



**westmont**   
MONTESSORI SCHOOL

dynamic • independent • connected

# Early Primary & Kindergarten Handbook

July, 2017

MONTESSORI SCHOOL

4075 Metchosin Rd | Victoria, BC V9C 4A4 | T: 250.474.2626  
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*The child is both a hope and a promise for mankind.*

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*Maria Montessori*



## Welcome to Early Primary/Kindergarten

The amazing Westmont Early Primary and Kindergarten programs are the foundation for all the future success your child will see their education from Grade school and beyond. 80% of a child's mental development takes place before the child is eight years old, and quality education during this period is critical. Thank you for entrusting Westmont with your child's education.

This handbook hopes to provide you with information you may be seeking about the school, and your child's program. It contains the policies and procedures that we follow at the school, and while we feel it covers the vast majority of information a parent may need, we also acknowledge that we may have missed a few things that parent's wonder about. That is why we consider it a **living document**- one that parents can provide feedback on so that it can be updated, tweaked, revised, and revisited.

In addition to this handbook, there are policies and guidelines that are put in place by Westmont's governing Board, the Western Communities Montessori Society. Parents are encouraged to also refer to that document to have a complete picture of Westmont.

We certainly don't expect parents to read and memorize these documents cover to cover, but hope that they will provide a helpful first reference for those questions that arise. As always we are always happy to answer questions in person, on Yammer ([yammer.com/westmontparents](https://yammer.com/westmontparents)), by email ([info@west-mont.ca](mailto:info@west-mont.ca)), or by phone (250.474.2626)

A handwritten signature in black ink, appearing to read 'Magnus Hanton'.

Magnus Hanton,  
Head of School

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# The Essentials

## Schedule Information for EP/K

This year we are starting our days a bit different.

### Start of Day

- All EP/K classrooms will open at 8:40 am.
- At 8:45 am we will be starting the day with 15 mins of physical activity. This may be a power walk in the forest, cardio on the top field, or an obstacle course on the cement pad. The goal is to get the heart beating, develop gross motor, and start the day off with less anxiety.
- Please drop your child off at their classrooms back door, dressed in their muddy buddy and running shoes.
- If you are late, you will need to wait with your child until the class returns by 9:15.

### Recess

- Full time children have an outdoor play time every day, (11:30-12:15) except in extreme weather. Please make sure your child has rain pants, boots, proper coat, and seasonal items. Example: toque, mitts in colder months; sun hat in warmer months.

### Schedule

- The children's schedule includes: Music, French, hikes, library, physical activity, art, sewing, cooking, learning buddies, Language, Math, Cultural studies, Practical Life and Sensorial activities.
- Lunch begins at 12:30
- Birthdays will be celebrated in the classroom with a special birthday celebration circle. No special food is to be sent for the celebration. All birthday inventions are to be delivered to the Family Mail Folders. This is so no student feels left out if not invited.
- Each classroom will have a scheduled library time. Children are allowed to take out one book at a time. Children with outstanding books would not be allowed to borrow a second. Lost books may be subject to a fine.
- Each classroom will put out a monthly newsletter (Mailchimp) to keep you updated on classroom events. Please also check the white boards outside of each room daily.  
\*Please Label All of Your Child's Belongings\*

### End of Day

- Class for Full day students ends at 2:15 on Wednesdays; on all other days, class ends at 3:00.
- Parents of half day only students can meet their child outside of his or her classroom at 11:30. Parents of Full time students can meet their children outside of their classroom at 3:00.
- Children will not be released to anyone other than a parent/guardian unless the school has been given written permission through EPACKT. Please inform your child's teacher if someone different will be picking up.

## What your Child Will Need Each Day

### Food

Please choose containers that your child can be independent and successful in opening and closing. There are no microwaves in the EP/K classrooms. Warm food can be sent in a thermos. Juice boxes, candy/treats, yogurt tubes are not to be sent to school. Special outings like Beach Day, juice boxes will be allowed. Again, it comes down to the child being successful. We are an environmental school and for that reason we recommend trying a 'garbage free' lunch.

