



shíshálh Nation

# K-12 Education Program Policy and Procedures Manual

Approved for Interim Use by hiwus and Council  
April 8, 2026

shíshálh Nation Education Division

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[shishalh.com/support-services/education/k-12/](https://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 exercises its inherent jurisdiction in matters related to the education of our children and youth. This includes setting policies and determining the services, supports and resources needed for learners throughout their K-12 years. The Nation aims to ensure that shíshálh children and youth have access to education that reflects and respects shíshálh culture, language, and history and that supports their success both within and beyond swiya.

The Nation shares responsibility with families for the upbringing, 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, ts̓ún-ay and x̓én-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 Joe, 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 shísháhl Nation Education Division's mission is to connect shísháhl 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. shísháhl 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. shísháhl children and youth should have the opportunity to learn ancestral she shashishalhem and shísháhl 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 shísháhl connection and relationship to our territories, s̄ix̄ix̄us, tewanuk, ts'ún-ay and x̄én-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 shísháhl Nation members wherever possible and contingent on resources and eligibility set forth by shísháhl 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 shísháhl Nation's K-12 Education Program.
2. In the event of a conflict between the policies in this Manual and the applicable legislation, the shísháhl Nation Constitution, the shísháhl 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 Education Manager and/or Education Division Manager.

## 1.3 COMMITMENT STATEMENT

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

1. Supporting shísháhl 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 shísháhl 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 Education Manager and Education Division 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
  - Financial Transfer Agreement (Canada/SIB), 2019
2. This Manual works in conjunction with other shishálh Nation policy, including:
  - Human Resources 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 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 Education Division Manager 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:

**“ARMS”** refers to the Records Management System used by the K-12 team

**“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

**“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 Education Division Manager, Education Manager, and program staff to ensure policies are shared with and understood by contractors, volunteers, students, and families.
3. The Education Division Manager, Education Manager and program staff work together to promote the active participation and involvement of parents, caregivers, and other community members of shíshálh Nation in the education of their children
4. The Education Division Manager is also responsible for:
  - Division oversight, including:
    - 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
- 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 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
- Participation 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. The Education Manager is also responsible for:

- Overseeing the Education Support roster 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 within ARMS and made easily accessible to the appropriate team members
  - 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 Education Support Workers have the overall responsibility of assessing needs and, when appropriate, recommending individual funding
  - The Education Manager is the designated authority to approve funding disbursements for students and families
- 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. K-12 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, ARMS notes, off-site activity and program plans, weekly program schedules, etc.)
  - Communicating effectively with parents/caregivers including celebration of day-to-day achievements
  - Collaborating with students, families, schools and, under the direction of the Education Manager, other Nation divisions and community partners (e.g. 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 Education Division Manager 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

## 5 Education Support Program

Via the Education Support Program, K-12 Education Support Workers (ESWs) work directly with students, families, schools, other Nation teams and external partners to provide holistic support to shíshálh children and youth on their educational journeys. The program focuses on building strong relationships with families, encouraging self-advocacy, and ensuring students have access to the supports and opportunities they need to thrive. Staff help families navigate school processes, coordinate with other Nation departments, and maintain positive, collaborative connections with SD46, while also offering guidance for home-based learners and addressing barriers. All services are grounded in respect, partnership and the principle that families lead decisions about their child’s learning.

### 5.1 FAMILY RELATIONSHIPS

1. The K-12 Education Program team view parents/guardians as partners. Staff communicate with each parent/guardian about their individual child/youth, their interests, needs and goals.
2. ESWs 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 the meeting.
  6. All communication with families, and any resulting documentation, agreements or commitments, must be recorded in ARMS

### 5.1.1 SUPPORTING SELF-ADVOCACY

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. ECWs 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.

## 5.2 ELIGIBILITY

1. Education 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 Education Support on a case-by-case basis.
4. Participation is voluntary and consent may be withdrawn at any time.

## 5.3 INTAKE

1. Students may be assigned an Education Support Worker 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 as outlined below.

- At any time throughout the year, families of eligible students may request support from shíshááh Nation and complete the intake process.
- Referrals for Education Support may also come from other Nation teams, the child/youth's school or community partners. All referrals will be directed to the Education Manager, who will reach out to the family and, if the family expresses interest in receiving support, initiate the intake process as below.
  - **Note:** When a referral comes through the child/youth's school, the Education Manager will follow up with the school to ensure they have attempted to reach out to the family first.

