacy of all participants by keeping sensitive information confidential and only sharing it on a 'need-to-know' basis.

10.1 STAFF AND VOLUNTEER CODE OF CONDUCT

1. shishálh Nation takes great care in recruiting and screening staff, contractors, and volunteers. We ensure that all appropriate measures are applied in relation to everyone who is likely to be perceived by the students as a safe and trustworthy adult, including volunteers and contracted program facilitators/tutors.
2. As employees, contractors and/or volunteers of the shishálh Nation, program staff are expected to conduct themselves with personal integrity, ethics, honesty, and diligence in their work. All students have the right to a safe and respectful environment that is free from abuse and/or inappropriate conduct.
3. Misconduct by staff, contractors or volunteers will not be tolerated, especially as it relates to the well-being of children and youth.
4. All program staff, contractors and volunteers must read and sign the **Staff and Volunteer Code of Conduct**. The Code establishes guidance for staff conduct for interactions with children and youth during working and non-working hours. Signed forms will be stored within the Employee File in the HR Department.
5. Failure to adhere to the Code of Conduct by any staff member, contractor, or volunteer will result in an investigation and disciplinary action if necessary. Appropriate consequences and/or disciplinary actions are to be

determined by shíshálh Nation leadership and could involve discipline up to and including termination of employment and/or volunteer position and will be based on the nature and severity of the incident. (Refer to the [shíshálh Nation Human Resources Manual](#) for more details)

10.2 LEGAL DUTY TO REPORT

1. The K-12 team recognize our collective responsibility to safeguard and promote the wellbeing of all children and youth. We take all concerns and allegations of abuse seriously and respond appropriately.
2. In keeping with the [BC Child, Family and Community Act](#) it is the obligation and responsibility of shíshálh Nation and all program staff to report to the Ministry of Children and Family Development if we have reasonable grounds of suspicion concerning matters of sexual abuse, physical abuse, emotional abuse or neglect.
3. As per the Act, staff is required to not inform parents/guardians and/or family of reports. See [Disclosure/Suspicion of Abuse](#) procedures
4. Anyone who believes a child or youth under the age of 19 is being abused or neglected has the legal duty to report the concern to a child welfare worker by calling **1-800-663-9122**. It is considered an offense under provincial law to fail in this duty.
5. In the event of an allegation or disclosure of abuse of a child or youth, program staff shall make protecting that child or youth from unnecessary risk their first priority. Precautionary measures to be taken will be decided in collaboration with the other staff and/or agencies involved in protecting the child/youth.
6. All information related to disclosures, or an allegation of abuse are to be handled confidentiality and with the utmost respect for the privacy of the child or youth.
7. Staff should ensure parents/guardians are made aware of this policy and shíshálh Nation's legal duty to act should there be any suspicion or disclosure that their child is being harmed or at threat of being harmed.

10.3 DISCLOSURE/SUSPICION OF ABUSE

1. Staff should inform a member of shíshálh Nation leadership team about any concerns they have for a child or youth, including but not limited to:
 - a. Any significant change in behaviour
 - b. Any unexplained bruising or marks
 - c. Any comments that cause concern
 - d. Any deterioration in the child/youth's general well-being
2. If a child or youth makes a disclosure of abuse, staff should:
 - a. Treat the allegation seriously and do not minimize the situation. Comments such as "I'm that sure that can't be true" or "Are you sure that really happened" should never be used.
 - b. Avoid leading the conversation. Allow the child or youth to speak in their own words.
 - c. Listen and record the facts as accurately as possible, using the child or youth's language.
 - d. Stay calm and reassure the child or youth. Let them know that they are doing the right thing in telling what has happened to them. Do not question them any further or press for details.
 - e. Let the child/youth know that you will have to inform other shíshálh Nation staff and that other services may need to get involved to provide them with help and protection. Remind the child/youth that the information they share will be kept safe and not shared with other participants.
 - f. The child/youth should not be asked to repeat what they have said to leadership or any other staff.
 - g. Place the needs of the child/youth as the first priority. Ensure their immediate needs are met and that they feel supported.
3. If it is determined based on a disclosure or allegation of abuse that a child/youth IS at imminent risk of harm and/or death upon leaving the program, staff must:

- a. Immediately attempt to contact the shíshálh Nation Family Strengthening Worker and/or a member of the Education or CMS leadership team.
 - b. If the above are not available, staff must immediately report the disclosure to MCFD by calling **1-800-663-9122**. Staff should provide their full name and professional title and the names and contact information of any guardians or caregivers. Staff are expected to report all of the information that has been provided.
 - c. Report the disclosure to the shíshálh Nation Family Strengthening Worker, Director of Education or CMS Division Manager as soon as possible and let them know that a report has been made to MCFD.
 - d. Keep the information confidential. Do not share with colleagues (other than appropriate members of the leadership team) or community members.
 - e. Document the disclosure via an **Incident Report Form** and upload to Mustimuhw.
4. If it is determined based on a disclosure or allegation of abuse that a child/youth is NOT at imminent risk of harm and/or death upon leaving the program, staff should:
- a. Immediately attempt to contact the shíshálh Nation Family Strengthening Worker and/or a member of the Education or CMS leadership team. Staff should share the information provided and be available to report the disclosure to MCFD with leadership support.
 - b. If contact with above cannot be made within 24 hours, staff should personally report the disclosure to MCFD by calling 1-800-663-9122. Staff should provide their full name and professional title and the names and contact information of any guardians or caregivers. Staff are expected to report all of the information that has been provided. Staff should then let the shíshálh Nation Family Strengthening Worker, Director of Education or CMS Division Manager know that a report has been made.
 - c. Keep the information confidential. Do not share with colleagues (other than appropriate members of the leadership team) or community members.
 - d. Document the disclosure via a Child Abuse Report form and upload to Mustimuhw.
- **Note:** Additional information can be found in [The BC Handbook for Action on Child Abuse and Neglect – for Service Providers](#).

10.4 SUICIDE AND SELF-HARM

1. The K-12 team has a responsibility in identifying risks of suicide and/or self harm for children and youth and ensuring appropriate assessments and interventions are undertaken. Program staff may take whatever steps are reasonable within their role to help keep children and youth safe.
2. All paid staff will be required to undertake basic training in child and youth mental health, suicide, and self-harm. Core members of the Education Division leadership team shall receive additional training in assessment of suicide risk and self-harm in children and youth.
3. All staff, contractors and volunteers should have access to details (including opening hours and intake procedures) of community crisis services. Contact information for these services shall be kept up-to-date and posted in an area that is accessible to all staff.
5. All paid and voluntary staff interacting with children and youth via the K-12 Education Program should be alert to any suicidal and/or self harm risk factors among children and youth on their case load and/or attending education and wellness programs. Risk factors may include (but not necessarily):
 - Loss and grief
 - The suicide of a family member, peer, or role model
 - Mental health challenges experienced by the child/youth or a family member
 - A background of abuse and/or neglect
 - Severely low self-esteem or extremely poor self-image
 - Previous suicide attempts or self-harming episodes
6. Staff should also be aware of heightened risk within groups of children/youth who may have experienced:

- The death of a peer, especially through suicide
 - A traumatic incident at the school or in the shíshálh Nation community
 - The suicide of a popular figure (e.g., famous musician, tv/film star)
7. It is important to note that although risk factors for suicide and/or self-harm may be present, they may not actually be useful in predicting suicide events.
 8. Staff who have concerns that a child or youth may be suicidal or self-harming should discuss their concerns with:
 - The K-12 Education Manager and/or Wellness Centre Manager
 - The child or youth in question (if there is concern about a child or youth being suicidal or self-harming, it is best to ask them directly)
 9. If necessary, Education Division leadership may decide to consult with other shíshálh Nation staff or community service providers. In such case, the child/youth's identity must not be disclosed.
 10. If concerns remain following discussion and consultation, a trained team member should undertake a suicide-risk assessment and seek permission to make a referral to additional services.
 11. If there is a serious and immediate threat to the child/youth's safety (for e.g. in cases of active suicidal ideation), it is acceptable under the [Student Information and Confidentiality](#) policy to disclose personal information and discuss concerns with any person that is likely to reduce the risk. If a member of the leadership team is available, staff should consult with them first before breaching the confidentiality of a participant. Depending on the circumstances, staff or a member of the leadership team may choose to inform:
 - Any family/household member or friend of the young person who may be able to help.
 - Any other professional(s) who are working with the child/youth
 - The police
 - Anyone else who may be able to help
 - MCFD if there are reasonable safety, health and well-being grounds that would qualify the child or youth as "in need of protection" (see [Disclosure or Suspicion of Abuse](#) policy)
 12. Staff are expected to inform a child or youth of any action taken in the interest of their safety unless this would increase the risk.
 13. The K-12 Education Manager is responsible for informing the Director of Education of incidents of suicide risk and/or self-harm that require additional action, police intervention and/or referral to other services.
 14. See also: [Practice Guidelines for Working with Children and Youth At-risk for Suicide in Community Mental Health Settings](#).

10.5 GUIDANCE AND DISCIPLINE

1. K-12 Education Program staff are committed to guiding participant behaviour through clear, consistent, and positive strategies that honour traditional shíshálh knowledge and align with best practice for interacting with children and youth. This includes encouraging and rewarding positive, appropriate behaviour, and helping children and youth understand and develop self-control, self-discipline, self-confidence, and ways to be respectful of others.
2. All staff, contractors, and volunteers are expected – in their actions and words – to take a positive approach to guidance and discipline. Guidance and discipline are practiced with the goal of maintaining connection to participants and promoting positive and desirable behaviour.
3. Staff take preventative measures to avoid unacceptable behaviour and treat children and youth with respect when it is necessary to intervene. When there are behaviour challenges with individuals or groups, the program staff will have to use their discretion to deal with the situation. As a general rule, the following steps will be taken:
 - a. a verbal warning to stop the inappropriate behavior
 - b. a further verbal warning
 - c. individual or group (as appropriate) discussion re: problem and possible solutions.
4. Children/youth shall be provided the opportunity to change or correct their own behaviour prior to any staff intervention.