- A healthy snack packed in a small reusable container (please, no "treat" items for snack).
- A healthy lunch, small place mat, water bottle, and cutlery if required.

### Clothing

- Appropriate seasonal outdoor clothing. This would include rain boots, and winter boots in colder weather, rain pants, warm jackets, mittens and hats. For safety reasons, we ask that you do not send your child with a scarf, umbrella or sunglasses.
- **Your child dressed in their complete uniform!** See uniform policy.
- Jewelry, and nail polish are not allowed, hair accessories must be simple and in school colours.
- Due to a lack of space in the cubbies, we ask that no backpacks are to be sent to school unless it's a beach day.

### Items to be Left at School

- Black indoor shoes (slip-ons or Velcro)
- Running shoe (slip-ons or Velcro) that will get worn outside.
- Rubber boots for outdoor play
- Rain pant or muddy buddy
- Complete change of clothing in case of any accidents (choose school colours if possible, does not need to be a uniform).

**Please label Everything!** When buying these items, think about choosing items that your child will be most successful with. We of course will help them, but the goal is to build their confidence and self esteem by allowing them to do it for themselves. **"Never do for a Child, what they can do themselves"** Maria Montessori.

## Other information

- At times throughout the year, individual classrooms may organize field trips away from the school. For these events to happen we rely on our Parent drivers. Any parent wishing to volunteer as a driver must have a criminal record check, a liability form filled out, a proof of insurance, and drivers license. Please see Melanie for this package. All children are required to have a car seat or booster seat.
- Please check the calendar for any scheduled casual days and keep in mind that the casual clothing must still be appropriate. Black school shoes are still a requirement to wear on these days.
- Drop in Daycare is available before school at 7:15 and afterschool is available until 5:30. See Melanie or the Accounting Office for the hourly cost and information about payments.
- Toys are not allowed at school.

## Get Involved

- Sign up for classroom and school volunteer jobs. You will have a chance in September to sign-up, and other times throughout the year.
- Please feel comfortable and free to come and talk to us at any time. We know situations and questions come up and we love to help any way we can.
- We welcome any special talents or interest you have that we can bring into our classrooms.

# EP/K Educational Program Overview

## Early Primary Program - Montessori Program (Pre-school and Kindergarten, Ages 3-5)

Westmont offers a Montessori Early Primary program for children aged three to five years which includes a Kindergarten program.

For ages 3-5, in the Montessori tradition, the Westmont Montessori Early Primary program:

- Is for children aged three to five years and includes a Kindergarten program
- Includes French as a second language instruction
- Includes weekly music class taught by a certified music teacher
- Offers choice of full day or morning-only classes for Early Primary and Kindergarten students
- Is a prepared environment alive with a wealth of intriguing material
- Encourages the child to move at his/her own pace through all areas of the room – Practical Life, Sensorial, Language, Mathematics and Cultural
- Supports each child as his/her natural development unfolds
- Is developed to meet the specific and changing needs of the children within the room
- Allows each child to grow with balance, health and joyfulness

### Ministry Requirements

As an Independent School, Westmont Montessori School's curriculum is regulated by the Ministry of Education under the Independent Schools Act. The Act ensures that instruction offered to students at Westmont in English, Language Arts, Mathematics, Social Studies and Science, and the mandatory second language in grade 5 and up meets the learning outcomes set out in the educational program guides. Westmont can enhance their students' learning experiences by augmenting these outcomes with the unique curriculum they offer.

## Early Primary Teacher Expectations

Expectations of Early Primary teachers are divided into five categories: vision, student performance, safe and happy learning environment, quality teaching, and effective and efficient operation.

### Area One - Vision

The teacher/ Directress/ ECE is an educational leader who facilitates the development, implementation, and communication of a shared vision of learning that reflects excellence and equity for all students by:

- Participating in the development of a broad vision and goals for the school.
- Developing strategies and priorities for implementing the school's vision
- Communicating the school's vision and goals
- Evaluating progress toward achieving the school's improvement goals and participating in developing appropriate modifications.