### 5.3.1 INTAKE PROCESS:

1. The Education Support Worker 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 Support Worker 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 Support 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 Support Worker 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 in ARMS including hard copy and electronic versions of all relevant documents (see [15.1.1 Student File](#)). Information must be collected and stored as per the [Data Collection and Management Policy](#).

## 5.4 SCHOOL RELATIONSHIPS

1. Education Support Workers 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
2. Following the initial intake meeting, and once all consent forms have been completed, the Education Support Worker 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.
3. The Education Support Worker will work with the family and school to review the student's strengths and needs assessment and action plan. The role of the Education Support Worker 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.
4. Key meetings, contacts with schools, advocacy efforts, and agreed upon next steps are documented in ARMS, including information related to learning needs, attendance, and support plans,

### 5.4.1 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. 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, Inclusive 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. ECWs are available to:
  - support design and review of IEPs for assigned students; 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](#).

### 5.4.2 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 ESW 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 based on availability and at the discretion of Program Leadership (see [Section 6: Transportation Services](#)).

### 5.4.3 ADVOCACY

shíshááh 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.

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 ECWs 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 [5.4.2](#)). 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. 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 explicit 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 a child or youth that is present in a room without including them in the discussion.
5. 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.
6. When advocating on behalf of students and families, K-12 Education Program staff work with other Nation teams and community partners to ensure student and families are able to access the services and supports they need and have their voices heard.

## 5.5 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 eligibility criteria and live within the SD46 catchment can access K-12 Education Program services and supports including Education Support, 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. ECWs 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.

## 5.6 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 adaptative 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 Education Manager may arrange to have a private assessment completed by a Nation-contracted psychologist.
3. When a private assessment has been approved, the K-12 Program will arrange and pay for the assessment directly and the results will be communicated/debriefed with the family (including child/youth as appropriate). The ESW may sit in on results meeting with consent of family.
4. A copy of assessment will be maintained in student file in ARMS 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 ESW will support the family in requesting IEP adaptations or any other accommodations recommended by the assessment. The ESW will also support family with any other follow-up measures (e.g., additional testing) and update the student Action Plan.
6. The Education Manager and/or Education Division Manager will seek renumeration for private psych-ed assessments via Jordan's Principle whenever possible.

## 5.7 REFERRALS & COLLABORATION

1. The K-12 team's primary role is to support the academic needs of shíshááh children and youth. When concerns arise that extend beyond that scope, staff work with internal and external partners to ensure coordinated support, warm hand-offs, and clear referrals so that the child, youth and/or their family is connected with the right services. Referrals are made thoughtfully, confidentially, and in partnership with students and their families.
2. Both internal and external referrals are initiated by the Education Manager in response to ESW observations, communication from school staff, or direct student/family request. **Immediate concerns about a child or youth's safety must be reported directly to the Ministry of Child and Family Development by the individual with the concern as per [Section 11](#)**
3. Before initiating a referral, internal or external, the Education Manager will confirm the purpose of the referral with the parent/guardian as appropriate and obtain verbal or written consent where required.
4. Internal referrals to other Nation teams will be made via discussion between the Education Manager and the appropriate Department Manager:
  - Health Department Manager: immunizations, physical health concerns, reoccurring illness, health diagnoses, primary care concerns, etc.
  - Social Development Manager: food insecurity, mental health and/or substance use, income security, parenting supports, housing supports, etc.
5. Where needs extend beyond Nation capacity or scope, or the family has explicitly asked for their information to not be shared internally, the Education Manager may work with the Education Division Manager to facilitate connections to external community or regional agencies. Such referrals should be communicated to the Social Development Manager for the purpose of avoiding duplication of service and, wherever possible, collaborative planning. Any information shared must be done so with the highest level of respect for the students and family's privacy and right to control what information is shared.
6. Whenever possible, referrals to outside agencies or service providers will be based on 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.
7. All referrals will be noted in the student's file in ARMS, including:
  - The service provider or department referred to
  - Date and reason for referral
  - Signed Consent to Share Information form, as applicable
  - Follow-up actions and outcomes
8. Regular [Collaborative Support Planning](#) meetings will include updates on referral outcomes to ensure communication and coordinated service delivery.
9. Referral information is shared only with the child, youth and/or parent/guardian's consent, as appropriate, except in cases where disclosure is required by law or Nation policy to protect safety, and in keeping with all [Information Sharing](#) policies.