5. Disciplinary actions shall always be reasonable, fair, respectful, and culturally appropriate.

10.6 USE OF PHOTOGRAPHY AND VIDEOS

1. Only photographs and videos related to K-12 Education Program activities and events should be taken by program staff during work hours. These should be taken using Nation-provided devices and uploaded to the network drive at the end of each day. After being uploaded, photos and videos should be deleted.
2. Under no circumstances may an employee/volunteer use their cellular phone or personal camera to take pictures of/record a child/youth, nor upload or copy any pictures/recordings they may have taken of a child/youth to the Internet/social media or to any personal storage device (except where such activity has been disclosed to and approved by the organization in advance by a member of the leadership team).

Related Policies and Documents

- ❖ [Student Information and Confidentiality](#)
- ❖ Form: Staff and Volunteer Code of Conduct

11 Health, Safety and Security

11.1 GENERAL SAFETY POLICIES

1. Safety must be of primary consideration during any program or activity. During all on-site K-12 Education Program activities and outings, the coordinating staff person will have responsibility for the safety of all participants and must clearly articulate the guidelines of appropriate conduct.
2. All incidents of unsafe behaviour or conditions that pose a risk to safety and security of participants or staff must be reported to the K-12 Education Manager via an **Incident Report**.

11.2 SEVERE ALLERGIES AND MEDICAL CONCERNS

1. If a child/youth on the ECM Case Load and/or participating in a K-12 activity or outing is at risk of allergic reactions, it should be identified on the **Participant Intake Form**. Where there is risk of anaphylaxis, staff should ensure an up-to-date **Notification of Severe Allergies** and/or **Medication Form** have been completed and uploaded within Mustimuhw.
2. Mild to moderate allergic reactions shall be managed according to standard first aid protocol as well as any additional response strategies provided by the parent/caregiver.
3. Whenever a participant with severe allergies is brought on to the ECM Case Load or registered for a K-12 Education Program service, activity or outing, program staff must:
 - review the **Notification of Severe Allergies** with the parent/caregivers and develop prevention strategies to minimize the risk of an allergic reaction
 - develop a plan to inform other relevant staff, volunteers, and participants about the allergy and how it will be managed
 - establish a written first aid response plan in collaboration with the parent/caregiver, considering both on-site and off-site activities as appropriate.

11.3 MEDICATIONS

1. Before medication can be administered within a K-12 Education Program activity or outing, a parent or guardian must sign and date a **Medication Form**. This form is kept in the student file and documented within Mustimuhw.

2. Children/youth are generally expected to manage and administer their own prescription or non-prescription medications. Staff will only become involved if they doubt the ability of the child or youth to safely manage their medication (e.g., high risk of suicide or self-harm, substance dependence, etc.) or in the case of medical emergency.
3. Program staff may assist in the administration of prescription emergency medication (e.g., epinephrine auto-injector, inhalers) if authorization is provided on the **Medication Form**. Contracted tutors and volunteers may not assist with the administration of medication at any time.
4. All medications (prescription or over the counter) brought to K-12 Education Program activities and/or on off-site experiences can be given to staff to be secured. Children and youth may access legally obtained medication at any time that they request it.
5. Youth over the age of 12 can consult with staff about safely storing medications. Youth who have been authorized to do so by a parent/caregiver may safely store their own medications within a purse or backpack. In these cases, youth are expected to work with program staff to safely manage the medication and ensure it cannot be accessed by other participants.
6. Parents/guardians/caregivers of children under 12 may consult with staff about the best ways for ensuring their child is able to safely access and administer medication.
7. Details of medications brought to K-12 Education Program activities and/or on off-site experiences must be documented within a **Medication Form** and kept on file in case of medical emergency.
8. Any medication brought to K-12 Education Program activities and/or on off-site experiences must be in its original container and labelled with the child/youth's full name. Prescription medications must include a legible label from the pharmacy indicating the youth's name, date, name of medication, dosage, instructions for use, doctor's name, pharmacy name and telephone number. This information must also be cross referenced with the **Medication Form** in the student's file.
9. Medications are only to be taken by the individual indicated on the container. Siblings may not share prescription medications and participants may not share non-prescription medications (e.g., pain killers, allergy medication, etc.) with other participants under any circumstances.

11.4 FIRST AID AND MEDICAL EMERGENCIES

4. An up to date first-aid kit must be stored in an easily accessible location within each K-12 Education Program site and carried on off-site experiences. Kits be maintained according to WCB Level 1 Requirements. Each first aid kit must contain an inventory of the items that should be contained in the kit.
5. Minor first aid incidents (e.g., blisters, scrapes, insect bites) may require attention from program staff but are not considered reportable incidents and do not require an **Incident Report**.
6. Moderate to serious first aid incidents must be reported to the K-12 Education Manager via an **Incident Report**.
7. If a participant is injured or becomes ill while participating in a K-12 Education Program activity and/or on off-site experiences, staff will quickly assess the child/youth to decide what to do:
8. If the child or youth needs first aid treatment:
 - A staff with First Aid Training (First Aider) will check the child/youth and administer treatment as appropriate.
 - The First Aider will decide whether the child/youth is able to comfortably and safely rejoin the program or activity, should be picked up by a parent/caregiver or supported to get home, or if further medical attention is needed
 - The First Aider will let other staff know what is happening. If the child/youth rejoins the activity or outing, all staff and volunteers will be reminded to continue to watch that they do not need additional first aid or medical attention.
 - The First Aider will complete an **Incident Report** and process it via Mustimuhw.

- The First Aider will inform a member of the leadership team, who will communicate with the child/youth's parent/caregiver as appropriate.
9. If the child or youth needs non-emergency medical attention:
- If the First Aider has determined that the participant needs medical attention, they will immediately inform the K-12 Education Manager or staff in charge, who will contact the youth's parent/caregiver, or the emergency contact if the parent/caregiver cannot be reached
 - The K-12 Education Manager and First Aider will decide if the child/youth should be taken to the hospital or wait for the parent/caregiver to pick them up
 - If a vehicle with the appropriate insurance is available, the First Aider may transport the child/youth to the hospital
 - Once the child/youth has been treated, the First Aider will complete an **Incident Report** and complete the appropriate records on Mustimuhw
10. If the child or youth needs emergency medical treatment:
- The First Aider will remain with the child/youth and provide first aid treatment until first responders arrive
 - The First Aider will assign a team member to call 911 (from a land line whenever possible) and request an ambulance, regardless of the wishes of the participant or the people with them.
 - If the K-12 Education Manager is not on site, the staff person in charge will call them immediately so that they may contact the parent/caregiver or emergency contact and ask them to meet staff at the hospital
 - The K-12 Education Manager or staff person in charge will consult with the child/youth (when possible) to decide who will accompany them to the hospital
 - The team member who accompanies the child/youth to the hospital will provide information to the doctor and family or emergency contact person
 - The team member attending the hospital will provide support to the child/youth and family or emergency contact person
 - The First Aider will complete the Incident Report Form and complete the necessary process via Mustimuhw
11. In the event that a participant requires medical treatment it is the responsibility of the attending doctor or health care worker to ensure legal consent for medical treatment has been provided. However, program staff shall make record of who provided consent (e.g., the participant, parent/caregiver or emergency contact) and how (e.g., in person, over the phone, etc.).
12. Any ambulance fees that arise from a medical emergency are the responsibility of the child/youth's family.
- **Note:** shíshálh Nation members should be referred to the Nation's Health Benefits Coordinator for questions about ambulance fees.

11.5 ILLNESSES

1. To ensure the health and well-being of our community, children/youth, staff, contractors, and volunteers are asked to avoid participating in K-12 Education Program activities and/or outings in they have any symptoms of contagious disease or illness, including:
- fever
 - diarrhea
 - severe coughing
 - difficult or rapid breathing
 - yellowish skin or eyes
 - pinkeye
 - unusual spots or rashes

- sore throat or trouble swallowing
 - infected skin patches
 - severe itching of body or scalp
2. Additional symptoms of communicable disease/illness of concern may be identified from time by public health authorities. These will be communicated to families and children/youth exhibiting these symptoms will be asked to refrain from participating in K-12 Education Program activities and/or outings.
 3. If a child/youth arrives for K-12 Education Program activities or outing displaying any of the above symptoms or other symptoms of concern as per Public Health guidelines, program staff will point it out to the parent/caregiver and explain the policy. The child/youth will not be permitted to participate in the activity or outing.
 4. If a child/youth displays symptoms of illness during on-site activities, program staff will
 - separate the child/youth from the others, while still maintaining proper supervision
 - call the parent/caregiver to pick the child/youth up
 - call the emergency contact if the parent/caregiver cannot be reached
 5. If a participant displays symptoms of illness during an outing, they will be supported to get home safely as per the [Off-Site Experiences First Aid, Illness, and Injury policies](#).
 6. To prevent the spread of illness / infection, staff are expected to be mindful of effective hygiene habits (including frequent hand washing, proper cleaning and sanitizing of furniture and equipment, safe food handling procedures, appropriate PPE, etc.) for both themselves and participants.
 7. Program staff must report any known reportable diseases to Vancouver Coastal Health and follow any other established protocols for cleaning/disinfection of the environment and supplies and/or informing participants and their families.

Related Policies and Documents

- ❖ [Off-Site Experiences / Outings](#)
- ❖ [Emergency Procedures](#)
- ❖ [Reportable Incidents](#)
- ❖ Communicable Disease Emergency Response Plan
- ❖ All Hazards Emergency Response Plan
- ❖ Form: Notification of Severe Allergies
- ❖ Form: Medication Form
- ❖ Form: Incident Report

12 Off-Site Experiences / Outings

The shíshálh Nation K-12 Education Program offer opportunities for children and youth to participate in well-planned off-site experiences including single and multi-day excursions on and off the Sunshine Coast. Participant and staff safety is the primary consideration on all off-site experiences. Program staff work to ensure activities and trips reasonably accommodate the needs of all participants.

All off-site experiences are planned and conducted in accordance with the following guidelines, which work in complement to other shíshálh Nation policies and procedures for program planning, staff and participant conduct, child and youth safeguarding, health and safety, and emergency response protocols.