### Area Two - Student Performance

The teacher/ Directress/ ECE is an educational leader who promotes the development of organizational, instructional, and assessment strategies to support children's physical development, social emotional development, cognitive development and in the development of language and communication skills by:

- Demonstrating a clear understanding of child development concepts and Montessori philosophy through the creation of a prepared environment within the classroom that invites and inspires the child to discover, create, practice and enjoy.
- Demonstrating a clear understanding of child development concepts and Montessori philosophy through the creation of a prepared environment on the playground and in the outdoor classroom that invites and inspires the child to discover, create, practice and enjoy
- Understanding how young children learn and providing differentiated learning opportunities that promote development in all areas to a diverse group of learners.
- Using formal and informal assessment strategies to gauge development and to use these assessments to communicate within teams, with parents and when necessary with outside agencies.
- Working to meet the educational standards established by the Ministry of Education and the Westmont Curriculum Guide for kindergarten students.
- Working to meet or exceed the standards set out by Child Care Licensing regulations, the Director of Licensing Standards of Practice, The Active Play Document and the Early Learning Framework
- Recognizing, honoring, documenting and celebrating learning
- Working to preserve the 'awe and wonder' and the joy of learning found in all children to support them to love lifelong learning.

### Area Three - Safe and Happy Learning Environment

The teacher/ Directress / ECE is an educational leader who works collaboratively to ensure a working and learning climate for all students that is safe, caring, engaging and respectful by:

- Performing active positive supervision of children at all times.
- Developing a climate of openness, fairness, mutual respect, support, and inquiry in the classroom, on the playground and in the larger outdoor playground.
- Establishing and maintaining a safe and secure classroom environment.

- Guiding children's behaviours with simple clear safety rules as well as through modeling desired behaviour, redirecting and working with children to help support them in developing positive self-regulation.
- Appropriately documenting all incidents and notifying parents and in the case of serious incidents, childcare licensing.
- Demonstrating respect for children, colleagues, administrators, and parents.
- Working effectively with school colleagues, parents, and the community to support students' learning and well-being.

#### Area Four - Quality Teaching

The teacher/ Directress/ ECE is an educational leader who seeks continuous personal and professional improvement in order to maintain high performance and self-renewal.

- Evaluates continually the effects of his or her choices and actions, is a reflective practitioner, and actively seeks opportunities to grow professionally.
- Demonstrates pride in the teaching as a profession.
- Participates in professional development.
- Participates in collaborative work groups to set challenging goals for the school and supports the learning of others.
- Demonstrates high ethical and professional standards.

#### Area Five - Effective and Efficient Operation

The teacher/ Directress/ ECE is an educational leader who uses excellent management and leadership skills to achieve effective and efficient organization and to maximize educational achievement.

# Admissions

## Admissions Team

The Admissions Team typically consists of the following members of the Westmont staff:

- Admissions Coordinator
- Principal
- Assistant Principal
- Resource Teacher
- Classroom Team

## Admissions Steps

### Early Years

1. Parent completes Application form and submits Application Fee.
2. Parent submits any supporting documents that may be required, i.e. diagnostic testing, occupational therapy reports, etc.
3. The Admissions Co-ordinator reviews records and contacts references. If warranted, Westmont may request additional documentation and/or references from the parent based on these preliminary calls.
4. The Admissions Co-ordinator shares student record with the classroom team, and if warranted, the resource teacher.
5. Student is invited for a half day preliminary visit. This time will be used as an information gathering period.
6. Admissions Team evaluates the application. This evaluation needs to be based on the criteria detailed above and summarized here:
  - a. Is the school able to support the student?
  - b. Will extra resources be needed to support the student? If so, is funding available?
7. Two results can come from this evaluation:
  - a. The student is accepted into the program.
  - b. The student is declined admission into the program.