## Related Policies and Documents

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

## 6 Transportation Services

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. Nation-provided transportation is not intended to duplicate bussing options provided by SD46.

### 6.1 SECONDARY STUDENTS

1. The Nation's K-12 Department provides daily transportation to and from Chatelech Secondary and the Sunshine Coast Alternative School for registered secondary students living on Nation lands.
2. Requests for bussing are made at the beginning of the school year by completing the **Transportation Request Form** and, upon approval, students and families are expected to acknowledge and abide by the guidelines outlined in the **Parent/Caregiver and Student Transportation Agreement**. Families may request to be added to the transportation list at any point throughout the school year and requests will be approved based on space availability.
1. Only students registered for transportation services may ride on the Nation bus. The Transportation Coordinator is unable to transport non-registered students and is unable to respond to direct requests from students or families who have not been approved for bussing.
3. Students will be picked up and dropped off at designated stops within the swiya as determined by the K-12 team. These stops will be shared with families and students in advance of each school year. If a student is facing challenges getting to/from the designated stop or requires other accommodations, the family may discuss the situation with the Education Manager who will work with them and the transportation team to come up with a suitable solution.
4. The school transportation schedule is created by the Education Manager and Transportation Coordinator and shared with families when they are added to the transportation list and whenever any changes are made.
5. Students are expected to arrive at their stop 5 – 10 minutes before the scheduled pick-up time. The bus driver will wait for up to 3 minutes past the scheduled pick-up time and then move on.
6. If the student misses the bus, transportation to school becomes the responsibility of family. Families who miss the bus and have no other way to get the child/youth to school may contact the Education Support Worker who may be able to support transportation, upon availability and with approval of the Education Manager, with no guarantee that the student will arrive at school on time.
7. If a student has ongoing challenges of missing the bus, the Education Manager will work with family to develop an alternate plan for transportation.
8. Students must follow rules for safe transport when travelling to and from school, including:
  - No standing before the bus stops
  - No horseplay/fighting
  - No bullying

- Seatbelts worn at all times
  - Respectful language must be used at all times
9. If challenges or issues arise for individual students or groups of students receiving transportation services, the bus driver will reach out to the Education Manager who will reach out to the students in question and follow up with families as appropriate.

## 6.2 ELEMENTARY STUDENTS

1. Students attending Kinnikinnick Elementary and living on Nation lands are eligible for bussing via SD46 and are generally not eligible for bussing via the Nation's K-12 Department.
2. When transportation has been identified by either the family or school as a barrier to an elementary student's attendance, the ESW, with support from the Education Manager, will liaise with the school and family to identify and address transportation needs as best as possible within the available resources. If no other suitable option exists, the Education Manager will explore the possibility of having the student temporarily transported to and from school by Nation staff as per a set schedule and in accordance with this policy and those outlined in [Section 16.4](#).
3. Decisions for providing temporary transportation services to elementary students are made by the Education Manager on a case-by-case basis with consideration of identified needs, resources available and staff/vehicle capacity.
4. 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](#).

## 7 Tutoring

### 7.1 ELIGIBILITY

1. Tutorial support is 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 Home-based Learning).
3. Students and families must register for tutoring by completing a [Tutor Support Request Form](#). Request forms may be submitted at any point throughout the school year.

### 7.2 AFTER-SCHOOL TUTORING PROGRAM

1. Via the After-School Tutoring Program, the K-12 Education Department provides focused support for shíshálh learners in literacy, numeracy and executive functioning skills. The program operates four afternoons per week during the school year and uses a combination of in-person and digital learning tools.
2. Students must be registered in advance and have completed the [Tutor Request Form](#) before attending the program.
3. Up to four tutors may be scheduled per session. Students are matched with tutors in small groups based on student age, grade, needs and tutor areas of expertise. Tutor-student groupings may shift throughout the year as needs evolve.