12.1 OFF-SITE EXPERIENCE PLANNING GUIDELINES

Activity	Examples	Planning timeline	Approval required by
Local, low-risk off-site activities	Trips to local libraries, ecological centres,	<ul style="list-style-type: none"> Low Risk Off-site Activity Checklist reviewed at least 2 days prior to activity 	Education Case Managers (with

	shíshálh Longhouse community amenities, etc.		notification to K-12 Education Manager) <i>Note: Activities involving swimming require K-12 Education Manager approval</i>
Off Coast low-risk activities	Trips to Vancouver Aquarium, Vancouver Art Gallery, Science World, Museum of Anthropology, Squamish/Lilwat Cultural Centre, youth conferences, etc.	<ul style="list-style-type: none"> Off-site Activity Proposal completed at least two weeks prior to activity Parent consent form/Activity Plan distributed at least one week prior to activity Low Risk Off-Coast Activity / Overnight Trip Checklist completed at least 2 days prior to activity 	Education Manager
Local and off Coast higher care / overnight activities	Hunting, wilderness activities, camping, backcountry, boating, (canoeing, kayaking) more than 1km offshore, etc. All travel involving overnight stay.	<ul style="list-style-type: none"> Off-site Activity Proposal completed at least two weeks prior to activity Parent consent form/Activity Plan distributed at least one week prior to activity Detailed Trip Form completed, and copy submitted to Wellness Centre Manager one week prior to trip (for travel involving overnight stay) Higher Care Off-site Activity / Overnight Trip Checklist completed at least 4 days prior to activity / trip 	Education Director (or acting delegate) * * certain higher care activities may require approval from other members of the Senior Leadership team

12.1.1 LOCAL, LOW-RISK ACTIVITIES

- Proposals are not required for local, low-risk activities. However, planned activities should be discussed during team meetings and the K-12 Education Manager must be aware of all activities/outing that involve taking children/youth off Nation lands. Leaders should review the **Low-Risk Off-Site Activity Checklist** prior to each activity.
- Parent/caregiver consent for local, low-risk activities are covered within the general **Activity Consent and Participant Waiver**. Staff must check that each participant has a completed form on file. It is recommended that staff also share information about planned activities with families through email, information sheets, social media posts, etc.
- Local activities that involve swimming require review and approval by the K-12 Education Manager

12.1.2 OFF-COAST DAY TRIPS

- Program staff must complete an **Off-Site Experience Proposal** and receive approval from the K-12 Education Manager prior to involving participants in any day trips involving travel off the Sunshine Coast.
- To be approved, trip activities must be:
 - appropriate to the age, developmental level and needs of the participants
 - reasonable in terms of timing and degree of travel required
 - well-planned and effectively implemented

- planned and conducted with the safety of participants and staff always in mind
3. Requests for off-coast day trips must be submitted to the K-12 Education Manager at least 2 weeks prior to the trip date.
 4. Parents/caregivers must be provided with a **Parent/Caregiver Information and Consent for Higher-Care Activities** Form as well as a completed **Activity Plan**. Staff should plan to have these forms to parents/caregivers at least 2 weeks prior to the trip/activity.
 5. Staff must check that each participant has a completed form on file. It is recommended that staff also share information about planned activities with families through email, information sheets, social media posts, etc.

12.1.3 OVERNIGHT TRIPS AND HIGHER-CARE ACTIVITIES

1. A detailed **Off-Site Experience Proposal** must be completed for all overnight trips and off-site experiences involving higher-care activities (local and off-Coast). Proposals must be submitted to the K-12 Education Manager and require pre-approval from the Director of Education. Depending on the nature of the activity/trip, approval may also be required from other senior leadership.
2. Parents/caregivers must be provided with a **Parent/Caregiver Information and Consent for Higher-Care Activities Form** as well as a completed **Activity Plan**. Staff should plan to have these forms to parents/caregivers at least 2 weeks prior to the trip/activity.
3. A **Detailed Trip Plan** and **Higher Care Off-site Activity/ Overnight Trip Check List** must be completed and submitted to the Wellness and Recreation Coordinator prior to any trips involving overnight stays and/or higher care activities. Copies of both forms shall be carried on the activity/trip and kept at the Wellness Centre.

12.2 SUPERVISION AND STAFFING

1. All off-site experiences must be supervised by a member of the shíshálh Nation Education or Wellness Teams, who will serve as the Activity Lead. The number of additional program staff required will be determined based on the ages and needs of the participants and the nature of the activity.
2. Overnight trips and higher-care activities will have increased adult supervision. Program staff may also choose to provide additional supervision based on the composition of the group going on local and off-Coast day trips.
3. In addition to program staff, adult volunteers may accompany participants on off-site experiences. The Activity Lead is responsible for informing volunteers of their duties and responsibilities when they volunteer. The Activity Lead is also responsible for letting participants know the names and authority of all adults on the trip.
4. Staff/volunteers are expected to be familiar with and abide by all shíshálh Nation policies and procedures related to conduct, child safeguarding, health and safety and emergency protocols.
5. Any volunteer drivers transporting participants must complete a **Volunteer Driver Authorization Form**.
6. When off-site experiences take place or extend outside of regular work hours, the staff person(s) accompanying participants will be compensated with lieu time when applicable.

12.3 TRANSPORTATION

See [Operational Policies: Transportation and Vehicle Use](#)

12.4 PARTICIPANT AND STAFF CONDUCT

1. All general expectations for appropriate participant/staff conduct apply during off-site experiences. In advance of any trip/activity, the Activity Lead will review the acceptable standards of conduct, including any specific safety consideration, with participants and accompanying staff/volunteers.

2. Program staff maintain responsibility for the conduct of participant for the duration of all off-site experiences, including during travel and when visiting third-party locations.
3. Staff/volunteers are expected to be familiar with and abide by the Education Division **Staff and Volunteer Code of Conduct**.

12.5 OFF-SITE EXPERIENCE SAFETY

1. Whenever groups are participating in off-site experiences, the “buddy system,” or partners, shall be used to ensure constant awareness of each participant’s whereabouts, needs and participation.
2. Participants are not permitted to leave the group during the trip/activity, unless prior arrangements have been made by the parent/caregiver and communicated directly to program staff.
3. When participants return to the Community Member Services Division/Wellness Centre, program staff will ensure their safe departure home, taking into account the age of the participants and the hour.
4. The K-12 Education Manager is responsible for keeping a record of all children, youth and adults on any off-site experience and having a copy of the list at the Wellness Cent.
5. Program staff must ensure that any special equipment required by individual participants (e.g., auto injectors, inhalers, etc.) are taken on all off-site experiences.

12.6 FIRST AID, ILLNESS AND INJURY

1. All off-site experiences require a portable, fully stocked first aid kit to be carried by a staff member who possesses a valid first aid/CPR certificate. Staff keep the kit close by at all times.
2. The Activity Lead is responsible for ensuring the first aid kit is stocked prior to leaving for the off-site activity/trip.
3. When items of the first aid kit have been used during an off-site experience, the staff person who used the items must indicate the items used and if warranted by the seriousness of the injury, complete an **Incident Report** and document it within Mustimuhw.
4. In the event of injury requiring first aid during an on off-site activity or in transit, staff will respond according to the general K-12 Education Program [First Aid and Medical Emergencies](#) protocol.
5. Should a participant of staff member fall ill or become injured to the extent that they must leave the off-site experience, the Activity Lead will designate a staff member to stay with the ill/injured party and contact the Home Contact Person (HCP) to arrange safe transport home for the individual.

12.7 ACTIVITY/TRIP CANCELLATION AND EARLY DEPARTURE

1. Cancellation of an off-site experience may be necessary prior to departure in situations where:
 - It is deemed unsafe to travel by program leadership and staff (for e.g., due to weather, health scares, or other concerns)
 - There is inadequate adult supervision to safely conduct the activity/trip
 - There are not enough interested participants to justify the expenditure of shíshálh Nation resources
 - Other events outside of program staff’s control make the trip impossible or (third party cancellations, etc.)
2. An early return and/or cancellation of part of an activity or trip may be necessary in situations where:
 - Program leadership and staff deem it unsafe to continue the trip due to weather, travel conditions, or other environment conditions
 - An activity/event hosted by a third-party service provider is cancelled
 - Participant behaviour / conduct makes it unsafe/unwise to continue the trip

3. If an off-site experience needs to be ended early due to participant behaviour or safety concerns, the Activity Lead must complete an **Incident Report** upon returning to the Nation and notify a member of the Education Leadership team who then develop an appropriate case plan and follow up.

12.8 RISK ASSESSMENT

4. A risk assessment must be conducted prior to all off-site experiences, especially those involving higher-care activities, off-Coast travel, and/or overnight stays.
5. Risk assessment shall identify potential risks and detail strategies to eliminate or minimize their occurrence. Factors to consider include:
 - Risks specific to a child/youth who will attend (e.g., Behavioural issues, medication requirements, disabilities, etc.)
 - The journey there and back
 - Strategies in the event a participant leaves the group or fails to return
 - The venue or location of the activities
 - Other organizations or individuals providing services (e.g., Chartered busses, accommodation, guides, instructors, etc.)
 - Fresh food preparation (if staff or participants will be preparing food)
 - Specific activities (e.g., Swimming, boating, hiking, etc.)
 - Adverse weather, flooding, wildfires, etc.
 - Potential for sexual activity, drug use, conflict, or violence
 - The presence of other people either on the journey or at the destination
 - Mobile phone coverage for rural or isolated areas
 - Other miscellaneous risks or physical hazards
6. Risk assessment details should be considered when completing an **Off-Site Activity Proposal** and **Detailed Trip Plan**.
7. The **Low-Risk Off-Site Activity Checklist** and the **Higher Care Off-Site Activity/Overnight Trip Checklist** should be used to ensure risk mitigation strategies have been put into place before the trip/activity.
8. Input from the K-12 Education Manager, Wellness Manager, and other shisháhlh Nation staff should also be sought when assessing possible risks.

12.9 COMMUNICATION WITH PARENTS/CAREGIVERS

1. Parents/caregivers have the right to be aware of the level of risk that is involved in off-site experiences. At least two weeks prior to off-site experiences involving higher-care activities, overnight stays, program, and/or non-daycamp related off-Coast day trips, staff will provide parents/caregivers with a **Parent/Caregiver Information and Consent for Higher Care Activities Form** as well as an **Activity Plan** including:
 - The purpose and destination of the trip
 - Transportation arrangements
 - Date and time of departure and estimated time of return
 - A detailed itinerary (for multi-day trips)
 - A contact number in case of emergencies
2. Staff may also share information about planned activities with families through email, information sheets, social media posts, etc.
3. Parents/caregivers should also be provided an opportunity to confidentially share with program staff any concerns they have about the child/youth's participation or anticipated challenges that staff may not be aware of.