## Criteria for Special Needs Admission

Westmont Montessori School follows the mandate laid out by the Western Communities Montessori Society (WCMS) Board with regards to inclusion of all types of learners in our programs:

*The WCMS recognizes that some children require additional support in order to optimize their learning in a school setting. In keeping with the belief that all children can learn and that children learn at different rates, and with the value of including students with a range of abilities, the WCMS embraces the inclusion of students with special needs in the school. This includes children with challenges at either end of the learning spectrum. Within its financial means, Westmont School will make every reasonable effort to include children with special needs and adapt the environment and program to meet their learning needs, while not compromising the learning needs of other children. Each child's situation is considered on an individual basis.*

New admissions to our program are assessed according to this policy, and on the following criteria:

### *Capacity within the Classroom and Teaching Team*

Westmont tries to accommodate the learning needs of all students in its classrooms. Students with special needs often require additional staffing and/or staff time to modify or adapt the Montessori program. The demands made on a classroom team are cumulative and the addition of a new student with special needs cannot be looked at in isolation from the remainder of the class. In one classroom scenario a student's needs can be met, yet in another that same student's needs may be beyond the scope of the resources available.

Westmont being a small independent school cannot provide the services that may be found in larger schools and school districts. Westmont employs a Resource teacher who provides assistance to the whole school population, assists teachers in the construction of Individual Education Plans (IEPs), and performs some diagnostic testing. Other specialist services such as occupational therapy, speech and language therapy, and physical therapy are not provided unless these services are explicitly identified as being provided by Westmont in the IEP of a student.

### *Types of Special Needs*

Independent schools identify special needs into different categories according to guidelines laid out by the Ministry of Education. While these categorizations apply specifically to students in Kindergarten and up, they can provide guidance for the admittance of students in Early Primary. Students identified in these categories are required to have an IEP associated with their educational program once they reach Kindergarten. However, not all categorized students qualify for supplementary funding from the Ministry. Additionally, there are students who have a need for supplementary support but are not categorized.

### *Uncategorized Students with Additional Learning Needs*

Westmont's resource teacher provides assistance to the whole school population through direct instruction with students or by providing assistance to the teaching team. Additional specialist services such as occupational therapy, speech and language therapy, and physical therapy are not provided. Parents are responsible for procuring these services. Westmont can provide assistance in locating appropriate specialists.

### *Categorized Students Who Do Not Qualify for Special Needs Funding*

Westmont will provide support from its in-school resources to those students who are categorized as Special Needs. The types of assistance provided will be determined based on the education goals in the student's IEP.

### *Categorized Students Who Qualify for Special Needs Funding*

Additional funding can be received from the Ministry of Education based on student's specific needs. However, this does not mean that all funds received will be spent directly, and solely on the designated student. As per Ministry of Education guidelines, how supplementary special needs grant funds are used is at the discretion of the school. All special needs grants received are pooled into the school's special needs budget. The school also allocates funds in excess of the special needs grants received to run our special needs programming.

Westmont uses all special needs funding directly in the classroom. This can take the form of educational assistance, specific resources for use in the class, or the bringing in of outside specialists to assist students. The types of assistance provided will be determined based on the education goals in the student's IEP.

# Uniforms

Westmont is in the midst of changing from its previous uniform colours and supplier to its new uniform colours and supplier. There is a two-year transition phase for families to move over to the new uniform. As of September 2018, only uniforms in the new colours are acceptable.

## Two Transition Years

For the 2016-17 and 2017-18 school years, students will be allowed to wear both the old and new uniform colours as well as a mix of both uniforms. The only exception to mixing uniforms is that steel blue sweaters MUST be worn with a white or red polo, blouse or dress shirt.

## Purchasing New Uniforms

Westmont uses two suppliers for its uniforms: Cambridge Uniforms and Lionheart Athletics.

### Daily Uniforms

Daily uniform pieces (bottoms and tops) for Westmont School must be purchased directly from Cambridge Uniforms. Ordering is done online or by phone. Contact information for Cambridge is:

Email: [orders@cambridgeuniforms.com](mailto:orders@cambridgeuniforms.com)

Website: [www.cambridgeuniforms.com](http://www.cambridgeuniforms.com)

School code: EST303

Telephone: 1-800-924-9069

### Athletic Uniforms and Field Trip T-shirts

Athletic Uniforms and Field Trip T-shirts are to be purchased from Lionheart Athletics. Ordering is done periodically throughout the year: late September, January, and June. Our uniforms are custom designed and as a result there are minimum quantities we must order at a time. Parents will be informed of a pending ordering opportunity. Once ordering opens up, there will be a two-week window within which families must order through Lionheart's website. Delivery time is 6-7 weeks.