4. The After-School Tutoring Program is intended to complement, not replace, regular school instruction. It is not a substitute for classroom learning or school attendance.
5. Sessions are intended to provide a supportive learning environment offering individualized academic support to students in alignment with the First Peoples' Principles of Learning and respect for shíshálh culture and people.
6. Tutor working within the program:
  - will not do a student's work for them but will cultivate student skills, confidence and independence and reinforce strategies that support long-term academic success
  - will develop their lesson plans to guide each session. Lesson plans should reflect the students' grade level, identified areas of need and any current school assignments.
  - must be prepared to support learning on days when students do not bring homework or specific tasks. Support may include foundation-building literacy and numeracy activities, grade-appropriate skill development, executive functioning tools, reading materials, digital learning supports or other resources that align with the BC Curriculum.
  - should have materials prepared for each session and employ a range of strategies to address different learning needs and learning styles.
  - must always treat each student with respect and contribute to a positive, consistent and safe learning environment
  - must respect and honour children and youths' rights to learn within a positive and safe environment, including safety from racism, discrimination, indifference, bias, marginalization, bullying and stereotyping.
  - must communicate with the ESW or Education Manager about emerging concerns or patterns that require follow up with families or schools, depending on the nature and severity of the concern.
7. Students receiving support through the Tutoring Program are expected to:
  - Be on time for tutoring sessions.
  - Always treat the tutor with respect.
  - Prepare for sessions with questions or materials for the tutor and, based on age and grade level, complete as much work as possible before the session such as reading assigned materials or attempting homework problems
  - Notify the ESW in advance if they are not able to attend.
8. Students who do not actively participate in or who regularly miss registered sessions may have their eligibility for the tutoring program reassessed.
9. The Education Manager will maintain regular communication with program tutors and will document tutoring progress, attendance concerns and any required follow up in ARMS.

### 7.3 ONE-TO-ONE TUTORING

1. Families may apply to be reimbursed for one-to-one tutoring when there are demonstrated needs that are not met through the Nation's After-School Tutoring Program
2. Requests for one-to-one tutoring are reviewed on an as-needed basis through discussion with the Education Manager. When applying, families must outline the student's specific learning needs and provide the name of tutor they would like to work with.
3. Once approved, families may request reimbursement for one-to-one tutoring up to a set hourly rate as listed in **Appendix A: K-12 Maximum Eligible Funding Amounts**. Reimbursement is not provided for tutor prep time, travel time or transportation costs. Families are responsible for coordinating all scheduling, location and communication directly with the tutor.
  - Tutors providing one-to-one tutoring may be paid directly by the Nation upon submission of an invoice, or:

- Families may pay the tutor directly and request reimbursement up to the hourly rate as listed in **Appendix A: K-12 Maximum Eligible Funding Amounts**. Reimbursement requests must be accompanied by an invoice from the tutor and proof of payment (i.e. payment receipt)
- 4. One-to-one tutoring is generally capped at a maximum of three hours per week. Where a student has extensive needs, the K-12 team may be able to seek funding to cover the cost of further sessions (see [Jordan’s Principle Funding](#))
- 5. Nation tutors contracted within the After-School Tutoring Program may work with families on a one-to-one basis, provided they:
  - schedule one-to-one sessions outside of after-school program hours
  - inform the Education Manager when they are working privately with students
  - take responsibility for coordinating one-to-one tutoring arrangements directly with families
  - adhere to all [Child Safeguarding and Protection](#) policies, including the [Staff and Volunteer Code of Conduct](#)
  - maintain confidentiality in accordance with the [Student Information and Confidentiality](#) policy

## Related Policies and Documents

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

## 8 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.

### 8.1 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 receiving Education Support 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.

## 8.2 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.

## 9 Language and Cultural Programming

1. The K-12 Education Program is guided by the understanding that shíshálh language and culture are foundational to the educational experiences, identity, and wellbeing of shíshálh children and youth. Access to language and culture is a core consideration in the planning and delivery of K-12 education supports.
2. The K-12 Education Program works in partnership with the shíshálh Nation Cultural Division to ensure the integration of language and culture across all department activities and with the intent of embedding language and culture into everyday educational supports and experiences. This includes, but is not limited to:
  - shared planning
  - collaborative projects
  - coordinated implementation of events, activities, and programs
3. Planning related to language and cultural integration is supported through regular coordination between Division and department managers as well as between Cultural Ambassadors, K-12 Educational Liaisons, and in-school support staff. Division-to-division planning supports alignment of priorities, clarity of roles, and coordinated implementation across programs.
4. The Education Division Manager and Education Manager also maintain close working relationships with external education partners including the SD46 Indigenous Education team.