4. During trips out of the community, a home contact person (HCP) must be designated at the Nation (in most cases the K-12 Education Manager or delegate with act as the HCP).
5. Parents/caregivers and participants must be provided with the HCP's contact information and information about their role in the communication process
6. The HCP assists in supporting the group by phoning or texting parent/caregivers (as appropriate), where:
 - The group has been delayed
 - Accommodation arrangements have changed
 - Consent is being sought to change a major component of the itinerary
 - There is a change in pick-up time and/or location
7. The HCP may also support the group in an emergency, for example by:
 - Contacting the authorities if the group is overdue returning
 - Contacting authorities if a group member is missing
 - Sharing health and medical information with emergency services personnel to support care of a group member, where the group has lost its copy of this information or where it is otherwise not where the casualty(ies) are.
8. Depending on the nature of the activity or trip, program leadership may choose to host a pre-trip information session and/or post-trip debrief with participants and parents/caregivers.

Related Policies and Documents

- ❖ [Health, Safety and Security](#)
- ❖ [Reportable Incidents](#)
- ❖ Form: Incident Report
- ❖ Form: Activity Consent and Participant Waiver
- ❖ Form: Off-Site Experience Proposal
- ❖ Form: Parent/Caregiver Information and Consent for Higher-Care Activities Form
- ❖ Form: Activity Plan
- ❖ Form: Detailed Trip Plan
- ❖ Form: Low-Risk Off-Site Activity Checklist
- ❖ Form: Higher Care Off-site Activity/ Overnight Trip Check List
- ❖ Form: Passenger List
- ❖ Form: Volunteer Driver Authorization Form

13 Emergency procedures

The following emergency procedures apply to all education and wellness programs held at the shíshálh Nation Wellness Centre.

13.1 FIRE, EARTHQUAKE AND EMERGENCY EVACUATION

13.1.1 GENERAL GUIDANCE:

1. Staff must be aware of emergency procedures and practice fire and evacuation drills on a semi-annual basis. Earthquake/Emergency drills must be practiced at least once a year.
2. A record of all emergency response drills must be kept in the Director of Education's office.
3. A review of the Emergency Response Plan must be done at least once a year by August 31.
4. Emergency exits are marked on the building map located on each side of the Wellness Centre building.
5. Fire drill/evacuation procedures (approved by the Fire Marshall) are posted in the Wellness Centre, on each side of the building.

6. All emergency incidents will be debriefed with a manager. Staff are encouraged to take time for self-care and self-compassion after responding to an emergency.

13.1.2 FIRE

1. All leadership and staff are expected to be familiar with the shíshálh Nation Fire Alarm and Fire Marshall procedures (see Appendix D).
 - In the case of fire, smoke color may indicate the potential danger of the situation as follows:
 - Yellow smoke may indicate the presence of toxic gases. Evacuation should proceed immediately, and no effort should be made to extinguish the flame.
 - Gray smoke with brown wisps is indicative of any electrical fire. Again, the area should be evacuated immediately, and all should stay clear of the area.
 - Gray-black smoke is indicative of a primary fire. The first priority remains evacuation of the immediate area. Staff members may attempt to extinguish the fire only if there is no severe danger of smoke inhalation
2. If staff/participants witness a small fire (wastepaper basket size), staff may attempt to extinguish it using water, blanket, fire extinguisher, etc. Personal safety and the safety of children and youth come first.
3. If staff/participants witness a larger fire, staff shall:
 - Leave the fire area with children, youth, and visitors, closing all doors behind them in order to confine the fire.
 - Activate the building fire alarm system using the closest fire alarm pull station.
 - Evacuate all children, youth, and visitors as per below and call 911 once safely outside.
4. If staff/participants hear a fire alarm:
 - Staff will escort children/youth to the nearest safe exit and proceed to the Community Member Services (CMS) Building. If confronted by smoke or fire, they shall use an alternate exit.
 - One team member will be assigned to check washrooms, closets, etc. to ensure all children, youth and visitors have been evacuated from the building.
 - Once at the CMS Building staff will check to ensure that someone has called 911.

13.1.3 EMERGENCY EVACUATION

1. In the event of an emergency, disaster or crisis requiring evacuation:
 - Staff will quickly gather children, youth and visitors and walk calmly to leave the building through the nearest exit. No one is to stop to bring anything with them.
 - Try to ensure one team member takes the list of participants/visitors.
 - Once safely outside the building, staff shall check the list of participants/visitors and ensure everyone is accounted for. Names of missing participants, staff or visitors should be recorded and reported to the K-12 Education Manager, Wellness Centre Manager, or staff in charge.
 - Staff will accompany children, youth, and visitors to the Community Member Services Building.
 - If evacuation of the Community Members Services building is necessary, children, youth, staff, and any other visitors of the Wellness Centre will relocate to the shíshálh Nation longhouse located at Monkey Tree Lane, Sechelt.
 - The Director of Education and/or CMS Division Manager will be contacted to begin communication/information dissemination processes for parents, caregivers, helping agencies, and the media.
 - All media relations are to be handled in accordance with the guidance set out within the shíshálh Nation Human Resources Manual.

13.1.4 EARTHQUAKE/NATURAL DISASTER

1. If there is an earthquake or other natural disaster, the staff will:
 - Protect themselves first by dropping to the ground, seeking cover (for example: under a table) and holding on to something (such as a table leg).
 - Call out “Earthquake”.
 - Tell children/youth/visitors and staff to “Drop, cover and hold”.
 - Stay away from windows, bookcases, and other hazards.
 - If there is no furniture available, instruct children/youth/visitors to go to an inside wall, hallway or corner, crouch down and protect their head and neck with their arms.
 - If outside, move children/youth/visitors away from power lines and trees.
2. Once the earthquake has passed, the staff will:
 - Count to 60 in case of aftershocks.
 - Check for immediate hazards such as fire, chemical spills, or floods.
 - Gather children/youth/visitors quickly and count them.
 - Report the names of missing participants, staff or visitors to a manager or staff in charge.
 - Check if there are any injuries and provide First Aid if needed.
 - Stay calm and speak to the children and youth in a calm way to reassure them.
3. The lead staff will decide if they need to evacuate or can stay in the program space for shelter.

13.1.5 EMERGENCY CENTRE CLOSURE

1. In the case of a fire, extended power or heat failure, extreme weather conditions or an evacuation due to the safety of the facility, the Wellness Centre/House of Red Cedar may have to close.
2. The staff will care for children and youth until families/emergency contact(s) have picked them up. Evacuation Procedures as posted at the exits will be followed.

13.1.6 MANAGEMENT RESPONSIBILITIES

1. The K-12 Education Manager and Director of Education (or an authorized delegate) are responsible for:
 - a. Ensuring all staff, contractors and volunteers are aware of the Emergency Response and Evacuation policy and are knowledgeable of their roles and responsibilities in the case of an emergency.
 - b. Ensuring staff receive necessary Emergency Response and Evacuation training during orientation and that fire, evacuation and earthquake/emergency drills are practiced on a regular basis.
 - c. Consulting other shíshálh Nation staff or leadership (e.g., Safety Coordinator) and community partners (e.g., Fire Marshall, RCMP, Paramedics) to engage in pre-emergency planning and coordination.
 - d. In the case of a fire, earthquake or natural disaster, the K-12 Education Manager and/or Wellness Centre Manager (or authorized delegates) will:
 - check in with lead staff, call 911 if there is an immediate hazard or if anyone is injured, and then inform the CMS Division Manager and/or Director of Education.
 - inspect for and respond to a disruption to utilities (gas, hydro, water, and sewer lines).
 - conduct an assessment of the damage to the building.
 - work with the leadership team to establish communications (listen to radio for local updates, check phone lines, etc.)

13.1.7 STAFF RESPONSIBILITIES

1. All Education staff working within the Wellness Centre/House of Red Cedar are expected to remain knowledgeable about and prepared for emergency situations.
2. Staff are expected to ask a member of leadership team if they are unfamiliar with key emergency preparedness procedures such as evacuation routes, the location of fire extinguishers or First Aid kits, earthquake safety measures, etc.
3. Staff shall alert a member of the leadership team should they notice anything in a program space that could increase the change of injury or death in an emergency (e.g., missing fire extinguisher, blocked emergency exit, etc.)
4. In the event of an emergency, disaster, or crisis all staff share responsibility for keeping children, youth, and visitors safe and calm. This includes staying calm and speaking to participants/visitors in a calm voice.

13.2 LOCK AND HOLD

In the unlikely event of the need for a lockdown within the Wellness Centre/House of Red Cedar, staff shall take all reasonable means to protect the safety and well-being of the children and youth in their care. Lock and hold procedures shall be reviewed on a regular basis.

13.2.1 INTERNAL LOCKDOWN

1. Internal Lockdown refers to an incident where an intruder has entered the Wellness Centre/House of Red Cedar.
2. The staff in charge shall make an announcement of an internal lockdown and, as soon as it is safe to do so, call 9-1-1. They will then notify the K-12 Education Manager, Wellness Centre Manager, CMS Division Manager and/or Director of Education via email or text.
3. Staff will:
 - Check for children, youth or staff in the immediate area and have them come into the nearest room with a locking door
 - Lock doors and turn off the lights
 - Cover windows with shades or paper so the intruder cannot see into the room
 - Have participants sit on the floor in a safe place, out of sight of the door (e.g., a large closet or storage space)
 - Place a sign in the window (ideally in a highly visible colour) to notify anyone outside that there is an intruder in the Wellness Centre/House of Red Cedar
 - If possible, email or text senior leadership (the Wellness Centre Coordinator, the K-12 Education Manager, Director of Education and/or CMS Division Manager) that the room is secure, including the number of participants/staffs that are inside the room
 - Remind participants to be very quiet
 - Not open the door for anyone. Wait for the police or senior leadership to unlock the door.

13.2.2 EXTERNAL LOCKDOWN

1. External Lockdown refers to an incident where a suspicious person is on the Wellness Centre/House of Red Cedar premises or if a known criminal is in the area of the buildings.
2. The staff in charge shall make an announcement of an internal lockdown and, as soon as it is safe to do so, call 9-1-1. They will then notify the K-12 Education Manager, Wellness Centre Manager, CMS Division Manager and/or Director of Education via email or text.
3. Staff shall immediately lock all external doors and ensure window shades and/or curtains are closed, and lights turned off.