## Purchasing Used Uniforms

For your convenience, a used uniform sales program exists offering up uniform pieces for \$5 per item, all of which goes to the PAC. Please inquire at the front desk if you are interested in purchasing or donating items.

Please contact the school if purchasing uniform pieces presents a significant financial burden.

## Uniform Guide

The school's uniform guide is divided into two parts:

- Part One: details the old uniform colours and pieces
- Part Two: details the new uniform colours and pieces

## Part One: Old Uniform Colours and Pieces

	BOYS	GIRLS
Tops	Embroidered with "Westmont Montessori School"	
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Short or long sleeve polo shirt (red or white)</li> <li><input type="checkbox"/> White dress shirt</li> <li><input type="checkbox"/> Plain white undershirt if desired. No other undershirt is permitted.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Short or long sleeve polo shirt (red or white)</li> <li><input type="checkbox"/> White blouse</li> <li><input type="checkbox"/> Plain white undershirt if desired. No other undershirt is permitted.</li> </ul>
Bottoms	All bottoms are navy blue in color.	
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Boy's plain front pants, full elastic waistband</li> <li><input type="checkbox"/> Boy's plain front pants, adjustable waist</li> <li><input type="checkbox"/> Unisex walking shorts</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Girl's plain front pants, full elastic waistband</li> <li><input type="checkbox"/> Girl's plain front pants, adjustable waist</li> <li><input type="checkbox"/> Flat front -wrap around skort (length no shorter than 2" above the knee)</li> </ul>
Sweaters	With "sun" logo	
	<ul style="list-style-type: none"> <li>• Cardigan, embroidered</li> <li>• V-neck sweater, embroidered</li> </ul>	<ul style="list-style-type: none"> <li>• Cardigan, embroidered</li> </ul>
Socks	<ul style="list-style-type: none"> <li>• Black or navy blue socks</li> <li>• White socks are permitted for gym use only</li> </ul>	<ul style="list-style-type: none"> <li>• Knee high navy blue socks or tights with skorts</li> <li>• Black or navy blue socks with pants</li> </ul>
Shoes: Indoor	Shoes with identifying trademarks and logos are not permitted	
	<ul style="list-style-type: none"> <li>• Plain black dress shoes</li> <li>• Velcro close ok for EP/K</li> </ul>	<ul style="list-style-type: none"> <li>• Plain black dress shoes with a heel height of no more than ½"</li> <li>• Velcro close ok for EP/K</li> </ul>
Jewelry, Hair, Make-up	Nail polish, make-up, and hair dying/bleaching are not permitted	
	<ul style="list-style-type: none"> <li>• One earring per ear (small stud or sleeper) is permitted</li> <li>• Watches should not be a toy to play games on but a modest time piece</li> <li>• Haircuts should be neat and complement the school uniform</li> <li>• Hair dying or bleaching is not permitted</li> </ul>	<ul style="list-style-type: none"> <li>• One earring per ear (small stud or sleeper) is permitted</li> <li>• Necklaces are not to be worn to school</li> <li>• Watches should not be a toy to play games on but a modest time piece</li> <li>• Haircuts should be neat and complement the school uniform</li> <li>• Hair dying or bleaching is not permitted</li> <li>• Hair clips, barrettes, elastics and hairbands must be red, white, black, or blue</li> </ul>
Outdoor Clothing	<ul style="list-style-type: none"> <li>• Pair of running shoes</li> <li>• Pair of boots</li> <li>• Clothing appropriate to weather conditions</li> <li>• Optional: Westmont hoodie, embroidered</li> </ul>	
<b>GYM CLOTHING</b>		
Gym Clothes	Required by students in Grades 4-6, optional Early Years to Grade 3	
	<ul style="list-style-type: none"> <li>• Orange T-shirt</li> <li>• Navy jersey short</li> <li>• White socks (permitted for gym use only)</li> <li>• Hoodie (optional)</li> <li>• Sweat pant (optional)</li> </ul>	
Shoes: Gym	<ul style="list-style-type: none"> <li>• Non-marking runners are required for gymnasium use</li> </ul>	