### 9.1 IN-SCHOOL SUPPORTS

1. The K-12 Education Program provides in-school supports through Education Assistants and Learning and Engagement Assistants who are employed and funded by shíshálh Nation and seconded to School District No. 46. These positions work to strengthen access to shíshálh language and culture within the school environment, in alignment with Nation priorities and in coordination with school-based learning activities.
2. While working within schools, in-school staff operate as part of the school-based team and follow school and district expectations related to daily operations, student safety, and professional conduct, while remaining accountable to the Nation through the K-12 Education Program.
3. In-school supports are delivered in close collaboration with School District No. 46, including school administrators, teachers, and the District Indigenous Education team, with an emphasis on maintaining clear communication and shared understanding of student needs and supports.
4. In-school staff are expected to work collaboratively with Education and Cultural Division staff to support language and cultural activities within schools.

## 10 Financial Supports and Subsidies

1. The financial supports and subsidies listed below are approved by shíshálh Nation Chief and Council and administered by the Education Division. The amounts available, eligibility criteria and application process are subject to review and change.
2. 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.
3. Students who receive services through the K-12 Program and who may be otherwise ineligible for funding supports and subsidies based on eligibility criteria such as shíshálh membership may be considered for supports on a case-by-case basis and subject to available funding.
4. If a student/family receiving Education 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 work other Nation departments to provide additional financial support upon discussion with the Education Manager and upon approval by the Education Division Manager.

### 10.1 SCHOOL SUPPLIES SUBSIDY

#### 10.1.1 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 Education Division Manager based on available budget and approved by Chief and Council and dependent on the grade the student is enrolled in (see **Appendix A: K-12 Maximum Eligible Funding Amounts**).

#### 10.1.2 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.

#### 10.1.3 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 Education Manager. In cases where a parent/guardian disagrees with the decision, they may file an appeal as per the [Appeal Process](#) policy.

#### 10.1.4 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.

### 10.2 INDEPENDENT SCHOOL SUBSIDY

#### 10.2.1 DESCRIPTION

1. shíshálh Nation will subsidize tuition and student fees for students attending a recognized independent (private) as per the amounts listed in [Appendix A: K-12 Eligible Funding Amounts](#)

#### 10.2.2 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.

#### 10.2.3 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 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.
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 Education Division Manager. In cases where a parent/guardian disagrees with the decision, they may file an appeal as per the [Appeal Process](#) policy.

### 10.3 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 education-related services covered by Jordan's Principle include, but are not limited to:
  - School supplies
  - Tutoring services
  - Teaching assistants
  - Psycho-educational assessments

- Assistive technology and electronics
5. When a child/youth demonstrates significant need for education support, particularly if an assessment is required, staff may work with the family to apply for funding on behalf of the child/youth via Jordan's Principle, working with the relevant CMS Department as appropriate.

## 10.4 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.
3. 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 Education Manager within fifteen (15) business days of the initial decision.
  - Once the 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 Education Manager, the package can be submitted to the Education Division Manager within five (5) business days of the Education Manager decision; the parent/guardian may request a meeting with the Education Division Manager to discuss the grievance
  - The Education Division Manager 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.
4. Chief and Council will not consider appeals.

## Related Policies and Documents

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

## 11 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.

## 11.1 STAFF AND VOLUNTEER CODE OF CONDUCT

1. shíshálh 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 shíshálh 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)

## 11.2 LEGAL DUTY TO REPORT

**NOTE:** Anyone who has a reasonable belief that a child or youth under the age of 19 is being abused or neglected has a personal legal duty to report this concern to a child welfare worker by calling **1-800-663-9122**. This obligation exists regardless of where a person works or what their role is, and it is separate from any internal procedures of the shíshálh Nation. It is considered an offense under provincial law to fail in this duty. K-12 Team Members may choose to make a report anonymously and are not required to tell a supervisor or any other Nation staff that they have made a report. There can be no negative consequences for fulfilling this obligation. Similarly, telling a supervisor, manager or colleague about a concern does not meet the legal requirement to report. The duty is only fulfilled when the report is made directly to the Ministry of Child and Family Development.

The procedures that follow are intended to guide and support staff through the reporting process and to help ensure that appropriate supports are in place for the child, youth and family. They do not replace a person’s individual duty to report and do not require anyone to seek approval or permission before making a 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 and neglect 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 Child and Family Development if we have reasonable grounds of suspicion concerning matters of sexual abuse, physical abuse, emotional abuse or neglect.
3. Team members are not required to inform parents/guardians and/or family of reports. See [Disclosure/Suspicion of Abuse](#) procedures

4. In the event of an allegation or disclosure of abuse of a child or youth, program staff are expected to 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.
5. All information related to disclosures or an allegation of abuse or neglect are to be handled confidentiality and with the utmost respect for the privacy of the child or youth.
6. 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.