4. All participants shall be kept safely away from windows.
5. Staff and participants shall wait for an announcement for the lockdown to end.

14 Student Information and Confidentiality

1. This section aims to fulfil the shíshálh Nation's legal and ethical obligations regarding maintenance of the privacy of students and their families. In accordance with the BC [Freedom of Information and Protection of Privacy Act \(FOIPPA\)](#), this section confirms our commitment to keep confidential any personal information we hold about students and their families. It also aims to establish community members' rights to any personal information the Education Division holds about them.
2. This section applies to all data – including personal information – that the shíshálh Nation holds about participants and/or their families, in whatever form.
3. Information held by the shíshálh Nation about staff, contractors and/or volunteers is not covered by this policy and is subject to the protocol outlined in the Nation's **Human Resources Manual**.
4. K-12 Education Program staff are further held to the **shíshálh Nation Oath of Confidentiality and Non-disclosure**, which is signed at the time of employment and kept within the employee file.
5. This section works in complement to the **shíshálh Nation Privacy and Security Policy Manual**.
6. Any individual who is aware of a violation of any part of this section should bring it to the attention of a K-12 team member, who shall immediately inform the K-12 Education Manager.

14.1 PERSONAL INFORMATION

1. The collection of personal information by the shíshálh Nation and K-12 Education Program staff will be limited to that which is necessary for the purposes identified by the organization. Information will be collected by fair and lawful means.
2. shíshálh Nation and the K-12 Education Program team protect personal information using safeguards that are appropriate to the sensitivity of the information. Safeguards may include (but are not limited to) the following:
 - physical measures, such as locked filing cabinets and restricted access to offices
 - organizational measures, such as limiting access on a "need to know basis"
 - educating employees on the importance of maintaining the confidentiality of personal information
 - technological measures, such as the use of computer passwords, permissions control on our internal document management system, secure data transmission and data back-up and recovery procedures
 - appropriate disposal of personal information.
3. K-12 team members shall take all reasonable steps to ensure the personal information that is collected, used, and disclosed is relevant, accurate, complete, up-to-date, and not misleading.
4. All paper and electronic documents containing personal information shall be protected, stored, and destroyed as per the [Data Management policy](#).
5. Any information used for research or reporting shall be first de-identified so that it does not inadvertently reveal a participant's or family member's identity.

14.1.1 STUDENT FILES

1. Upon intake for any K-12 Education Program or service (including Education Case Management, Tutoring, etc.) a file will be opened for each student. Student files shall contain:
 - A completed **Intake Form**
 - A completed and signed **Consent to Share/Obtain Information form**
 - A completed **ECM Action Plan Form**
 - As applicable:
 - IEP

- Psych-Ed Assessment Report
 - Student timetable
 - Report Cards
 - Jordan's Principle Documentation
 - Documentation/copies of any referrals made to other service providers or agencies
 - Any other documents that relate to that child or youth.
2. Each record or entry added to a student file must include:
- The child/youth's full name.
 - The name of the team member making the record; and
 - The date the record was made.

14.2 DATA MANAGEMENT

14.2.1 PROTECTING INFORMATION

1. shishálh Nation and the K-12 team will take all reasonable steps to ensure personal information is not accidentally or intentionally disclosed to other clients/participants, other Nation staff, community members or anyone else. Precautions include (but are not limited to):
 - Ensuring documents containing personal information are never left visible (e.g., on computer screens, facing upwards on a desk, etc.)
 - Conducting any and all conversations that involve sharing personal information behind closed door meetings (e.g., no 'hallway talk')
 - Avoiding the sharing of personal or identifying information about clients/participants and/or their families in email or text conversations (see below). Access to personal information shall be restricted to those 'who need to know' such information.
 - Setting permission settings on student files within Mustimuhw to ensure only those who need to see personal information are able to access it and that information with highly personal information is shared with as few people as possible. Permission settings should be continually reviewed, particularly as staff members join/leave the ICM team (see [Information Sharing](#)).
2. Children, youth, and families shall not be allowed unsupervised access to staff mobile phones or devices containing personal information.
3. Computers used by program clients/participants must not contain (or be networked to other computers containing) personal information unless the information has password protection.
4. If a K-12 Education team member moves to a position with another Nation department, they will no longer have access to shared drives, hard copy files or K-12 files within Mustimuhw.

14.2.2 STORING INFORMATION

1. All information related to a child or youth must be kept together in one file, or in a series of linked files (see Student Files). Electronic files shall be stored electronically within Mustimuhw.
2. Paper files shall be stored in a locked filing cabinet behind a locked door.
3. Information shall be stored with records of similar sensitivity (e.g., records of high sensitivity must not be stored in the same file cabinet, file cabinet drawer or electronic media with records of low sensitivity).
4. A participant's personal contact information will be securely stored for the length of the child or youth's involvement with the K-12 Education Program or as required by federal or provincial law.

14.2.3 DESTROYING INFORMATION

1. Personal information that has been held beyond the required retention period shall be safely and securely destroyed by the K-12 Education Manager, or an authorized delegate, using a cross-cut shredder in the case of paper files and a formatted full delete of electronic/digital files.
2. Participant privacy and confidentiality shall be maintained when files are destroyed – only those individuals authorized to view the files may handle the process.
3. Only files held beyond the legally required retention period are eligible to be destroyed.
4. Files destroyed shall be recorded for potential audit or reference (see Destruction Log in **Privacy and Security Toolkit**).

14.3 INFORMATION SHARING

1. shíshálh Nation respects students' and their families' rights to privacy and to have any information held about them kept confidential. The principles of 'need to know' will guide all staff in judging who will have access to what information about students and their families as well as how much information will be shared.
2. No information about a student or their parent/caregiver will be released without their written permission. This excludes the responsibility Nation staff hold as outlined within child welfare legislation (e.g. duty to report as per the [BC Child, Family and Community Service Act](#)) as well as access to information that is subpoenaed by the Court.
3. Unless they have a child (or their parent/caregiver as appropriate) or youth's written consent or expectation to disclose, K-12 team members shall only disclose personal information in the following circumstances:
 - Missing person: if a participant is reported to the police as a missing person and staff know of their whereabouts, a member of the leadership team shall contact the police to let them know where the participant is. Additional information that will help to ensure the participant's safety may also be shared.
 - Child protection: as per the [Disclosure or Suspicion of Abuse policy](#), staff have the legal obligation and responsibility to report child protection concerns to the Ministry of Children and Family Development.
 - Serious and imminent threat to life or health: staff shall disclose personal information to prevent or reduce a serious and imminent threat to the life or health of any person (the child/youth or someone else). This means:
 - There is an immediate serious risk to a particular person or particular people, and
 - Disclosure to a particular person or agency is likely to reduce that risk
 - Serious offenses or crimes: if staff are aware that a serious crime has been committed and they have information that may assist with the arrest and prosecution of the offender, in limited circumstances and depending on the severity of the crime and/or likelihood it will be repeated, they may make the decision to disclose personal information to the police. In such cases, staff will be supported by the K-12 leadership team.
 - Subpoena: if a team member is requested to act as a witness or provide documents to the court, they will attempt to contact any individual whose privacy may be breached by the subpoena to determine whether there is consent to disclose the information. The shíshálh Nation will seek also legal advice about how to negotiate the subpoena to protect privacy.
4. In keeping with the [Access to Personal Information clause within the Canadian Privacy Act](#), students and their families have the right to:
 - Access the personal information held about them by the Education Division or shíshálh Nation; and
 - Correct, delete or add to the information to keep it relevant, accurate, complete, up-to-date, and not misleading.

5. Staff must consult with a member of the leadership team before making any decision or taking any action regarding the disclosure of personal information, except in emergencies.
6. Any requests for personal information from participants, family members and/or third parties should be directed to the K-12 Education Manager.

14.3.1 ICM INFORMATION SHARING

1. The K-12 Education Program team works collaboratively with other Nation departments and external partners to ensure children, youth, and families are able to access all the supports and services they need. Working within a collaborative structure often requires sharing of children, youth, and/or families' personal information.
2. When sharing personal information in an ICM context – whether internally or externally – staff will:
 - Ensure they have explicit permission from the child/youth (as appropriate) and/or their parent/caregiver to share information and that the individual whose information is being shared understands who is talking to who (except in the situations outlined above)
 - Keep the privacy of children, youth and families as the paramount consideration
 - Follow all the guidelines for protecting information outlined in [Section 14.2.1](#)
 - When discussing individual children, youth, and families, focus on their strengths and successes whenever possible
 - Follow the principle of “need to know” and think about why, how widely, and how much information is being shared and whether it is appropriate to the situation
 - Consider what is shared via less private and secure written communications (emails, texts, memos, etc.) versus confidential verbal conversations
 - When it is necessary to mention a child, youth, or family member via email or text message, staff must use the individuals initials only. Where confusion is possible (e.g., two students with the same initials), follow up should happen via a confidential in-person/phone conversation or via Mustimuhw
 - Whenever possible, follow up with children/youth and families to let them know when information has been shared and with whom as well as what they can expect next
 - Remain aware of the fact that children, youth, and/or parents/caregivers may withdraw their consent to have their information shared at any time and without providing a reason

15 Operational Policies

15.1 STAFFING

1. All staff, contractors, and volunteers are required to complete a Criminal Record Check as per the shíshálh Nation Human Resources Manual and the BC Criminal Records Review Act.
2. The K-12 Manager and Director of Education are responsible for ensuring that all program staff have the necessary training and supervision to meet the needs and ensure the safety of all children and youth.
3. At any given time, at least one team member with a current First Aid Certificate must be on the premises during activities and outings involving children and/or youth. Some excursions and/or high-risk activities may require a staff member trained in a higher level of first aid (e.g., Wilderness First Aid).
4. Activities and outings are assessed according to the needs of the participants, the level of risk involved, the complexity of the program to determine the number and caliber of staff required to guarantee a safe and quality experience for participants.

15.1.1 DEVICES AND EQUIPMENT

1. All K-12 Education Program staff will receive appropriate technology (including hardware, mobile devices, and/or software) they require to effectively perform their duties.
2. Education Case Managers are assigned a laptop and cell phone so they can work in variety of spaces as needed and be available to students and families on their caseload. However, staff are not expected to reply text messages, phone calls, or emails when they are not working and will be supported to turn off their work cell phone when not on duty.
3. Staff are expected adhere to policies around the use and treatment of Nation-owned equipment as outlined in the Nation's HR Manual.