### Part Two: New Uniform Colours and Pieces





### Shoes, Accessories, Outdoor Clothing

Socks	<ul style="list-style-type: none"> <li>• Socks match colour of bottoms</li> <li>• White socks are permitted for gym use only</li> </ul>	<ul style="list-style-type: none"> <li>• Socks match colour of bottoms</li> <li>• Knee high socks or tights with shorts</li> <li>• White socks are permitted for gym use only</li> </ul>
Shoes: Indoor	<b>Shoes with identifying trademarks and logos are not permitted</b>	
	<ul style="list-style-type: none"> <li>• Plain black dress shoes</li> <li>• Velcro close ok for EP/K</li> </ul>	<ul style="list-style-type: none"> <li>• Plain black dress shoes with a heel height of no more than ½"</li> <li>• Velcro close ok for EP/K</li> </ul>
Jewelry, Hair, Make-up	<b>Nail polish, make-up, and hair dying/bleaching are not permitted</b>	
	<ul style="list-style-type: none"> <li>• One earring per ear (small stud or sleeper) is permitted</li> <li>• Necklaces are not to be worn to school</li> <li>• Watches should not be a toy to play games on but a modest time piece</li> <li>• Haircuts should be neat and complement the school uniform</li> <li>• Hair dying or bleaching is not permitted</li> <li>• Hair clips, barrettes, elastics and hairbands must be red, white, black, or blue</li> </ul>	
Outdoor Clothing	<ul style="list-style-type: none"> <li>• Pair of running shoes</li> <li>• Pair of boots</li> <li>• Clothing appropriate to weather conditions</li> <li>• Optional: Westmont hoodie, embroidered</li> <li>• Early Primary/ Kindergarten need muddy buddies, rain coat, rubber boots, hat and mitts</li> </ul>	

# Emergencies

## Emergency Contact List

**School Address: Westmont School 4075 Metchosin Rd., Metchosin, B.C**

### Emergency Agencies

<b>Metchosin Fire Dept. (Emergency)</b> .....	<b>9-1-1</b>
Metchosin Fire Dept. (Non-emergency).....	250-478-1307
<b>R.C.M.P. (Emergency)</b> .....	<b>9-1-1</b>
R.C.M.P. (Non-emergency).....	250-474-2264
<b>B.C. Ambulance Service</b> .....	<b>9-1-1</b>
B.C. Ambulance Service (non-emergency).....	250-727-2400

### Emergency Contact Information System

ePACT..... (<https://www.epactnetwork.com/us/login>)

### Emergency Support Services

Earthquake, Flood, Dangerous Goods Spills.....	1-800-663-3456
Poison Control Centre.....	1-800-567-8911
Power Outages & Emergencies (B.C. Hydro).....	1-888-769-3766

**Island Health –Childcare Licensing** ..... **250 370 8699**

### Service Companies

Fire Alarm Monitoring Contractor .....	Price's Alarms .....	250-384-4104
Hydro Customer Service .....	BC Hydro (non- emergency) .....	800-224-9376

## School Closure Procedures

Occasionally the school may be required to close for a variety of reasons such as weather or power outages. Westmont uses the OneCallNow notification service. This service sends out a call to each family's primary phone number, cell phones, and emails and will be used for closures that occur both during the day or outside of school hours. The message sent will include the reason for the closure and whether there will be a follow up message detailing the reopening of the school.

## Emergency Procedures for Parents

Westmont School staff and administrators are currently prepared to care for your children for up to 72 hours in the event of an emergency. The PAC has supplied the school with food, water, shelter, emergency supplies and first aid materials for such an occasion, but we are now working towards increasing our supplies to manage for up to ONE WEEK if necessary. Stay tuned for more information about this initiative.

### Prepare Your Family

Include family members when discussing emergency preparedness plans. Reassure your children that they will be cared for until you can come to get them. Westmont's library has books and videos on Emergency Preparedness which you may wish to check out. Emergency Preparedness Week is always the first week of May.