### 11.3 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 or neglect, 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 think 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 helpers 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 or neglect that a child/youth IS 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.
  - 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, Education Division Manager 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 ARMS.
4. If it is determined based on a disclosure or allegation of abuse ore neglect 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 must 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, Education Division Manager 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 ARMS.
- **Note:** Additional information can be found in [The BC Handbook for Action on Child Abuse and Neglect – for Service Providers](#).

## 11.4 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 they are supporting or connected to. 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 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 Education Manager is responsible for informing the Education Division Manager 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](#).

## 11.5 GUIDANCE AND DISCIPLINE

1. K-12 Education Program staff are committed to guiding participant behaviour through clear, consistent, and positive strategies that honour traditional shísháhlh 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.

## 11.6 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

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

## 12 Health, Safety and Security

### 12.1 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 Education Manager via an **Incident Report**.

### 12.2 SEVERE ALLERGIES AND MEDICAL CONCERNS

1. If a child/youth receiving Education Support 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 ARMS.
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 or registered for Education Support or another 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.

### 12.3 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 ARMS.
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.

## 12.4 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 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 ARMS.
  - 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 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 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 ARMS
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 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 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 ARMS
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.

## 12.5 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

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- ❖ [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

## 13 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.

### 13.1 OFF-SITE EXPERIENCE PLANNING GUIDELINES

Activity	Examples	Planning timeline	Approval required by
<b>Local, low-risk off-site activities</b>	Trips to local libraries, ecological centres, shíshálh Longhouse community amenities, etc.	<ul style="list-style-type: none"> <li>• Low Risk Off-site Activity Checklist reviewed <b>at least 2 days</b> prior to activity</li> </ul>	Education Support Workers (with notification to Education Manager) <i>Note: Activities involving swimming require Education Manager approval</i>
<b>Off Coast low-risk activities</b>	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"> <li>• Off-site Activity Proposal completed <b>at least two weeks</b> prior to activity</li> <li>• Parent consent form/Activity Plan distributed <b>at least one week</b> prior to activity</li> <li>• Low Risk Off-Coast Activity / Overnight Trip Checklist completed <b>at least 2 days</b> prior to activity</li> </ul>	Education Manager

<b>Local and off Coast higher care / overnight activities</b>	Hunting, wilderness activities, camping, backcountry, boating, (canoeing, kayaking) more than 1km offshore, etc. All travel involving overnight stay.	<ul style="list-style-type: none"> <li>• Off-site Activity Proposal completed <b>at least two weeks</b> prior to activity</li> <li>• Parent consent form/Activity Plan distributed <b>at least one week</b> prior to activity</li> <li>• Detailed Trip Form completed, and copy submitted to Wellness Centre Manager <b>one week</b> prior to trip (for travel involving overnight stay)</li> <li>• Higher Care Off-site Activity / Overnight Trip Checklist completed <b>at least 4 days</b> prior to activity / trip</li> </ul>	Education Director (or acting delegate) *  * certain higher care activities may require approval from other members of the Senior Leadership team
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### 13.1.1 LOCAL, LOW-RISK ACTIVITIES

1. Proposals are not required for local, low-risk activities. However, planned activities should be discussed during team meetings and the 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.
2. 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.
3. Local activities that involve swimming require review and approval by the Education Manager

### 13.1.2 OFF-COAST DAY TRIPS

1. Program staff must complete an **Off-Site Experience Proposal** and receive approval from the Education Manager prior to involving participants in any day trips involving travel off the Sunshine Coast.
2. 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 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.

### 13.1.3 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 Education Manager and require pre-approval from the Education Division Manager. 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.

### 13.2 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**. 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.

### 13.3 TRANSPORTATION

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

### 13.4 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 considerations, 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**.

### 13.5 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 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.

### 13.6 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 ARMS.
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.

### 13.7 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.

### 13.8 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 Education Manager, Wellness Manager, and other shishálh Nation staff should also be sought when assessing possible risks.