15.1.2 CAPACITY DEVELOPMENT (PRO D AND TRAINING)

1. Staff must complete an orientation and engage in additional training and development activities as determined by program leadership. **Staff Orientation/Training Checklists** must be monitored by the K-12 Education Manager and kept with the employee file.
2. shishálh Nation values professional growth and capacity development, especially as it relates to cultural safety and humility for non-Indigenous staff. Staff are supported to engage in relevant training and workshops, cultural safety training with cultural ambassadors, Nation- and Division-wide training opportunities, in-service training and knowledge sharing, and other capacity building opportunities. K-12 Education Program staff may also access Pro-D opportunities via SD46 when offered.
3. Staff should inform their supervisor and provide copies of certification after completing a professional development training or workshop so that their employee file can be updated.

15.2 PROGRAM PLANNING AND EVALUATION

1. All new K-12 Education Programs must have a completed and approved **Program Plan** on file.
2. Program Plans must be accompanied by a completed **Program Budget** and submitted to the K-12 Education Manager and/or other members of the senior leadership team for approval
3. Programs should be evaluated using a variety of methods including evaluation forms, debriefing sessions with staff and participants, anecdotal feedback, etc.
4. As a general rule, multi-session programs should be evaluated on a regular basis, including a formal evaluation (e.g., through an evaluation form or survey) at the half-way point.
5. A Program Evaluation report should be completed at the end of each program and submitted to the K-12 Education Manager.

15.2.1 NATION STAFF/COMMUNITY LED PROGRAMMING

1. The shishálh Nation welcome the involvement of Nation staff and Nation members in the greater community in planning, developing, and implementing programs for children and youth.
2. Anyone wishing to lead or facilitate an Education program, activity or event for children, youth and families should discuss their ideas with a K-12 Education Program staff member who will connect them to the K-12 Education Manager.
3. K-12 Education Program staff can support the staff/community member to develop a Program Plan.
4. **Program Plans** may be submitted by:
 - a. Nation staff from within the Education or Community Member Services Division
 - b. Nation staff from within other departments
 - c. Non-staff Nation members
 - d. Members of the greater community

5. Proposals will be reviewed by the program leadership and are generally expected to meet the following criteria
 - a. The proposed program is aligned with the shíshálh Nation's Division of Education mandate, mission, vision, and guiding principles
 - b. The program facilitator has some experience delivering culturally responsive programming to the target age group
 - c. The program budget is realistic and feasible
 - d. Preference will be given to programs that utilize shíshálh Nation skills, capacity, and strengths (e.g., facilitated by a Nation member)

15.3 HOME VISITING

1. ECMs and other K-12 Education Program staff may conduct home visits to students and families on their case load for purposes such as completing intake, supporting families to complete paperwork, and outreach. Home visits are always carried out in such a way to protect the health and safety of program staff.
2. Home visits may only be conducted with permission of the family. Staff are expected to gain consent and confirm details of each home visit prior to visiting.

15.3.1 HOME VISIT SAFETY CHECK

3. Prior to any home visit by a member of the K-12 Education Program Team, a **Home Visit Safety Check** must be completed, and strategies developed for mitigating any identified risk.
4. The **Home Visit Safety Check** is completed over the phone prior to all initial home visits or intakes that involve staff spending time inside a student's home. As part of the Home Visit Safety Check, the K-12 Education Manager will also check Mustimuhw for any known risks associated with the student, family members, or home. Experience and information from ICM meetings may also be used to guide the risk assessments.
1. If potential risks are identified during the Home Visit Safety Check or if there are known safety concerns related to the student, their family/household members, and/or the home, the K-12 Education Manager holds responsibility for informing staff of any hazards identified and taking every precaution reasonable in the circumstances to protect their health and safety.
2. The K-12 Education Manager may call a team meeting to determine next steps/mitigation strategies for identified risks and, where appropriate, may involve the client and/or their caregivers, the Director of Education and/or the sN OHS Committee in developing a plan for safely delivering services.
 - Where a **high/extreme risk** has been identified, staff may not visit the home and the team will work together to consider alternative arrangements.
 - Where a **medium/significant risk** has been identified, adaptations will be made as appropriate and in order to most effectively eliminate (preferred) or mitigate the risk (e.g., having two staff assigned for visits)
 - Where a **low risk** has been identified, staff may perform home visits and should always conduct a mini risk assessment prior to entry.

15.3.2 SAFE HOME VISITING

1. Prior to conducting a home visit, staff should discuss with management about whether to use a personal vs. a nation-owned vehicle (as per [Vehicle Use policy](#)).
2. Staff must check in with the K-12 Manager or delegate (phone call or text) before and after each home visit regardless of level of assessed risk.
3. Staff are expected to follow key safety measures to minimize risk during home visits, including:
 - Check in with the K-12 Education Manager at the beginning of each shift, notifying them of any changes to the vehicle being used, etc.

- Park in an accessible position on the street where you can easily drive out in an emergency
 - Listen for any conflict that may be occurring in the home before entering
 - Ensure pets are contained before you enter the yard/home and throughout the visit
 - Always carry a mobile phone while working and keep your car key on you during the visit
4. If upon arriving at a home or during a home visit, staff encounter a situation that presents an immediate safety risk:
 - they should leave the home immediately and inform the K-12 Education Manager via an **HR Incident Report**
 - The K-12 Education Manager will follow up with the family, Human Resources and/or the Occupational Health and Safety Coordinator (OHS) as appropriate
 - Staff should not return to the home until approved by the K-12 Education Manager
 5. If upon arriving at a home or during a home visit, staff encounter a situation that does not pose an immediate safety risk but is of concern for their or other staff's future safety:
 - They may complete the visit as per their own comfort level
 - As appropriate and if safe, staff may make a direct request to an adult in the home to respond to the situation (e.g., asking someone who is intoxicated to leave the room, putting an animal outside or in another room, stopping smoking, etc.)
 - Staff should complete a **HR Hazard/Near Miss Form** and forward it to the K-12 Education Manager who will take appropriate steps to follow up.
 - Staff may return to the home to complete additional visits unless otherwise directed or may ask the family to meet in other setting until mitigations strategies are put in place.
 6. Staff will be supported to complete home visiting risk management training within 6 months of hire.
 7. Staff are encouraged to discuss any concerns about safety with the K-12 Education Manager.

15.4 TRANSPORTATION AND VEHICLE USE

1. K-12 Education Program staff may use Nation-owned or personal vehicles to transport students to and from education and wellness programs, for home/outreach visits, and when delivering materials and learning resources to students and families. Staff are expected to be familiar with and abide by the policies below
1. Whenever possible, shíshálh Nation owned vehicles shall be the preferred mode of transport when transporting students. Staff may use personal vehicles for other work-related duties. Policies around staff use of shíshálh Nation vehicles can be found in the **shíshálh Nation Human Resources Manual**.
2. Where private vehicles are used to transport students:
 - a. Vehicles must be properly licenced and insured with a copy of the driver's licence, Driver's Abstract and current vehicle insurance filed with the Education Division and provided to HR and Finance
 - **Note:** shíshálh Nation requires 5 million in liability coverage and insurance allowing a minimum of 6 business-related trips per month (or more as necessary depending on use of vehicle). This is required to transport clients and in order to seek mileage reimbursement for business use with the Nation.
 - b. Only program staff/adult volunteers will be authorized to drive. Youth participants should not transport other participants.
 - c. Where appropriate, staff may choose to apply a shíshálh Nation decal to their personal vehicle when transporting students and/or conducting home visits
3. If Nation-owned, private, or rental vehicles are used, the driver is responsible for ensuring proper use of the occupant restraint systems, i.e., seat belts, head restraints, car/booster seats, seat/passenger position relative to airbags and following all rules of the road.
2. Only program staff/adult volunteers will be authorized to drive. Youth participants should not transport other participants.

- Where appropriate, staff may choose to apply a shíshálh Nation decal to their personal vehicle when transporting students and/or conducting home visits
 - If Nation-owned, private, or rental vehicles are used, the driver is responsible for ensuring proper use of the occupant restraint systems, i.e., seat belts, head restraints, car/booster seats, and seat/passenger position relative to airbags and following all rules of the road.
4. If more than one vehicle is used to transport a group of students, drivers should notify the K-12 Education Manager about who is travelling in which vehicle. Any changes should be communicated to the K-12 Education Manager promptly via text or email. Each vehicle should also have a cell phone available in the event of an emergency.
 5. If securing chartered public transport, the coordinating staff member must ask for confirmation that the service provider has third party vehicle liability insurance covering intended drivers as well as any require permits.
 6. Regardless of the mode of transport, the following safety precautions must be followed:
 - Each vehicle must carry a fully stocked first aid kit with enough supplies to accommodate all passengers as well as a Naloxone kit whenever possible.
 - Appropriate car seats must be used for children under 40 lbs. (18.2 kg).
 - It is recommended that children from 40-60 lbs. (18.2-27 kg) (up to about age 8) should ride in a booster seat.
 - Children over 60 lbs. (27 kg.) should be secured with a properly buckled seat belt. Use the shoulder belt as intended, not behind the child or under the child's arm.
 - Wherever possible, avoid transporting participants under the age of 12 in the front seat. Where a vehicle is equipped with a front passenger-side airbag, participants under age 12 or of very small stature (e.g., under 45.5 kg/100 lb.) must not be transported in that seat.
 - Keep children out of the way of all air bags, including side airbags, whenever possible, including keeping the area between a child and any airbag clear of objects (e.g., clothing, bedding, gear) and reminding children to face the front and not to lean on doors.
 - Drivers must ensure all passengers are properly seated in the vehicle, never in open bed trucks or on top of piles of gear.
 - Maximum vehicle capacities (determined by number of seat belts) must be respected.
 - Drivers should carry winter travel kits in that season (e.g., blankets, candles).
 - Ensure proper storage of gear. Heavy items should be carried outside of the passenger compartment (e.g., in a trunk, trailer or rooftop carrier of vehicle except 15 passenger van), lashed down or stored under seats. Any hazardous materials (e.g., gasoline, white gas, propane) should be carried outside the passenger compartment.
 - If using a trailer or roof racks, ensure that they are properly attached and that gear items are secured to them (e.g., 4-point tie down for canoes).
 - Trailers must be equipped with safety chains and functioning lights. Magnetized stick-on lights that plug into the vehicle may be used.
 7. Staff are not required to transport children/youth in Nation-owned or personal vehicles if they have any reason to fear for their physical or emotional safety, for example:
 - Youth under the influence of substances
 - Child/youth with a propensity towards violence whether due to cognitive ability or behaviour management issues
 - Failure of child/youth to treat staff with respect
 8. If during transport the driver begins to feel unsafe at any point, they reserve the right to pull over and contact others for support/discontinue the trip. Family or other staff can be called, a taxi company can be recruited if available and appropriate, and/or bus tickets provided to the student in question (if age appropriate).

Related Policies and Documents

- ❖ [Student Information and Confidentiality](#)
- ❖ Form: Kindergarten – Grade 7 Education Case Management Intake Form
- ❖ Form: Grade 8 – Grade 12 Education Case Management Intake Form
- ❖ Form: Authorization to Release/Obtain Information
- ❖ Form: Education Case Management Action Plan

16 Reportable Incidents

16.1 GENERAL GUIDELINES

1. Reportable Incidents refer to serious or hazardous incidents which must be reported to the K-12 Education Manager. Note that there may be additional reportable risks, hazards or incidents not listed here. If in doubt, any incident of concern must be reported to the K-12 Education Manager.
2. All staff, regardless of their position, are obliged to report to the K-12 Education Manager any concerns they may have or incidents they may have personally managed or witnessed, irrespective of its seriousness.
3. Incident reports will be submitted in a timely manner. Reportable incidents are those which meet one or more of the following criteria:
 - Violence or threats from any person
 - Personal injury requiring follow-up care by staff
 - Property damage
 - Public conflict
 - Student/participant AWOL
 - Any other unanticipated incident that could reasonably be viewed as a safety issue.
4. The K-12 Education Manager will ensure that the following critical incidents are immediately reported to the Director of Education:
 - Death or serious injury of a participant or a staff member
 - Any incident that attracts or could potentially attract media attention
 - Evacuations
5. All reportable incidents will be debriefed with program staff, volunteers, participants, and parents/caregivers (as appropriate) following an activity or trip.
6. All reportable incidents must be reported to the K-12 as soon as possible and documented in Mustimuhw within 24 – 48 hours (as applicable).
7. Incidents including violence or threats towards staff, participant or staff injury, damage to Nation property should also be forwarded to the shishálh Nation Human Resources Department.

16.2 AWOL SITUATION

1. An AWOL situation exists when a participant has willingly and without consent gone missing. Program staff will ensure that appropriate steps are taken to avoid/prevent AWOL situations. All occurrences shall be promptly reported.
2. In the event of an AWOL situation, program staff will ensure that the remaining participants are safe and secure. At a minimum, one staff must stay with the remaining group. Other staff may conduct a search to locate the participant.
3. If the participant cannot be quickly located, the Activity Lead must contact the K-12 Education Manager (if not on site) and inform them of the details surrounding the AWOL. The Manager:
 - the parent/caregiver of the participant
 - the Director of Education

- local police to report a missing person
- 4. If an AWOL participant is located, they will be given the option of rejoining the group or remaining with the group. If the participant refuses or it is determined not safe for them to remain with the group, a staff member shall make every effort to remain with the participant until they can safely exit from the program.
- 5. The Activity Lead will submit a verbal report to the K-12 Education Manager within 24 hours of the AWOL and a written report within 48 hours (or as soon as possible). This report shall, at a minimum, detail:
 - The circumstances giving rise to the AWOL
 - All steps that were taken by staff and the time each step was taken
 - The current status of the participant, if known.
- 6. In AWOL situations that conclude in early exit of a participant, the remainder of the group will be debriefed and counseled by staff before the resumption of the trip plan.

16.3 BEHAVIOURAL INCIDENTS

- 7. Behavioural incidents shall be identified, safely resolved, and documented if they involve serious threats, violence or behaviour that could jeopardize the safety of the participant, staff, and/or other participants.
- 8. The Activity Lead will:
 - Immediately report to the K-12 Education Manager any behavioural incident that involves threats, violence or behaviour that jeopardizes the safety of the participant, staff, and/or other participants.
 - Assess the risk of continued participation by any participant who exhibits behaviour that could jeopardize the safety of themselves or others or that could significantly impact the goals of the activity/program.
 - Submit an incident report to the K-12 Education Manager or designate within 24 hours (or as soon as possible) of an incident that involves threats, violence or behaviour the participant, staff, and/or other participants.
- 9. Staff have the right to arrange for safe exit of any participant from a program/activity in accordance with the 'early exit' incident protocols.

16.4 CONFLICT WITH GENERAL PUBLIC

- 1. Conflict with the general public involves conflict between program staff/participants and members of the public not involved in program activities.
- 2. As far as possible all conflict with members of the general public shall be prevented. Program staff will:
 - Provide positive role modeling to participants when involved with the general public
 - Provide adequate supervision to prevent/limit conflicts between the general public and the program participants.
 - Make every reasonable effort to resolve a conflict with the general public.
- 3. If a conflict with the general public cannot be resolved quickly the K-12 Education Manager will be informed and an Incident Report will be completed within 24 hours (or as soon as possible) of the incident.

16.5 NEAR MISS INCIDENTS

- 1. Near misses are situations where events occur that have potential for serious or tragic results, but which result in no major negative consequences.
- 2. The Activity Lead will:
 - Submit an incident report to the K-12 Education Manager within 24 hours (or as soon as possible)
- 3. Program staff will:
 - Identify, take appropriate safety precautions and document near miss incidents

- Immediately evaluate the probability of similar incidents occurring and determine whether program/activity alteration is in order.
- If away from home, inform the Home Contact Person (HCP) if the trip/activity plan is altered by a near miss
- Take steps to prevent similar situations from recurring during future programs/activities.

16.6 LOST AND ALONE INCIDENTS

1. 'Lost and alone' incidents are situations in which program staff, volunteers and/or participants become unintentionally separated from the group to the extent that there is a loss of visual or voice communication.
2. In the event of a lost and alone incident, program staff will:
 - Determine if the situation is a lost and alone situation or an AWOL (refer to AWOL Situation)
 - Establish the time and place the missing person was last seen, what they were doing, and their mental and physical state.
3. The Activity Lead will develop a plan involving a quick search of the immediate area. If a quick search is unsuccessful, program staff must establish contact with the K-12 Education Manager or Director of Education to inform them of plans and to seek advice, if necessary.
4. Staff must record and share the following information when reporting missing participants:
 - name
 - age
 - sex
 - description
 - clothing when last seen
 - location last seen
 - action plan of the group
5. If incident occurs during a wilderness activity, staff should also share the participant's physical condition, training, terrain involved and any equipment the participant may be carrying.
6. The K-12 Education Manager will submit an incident report to the Director of Education within 24 hours (or as soon as possible).

16.7 EARLY EXIT INCIDENTS

7. Early exit from a program is defined as a refusal to participate in an off-site activity (e.g., wilderness activity, day trip, or overnight trip) by a participant or a decision by program leadership to send a participant home for behavioral reasons.
8. In an early exit situation, program staff will ensure that a participant who has decided to leave the program early exits safely by:
 - Listening to the participant's reasons for wishing to leave and helping them understand their thoughts and feelings.
 - Discussing the situation and reasons for exiting.
 - Encouraging the participant to remain with the group.
 - Outlining the consequences of the participant's decision to exit.
9. The Activity Lead is responsible for:
 - Developing an early exit plan with the participant who must be aware of the role and responsibility of the accompanying leader for their safety.
 - Designating a staff member to accompany the participant home if the above steps have been attempted and the participant still refuses to remain with the group.

- Establishing communications with the K-12 Education Manager to discuss the plan and implement the program early exit protocols. The K-12 Education Manager will then advise parent/caregiver.
 - Ensuring that the remaining participants are safe and secure. At a minimum, one staff member must stay with the group.
10. The K-12 Education Manager will submit an incident report to the Director of Education within 24 hours of the exit (or as soon as possible). The report, at a minimum, will detail:
- The circumstances giving rise to the exit
 - All steps that were taken by staff and the time each step was taken
 - The current status of the participant, if known
11. Early exit protocols must include escort by a staff member until transfer of responsibility for the safety of the participant can be made to an authorized adult such as a parent or other Nation staff member. Public transportation may be used for this purpose if it is both logistically impractical to escort the participant to an authorized adult and if pick up by an authorized adult has been arranged.

16.8 MEDICAL INCIDENTS

12. Medical incidents involve first aid attention beyond minor first aid (i.e., does not include minor blisters or scrapes). Staff must use their judgment in determining if an injury is serious enough to report. Generally speaking, if an injury causes lost participation time or alteration of program/activity plans then it should be reported.
13. Program leadership will ensure that program staff have the capability to handle medical incidents during wilderness activities and outdoor overnight trips.
14. If a medical incident occurs, program staff will:
- Determine the nature of the incident.
 - Take steps to ensure the safety of the rest of the group.
15. The Activity Lead is responsible for:
- Ensuring that the best qualified program staff member evaluates the participant and administers first aid
 - If in the wilderness, deciding whether it is better to evacuate the participant or allow time for recovery and completion of the activity. This may be difficult to diagnose, and staff will err on the side of caution.
16. The K-12 Education Manager will submit an incident report to the Director of Education within 24 hours (or as soon as possible).

16.9 PROPERTY DAMAGE

1. Property damage involves damage to property belonging to the Nation, staff, volunteers, participants, or the general public.
2. Program staff will:
 - a. Report all damage due to vehicle accidents as per the requirements of the Motor Vehicle Act and I.C.B.C.
 - b. Make all reasonable efforts to inform the owners of any property damaged by the program participants, volunteers and/or staff.
3. Activity Leads are authorized to alter or cancel a trip if property damage occurs that could reduce the safety level of the trip to an unacceptable level.