### 13.9 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 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 is 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

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- ❖ [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

## 14 Emergency procedures

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

### 14.1 FIRE, EARTHQUAKE AND EMERGENCY EVACUATION

#### 14.1.1 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 Education Division Manager'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.

#### 14.1.2 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.

### 14.1.3 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 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 shísháhlh Nation longhouse located at Monkey Tree Lane, Sechelt.
  - The Education Division Manager 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 shísháhlh Nation Human Resources Manual.

### 14.1.4 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.

#### 14.1.5 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.

#### 14.1.6 MANAGEMENT RESPONSIBILITIES

1. The Education Manager and Education Division Manager (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 shishálh 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 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 Education Division Manager.
    - 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.)

#### 14.1.7 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.

## 14.2 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.

### 14.2.1 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 Education Manager, Wellness Centre Manager, CMS Division Manager and/or Education Division Manager 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 Education Manager, Education Division Manager 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.

### 14.2.2 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 Education Manager, Wellness Centre Manager, CMS Division Manager and/or Education Division Manager 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.

## 15 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 shíshááh Nation holds about participants and/or their families, in whatever form.
3. Information held by the shíshááh 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 **shíshááh 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 **shíshááh 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 Education Manager.

## 15.1 PERSONAL INFORMATION

1. The collection of personal information by the shíshááh 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. shíshááh 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.

### 15.1.1 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 **ESW 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.

## 15.2 DATA MANAGEMENT

### 15.2.1 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 ARMS 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 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 ARMS.

### 15.2.2 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 ARMS.
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.

### 15.2.3 DESTROYING INFORMATION

1. Personal information that has been held beyond the required retention period shall be safely and securely destroyed by the 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.

## 15.3 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 Education Manager.

### 15.3.1 COLLABORATIVE SUPPORT PLANNING

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.
2. Bi-weekly child/youth CSP meetings are held for the purpose of:
  - Assessment of overall health and wellbeing of children/youth and their families

- Determining appropriate support strategies, roles and responsibilities
  - Designing and monitoring a strength-based action plan that focuses on positive outcomes
  - Determine needs and next steps
3. Working within a collaborative structure often requires sharing of children, youth, and/or families' personal information.
  4. When sharing personal information in collaborative 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 16.2](#)
    - 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 ARMS
    - 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
  5. All CSP meetings, decisions, and follow up actions must be logged in ARMS.

## 16 Operational Policies

### 16.1 STAFFING

1. All staff, contractors, and volunteers are required to complete a Criminal Record Check as per the shishálh Nation Human Resources Manual and the BC Criminal Records Review Act.
2. The Education Manger and Education Division Manager 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 program, 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.

#### 16.1.1 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 Support Workers are assigned a laptop and cell phone so they can work in variety of spaces as needed and be available to their assigned students and families. 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.

### 16.1.2 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 Education Manager and kept with the employee file.
2. shísháhlh 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.

## 16.2 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 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 Education Manager.

### 16.2.1 NATION STAFF/COMMUNITY LED PROGRAMMING

1. The shísháhlh 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 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 shísháhlh 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)

## 16.3 HOME VISITING

1. ECWs and other K-12 Education Program staff may conduct home visits for purposes such as completing intake, supporting families to complete paperwork, and outreach.
2. Home visits must be discussed with the Education Manager in advance and pre-approved.
3. Home visits are always carried out in such a way to protect the health and safety of program staff.
4. 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.

### 16.3.1 HOME VISIT SAFETY CHECK

5. 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.
6. 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 Education Manager will also check ARMS for any known risks associated with the student, family members, or home. Experience and information from team and collaborative support planning 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 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 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 Education Division Manager and/or the Nation's 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.

### 16.3.2 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 Education 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 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 Education Manager via an **HR Incident Report**
  - The 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 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 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 Education Manager.

## 16.4 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.
2. 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.
3. Where private vehicles are used to transport students:
  - a. The Education Manager or delegate must be notified, including during off work hours.
  - b. 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.
  - c. Only program staff/adult volunteers will be authorized to drive. Youth participants should not transport other participants.
  - d. Where appropriate, staff may choose to apply a shíshálh Nation decal to their personal vehicle when transporting students and/or conducting home visits
4. If Nation-owned, private, or rental vehicles are used, the driver is responsible for ensuring proper use of the seat belts, head restraints, seat/passenger position relative to airbags and following all rules of the road.
5. Child seats and restraint systems must be used in accordance with [Division 36 of the BC Motor Vehicle Act](#)
6. Only program staff/adult volunteers will be authorized to drive. Youth participants should not transport other participants.
7. Where appropriate, staff may choose to apply a shíshálh Nation decal to their personal vehicle when transporting students and/or conducting home visits
8. 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.