Related Policies and Documents

- ❖ [Health, Safety and Security](#)
- ❖ [Off-Site Experiences / Outings](#)

- ❖ Form: Incident Report

17 Appendices and Forms

17.1 APPENDICES

- ❖ Emergency Procedure Flowcharts

17.2 FORMS (ON SERVER):

- ❖ Staff and Volunteer Code of Conduct
- ❖ Staff Orientation/Training Checklist
- ❖ Education Case Management Intake Form
- ❖ Education Case Management Student Action Plan
- ❖ Consent to Release/Obtain Information
- ❖ Parent/Caregiver Transportation Agreement
- ❖ Incident Report
- ❖ Tutor Support Request Form
- ❖ Tutor Screening Questionnaire
- ❖ School Supplies Form
- ❖ Student Fee Form
- ❖ Independent School Subsidy Form
- ❖ Appeal Form
- ❖ Appeal Request for Review
- ❖ Home Visit Safety Check
- ❖ Notification of Severe Allergies
- ❖ Medication Form
- ❖ Incident Report
- ❖ Activity Consent and Participant Waiver
- ❖ Off-Site Experience Proposal
- ❖ Parent/Caregiver Information and Consent for Higher-Care Activities Form
- ❖ Activity Plan
- ❖ Low-Risk Off-Site Activity Checklist
- ❖ Higher Care Off-site Activity/ Overnight Trip Check List
- ❖ Passenger List
- ❖ Volunteer Driver Authorization Form

17.3 COVID-19 PANDEMIC FORMS (ON SERVER)

- ❖ Learning Circles Registration Form
- ❖ Learning Agreement
- ❖ Classroom Conduct Form
- ❖ Parent-Guardian Tutoring Waiver
- ❖ Tutor Tutoring Waiver
- ❖ Pandemic Technology Grant Application

shíshálh Nation Education Division



Staff and Volunteer Code of Conduct

All shíshálh Nation K-12 Education Program staff, contractors and volunteers are expected to adhere to the following Code of Conduct at all times, including during non-work hours.

Staff, program facilitators and volunteers MUST:

- Treat children and youth with respect and dignity.
- Maintain responsibility for their words and actions and avoid any conduct that would lead any reasonable person to question their motivation and intentions.
- Work in an open and transparent way.
- Work with other colleagues where possible in any situation open to question.
- Discuss and take advice from program leadership over any incident which may give rise to concern.
- Apply the same professional standards of behaviour with each participant regardless of race, ethnicity, religion, gender, ability, socio-economic status, personal characteristics, or life circumstances.
- Consider the final outcomes of any behaviour, as well as a child or youth's reaction to any services, conversations, or interactions to avoid embarrassing, shaming, or humiliating the child or youth.
- Establish, respect, and maintain appropriate boundaries with all participants.
- Exercise caution in situations where it is necessary to be alone with a child or youth.
- Follow established procedures when reporting and documenting any allegations of misconduct or potential Code violations.
- Protect and promote shíshálh language, identity, and culture.

Staff, contractors, and volunteers MUST NOT:

- Engage in any form of sexual abuse or sexual harassment.
- Engage in words or actions that endangers a child or youth or makes a child or youth feel uncomfortable.
- Engage in any form of prejudicial behaviour or derogatory comments directed at a child or youth in respect to their race, ethnicity, religion, gender, ability, socio-economic status, personal characteristics, or life circumstances.
- Engage in any demeaning/demoralizing behaviour toward a child or youth, including humiliation, threats, swearing, harassment, yelling, sarcastic comments and discussion of a child or youth within other participants' hearing.
- Make any sort of remark, comment, or joke to/regarding a child or youth that is in any way suggestive, explicit, or sexual.

- Engage in any sort of physical contact with a child or youth that may make the child or youth feel uncomfortable, or that violates reasonable boundaries.
- Conduct their own investigation into allegations or suspicions of misconduct — it is an employee or volunteer’s duty to report, not to investigate.
- Place a child or youth in danger from anyone, either within or outside of the organization.
- Offer any child or youth “special” treatment that falls outside of the organization’s mandate, or that may (or may appear to) place a child or youth at risk of exploitation.
- Engage in corporal punishment, physically aggressive or harmful treatment.

Staff, contractors, and volunteers should consider whether:

- How they are engaging with a child/youth is known to, or approved by, program leadership and/or parents/guardians. Interactions with children and youth should not be kept secret. They should be transparent.
- Their words/actions would raise concerns in the mind of a reasonable observer as to their appropriateness.
- The program or the shíshálh Nation may be detrimentally affected by the staff, program facilitator or volunteer’s actions toward a participant, other staff member or community member.
- Their words/actions may be reasonably regarded as posing a risk to the personal integrity or physical, emotional, and/or spiritual security of a child or youth.
- Their words/actions activity may contribute to a child or youth’s discomfort.
- Their words/actions may appear inappropriate to the organization, the child or youth’s family, or the public.

Failure to adhere to the Code of Conduct below by any staff member, contractor or volunteer will result in an investigation and disciplinary action if necessary. Appropriate consequences and/or disciplinary actions are to be determined by shíshálh Nation leadership and could include discipline up to and including termination of employment and/or volunteer position and will be based on the nature and severity of the incident. Misconduct involving criminal activity will be reported to the RCMP.

Signed this day _____ of _____, 20____ by _____ <div style="display: flex; justify-content: space-around; font-size: small;"> (date) (month) (year) (print name) </div>			
Signature _____	K-12 Education Manager Initial _____		

shíshálh Nation Education Division



Staff Orientation/Training Checklist

Staff Name:	Hire Date:
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Orientation:	Date:
Complete HR Hiring Processes:	
<input type="checkbox"/> Banking Information for Direct Deposit	
<input type="checkbox"/> Criminal Record Check (Vulnerable Sector)	
<input type="checkbox"/> HR and Tax forms	
<input type="checkbox"/> Driver's License / Abstract <input type="checkbox"/> n/a	
<input type="checkbox"/> Vehicle Insurance (with appropriate business insurance) <input type="checkbox"/> n/a	
<input type="checkbox"/> Review HR Manual	
<input type="checkbox"/> Review K-12 Education Program Policies	
<input type="checkbox"/> Signed Code of Conduct	
<input type="checkbox"/> Wellness Centre/House of Red Cedar/CMS Walkthrough	
<input type="checkbox"/> Review Building Security	
Review Emergency Procedures:	
<input type="checkbox"/> Fire	
<input type="checkbox"/> Earthquake	
<input type="checkbox"/> Lockdown	
<input type="checkbox"/> Evacuation	
<input type="checkbox"/> Review Safety and First Aid Procedures	
<input type="checkbox"/> Review Incident Reporting Procedures	
<input type="checkbox"/> Review participant safety precautions re: allergies or medical needs	
<input type="checkbox"/> Review program planning procedures / forms	
<input type="checkbox"/> Review behaviour guidance philosophy and procedures	
<input type="checkbox"/> Review disclosure/suspicion of child abuse protocol	
<input type="checkbox"/> Provided copy of/link to "The BC Handbook for Action on Child Abuse and Neglect for Service Providers"	
<input type="checkbox"/> Review procedures for off-site activities	
<input type="checkbox"/> Mustimuhw Orientation <input type="checkbox"/> n/a	
<input type="checkbox"/> shíshálh Community Orientation	

Mandatory Training and Certification	Date Completed:	Expiry Date (if applicable)
<input type="checkbox"/> Standard First Aid and CPR		
Mental Health First Aid (specify below):		
<input type="checkbox"/> Basic		
<input type="checkbox"/> Adults who Interact with Youth		
<input type="checkbox"/> First Nations		
Mandatory Training and Certification (con't)	Date Completed:	Expiry Date

Updated March 1, 2023

shíshálh Nation Education Division



Staff/Volunteer Driver Authorization Form

This will authorize: _____
(Name of staff or volunteer driver)

To transport children, youth and adults participating in shíshálh Nation Education Programs

Vehicle Owner's Information		
Name:		
Address:		
Phone:	Alternate phone:	
Email:		
Vehicle Make:	Model:	Year:
Seating capacity (including driver):		Plate #:
Driver's Information		
Driver's Name (if different than owner):		
Driver's License #:	Expiry date:	
Driver: <input type="checkbox"/> Staff <input type="checkbox"/> Contractor <input type="checkbox"/> Volunteer		ICBC Insurance #:

As a Staff/Volunteer Driver:

- I certify that I have: had no impaired driving charges, not been responsible for any automobile accidents, and no criminal charges relating to a motor vehicle, in the past 24 months. If holding an Intermediate Stage License (display an "N" sign), I have not had any moving violations in the past 24 months.
- I certify that I will notify the shíshálh Nation of any changes to my driving status that occur while I am an approved driver.
- I certify that I have a valid Class 4 or Class 5 BC Drivers' License or equivalent (or, I have an Intermediate Stage License, and display an "N" sign).
- I certify that the vehicle has Third Party Liability Insurance for a minimum of \$5,000,000 for a vehicle or \$10,000,000 for a 10-passenger van.
- I certify that the vehicle is maintained and in a safe operating condition and is equipped with tires appropriate for winter driving conditions.
- I agree to wear a seat belt, ensure that all passengers wear seat belts, and have approved booster seat or child restraint seats as required by the BC Motor Vehicle Act. The vehicle has ___ operating seat belts.
- I agree that I will not permit a child 12-years and younger to ride in the front passenger seat if a side airbag exists, as stated by Transport Canada.
- I agree to operate the vehicle in a safe and legal manner.
- I agree to abide by the Staff and Volunteer Code of Conduct as attached and to maintain confidentiality.
- I will complete a Criminal Record Check in accordance with shíshálh Nation Policy as required.

Driver's Name (print):	Date:
Driver's Signature:	

Approval for the use of the above describe vehicle driven by: _____ to assist with shíshálh Nation Wellness and Recreation programs is granted until: _____. This approval process occurs every two (2) years.

Program Manager Name (please print)	Program Manager Signature	Date
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Notes: 1) Excess liability coverage is provided and is effective only for the vehicle as above noted, while the insurance on that vehicle is valid and there is no breach of the regulations made pursuant to the Insurance (Motor Vehicle) Act and while the vehicle is used to assist the school in connection with the school activities. The additional coverage is effective only when the shíshálh Nation is coordinating the transportation allocating passengers and the transportation is to and from the approved event/activity. 2) A copy of the driver's insurance certificate (vehicle make, model, year, plate #, third part liability insurance) and driver's abstract may be requested and to be kept on file. 3) The signed original of this Form is to be returned to the driver and a copy is to be kept in the Human Resources Department.

Updated March 1, 2023