9. If more than one vehicle is used to transport a group of students, drivers must notify the Education Manager about who is travelling in which vehicle. Any changes must be communicated to the Education Manager promptly via text or email. Each vehicle should also have a cell phone available in the event of an emergency.
10. 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.
11. 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 bus), 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.
12. 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
13. 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).

## 16.5 STAFF COMMUNICATION AND DOCUMENTATION

1. The K-12 Education Program uses ARMS as the primary system for recording day-to-day contact and follow up. Staff are expected to document meetings, school discussions, outreach to families, advocacy efforts, and agreed next steps as soon as possible after the contact so information remains accurate and current.
2. When documenting within ARMS, staff should record essential details, including:
  - the reason for contact or meeting

- key information shared by the family, school or partner
  - actions taken by staff
  - any agreements made, including planned follow up and timelines
3. Documentation should be factual, respectful, and focused on next steps.
  4. Communication with families, SD46 and other Nation departments must align with consent already obtained through the intake process. When information is shared with a school or service provider about a specific child or youth, staff must document what was shared, with whom, and why.
  5. K-12 Education Program staff are expected to maintain regular communication with the Education Manager regarding emerging concerns, changes in student needs, school-related issues and any situations that require coordinated follow up with other Nation departments or external service providers
  6. Staff are encouraged to discuss any concerns about communication, documentation expectations or ARMS use with the Education Manager.

## Related Policies and Documents

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

## 17 Reportable Incidents

### 17.1 GENERAL GUIDELINES

1. Reportable Incidents refer to serious or hazardous incidents which must be reported to the 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 Education Manager.
2. All staff, regardless of their position, are obliged to report to the 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 Education Manager will ensure that the following critical incidents are immediately reported to the Education Division Manager:
  - 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 as soon as possible and documented in ARMS 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 shíshálh Nation Human Resources Department.

## 17.2 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 Education Manager (if not on site) and inform them of the details surrounding the AWOL. The Manager:
  - the parent/caregiver of the participant
  - the Education Division Manager
  - 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 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.

## 17.3 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 Education Manager any behavioural incident that involves threats, violence or behaviour that jeopardizes jeopardize 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 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.

## 17.4 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 Education Manager will be informed and an Incident Report will be completed within 24 hours (or as soon as possible) of the incident.

## 17.5 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 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.

## 17.6 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 Education Manager or Education Division Manager 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 Education Manager will submit an incident report to the Education Division Manager within 24 hours (or as soon as possible).

## 17.7 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 Education Manager to discuss the plan and implement the program early exit protocols. The 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 Education Manager will submit an incident report to the Education Division Manager 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.

## 17.8 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 Education Manager will submit an incident report to the Education Division Manager within 24 hours (or as soon as possible).

## 17.9 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

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

## 18 Appendices and Forms

### 18.1 APPENDICES

- ❖ K-12 Eligible Funding Amounts

## Appendix A: K-12 Eligible Funding Amounts: 2026 – 2027

Program	Details	Amount	Notes / Exceptions
<b>Education Support</b>	Psycho-Educational Assessment	Actual cost	May be reimbursable via Jordan's Principle; paid directly to Psychologist
	Early Intervention Assessments (e.g. SLP, OT, PT)	Actual cost	Based on available budget; paid directly to practitioner
<b>One-to-One Tutoring</b>	Up to 3 hours per week upon approval from the Education Manager	\$35/hr	Tutors may be paid directly by the Nation upon submission of an invoice or families may request reimbursement. Reimbursement requests must include an invoice and proof of payment.
<b>School Supplies Subsidy</b>	Kindergarten	\$60.00	
	Grades 1 – 3	\$100.00	
	Grades 4 – 7	\$115.00	
	Grades 8 – 12	\$125.00	
<b>Graduation Awards</b>	Provided to all students upon Grade 12 graduation	\$1000	
<b>Independent School Subsidy</b>	Tuition and student fees	Actual cost up to \$5000/year	Distributed on a first come, first served basis and with priority given to first-time applicants; not guaranteed year to year.

Updated May 20, 2026