Other excellent resources are the federal government's site: [www.getprepared.ca](http://www.getprepared.ca) or the provincial government's site: <http://www.pep.bc.ca/index.html>

Local Fire Departments also have annual information on fire safety in the home and encourage you to plan to "get out alive" by making and practicing an emergency escape plan for your home. Contact your local department for more information.

### Child's Survival Kit

In the event of an earthquake or emergency we will require a survival kit for your child. Your child's kit should include:

- A full change of warm clothing and a sleeping bag.
- A personal photo along with a note from home will help you to reassure your child that you will be trying to get to them as soon as possible.
- Optional items: face cloth, toothbrush, game, book, cards.

Please do not include batteries or food items in Survival Kits. School emergency supplies are being well stocked with food and water. The kits are located in the shelter at the top of the field. New families can drop off their kit(s) any time at the school office in a sealed, clearly labelled bag with your child's name and classroom. Open shelter days will be scheduled at the beginning and end of the year for current families to review the contents of their child's kit.

### Emergency Medication

Ensure that the school has a 7-day supply of medication if your child has special medical needs. Please ensure the appropriate information is complete on your child's Westmont Student Information (Emergency) card, if this applies to your child. The medication is to be administered, when necessary, at any time, including an emergency situation, when medical personnel/hospitals may not be available or

accessible. All medication is stored in the front office emergency backpack or in the refrigerator, if necessary, in the staff room.

### Parents' Responsibilities/Procedures during an Emergency

During an earthquake or other emergency, the two prime objectives of teachers and support staff are to ensure the safety and well-being of the children and to reunite them with their families as quickly as possible. The following contains essential information with respect to our school's disaster plan and the important role that parents/guardians play in this process.

A completed, yellow Westmont Student Information (Emergency) sheet is due back to the school Secretary during the first week of school, or the first week your child begins at the school. **Please ensure you keep contact numbers, health information, alternate caregiver and pick-up permissions on them current.** We can only legally release your child to people listed on the card.

- Please DO NOT phone the school. We must have the phone lines open for emergency calls. On February 28, 2001 when a 6.8 quake rocked Victoria and Seattle, the phone lines at the school were so overloaded with incoming calls, that had there been an on-site emergency, we would have been unable to summon help.
- The school will attempt to send out communications via our OneCallNow phone out system. This system is based outside of region, but does require a cell phone, landline, or Internet connection for us to activate.
- DO tune into CFX 1070 am, a local radio station, using a battery operated radio or car radio for information and direction. Radio coverage of the February 28, 2001 quake was almost instant.
- DO establish an out-of-area contact person. Phone service will likely be limited during a major disaster. It may be much easier to phone out of the immediate area than locally. Your contact should have voice mail. (Avoid listing Washington, Oregon, California, or lower mainland numbers as a quake that hits here could affect these areas too). If necessary the school will attempt to call your contact with your child's status should you or your alternate be unable to reach the school in a timely manner. Waiting can be the hardest part of a post-quake period, especially if your family is scattered and out-of-touch. This information is listed on the yellow Westmont Student Information (Emergency) cards.
- DO have an email account you can access from anywhere: Electronic mail may also serve as a means of communication. Know how to access your account from any computer connected to the Internet.

In May 2013, the Emergency Operation Centre (E.O.C.), situated near the Metchosin Fire Hall, donated a radio to our school that will enable us to have direct contact with the E.O.C. during an emergency. The E.O.C. is a level of the British Columbia Emergency Response Management System, a comprehensive management system that ensures a coordinated and organized response and recovery to all emergency incidents and disasters. In March 2013, an area-wide systems test was successfully completed.

### Travel

Following a major earthquake or other disaster, streets and access to the school may be cluttered with debris. **Before you travel, listen to public service announcements on the radio at CFX 1070 AM, regarding transportation routes.**

The first roads to be cleared may be a network of roads, designated as disaster routes. If you see a Disaster Response Route sign, you will need to find another route to get to your destination. Lifesaving personnel and equipment, i.e.: ambulances, police, fire, and supply convoys will need to get through. As

soon as is possible Disaster Response Routes will be open to the public. **Only** when it is safe to travel, please attend the school to collect your child.

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*Westmont's designated evacuation and disaster meeting area, in front of the shed on the upper field near the school garden*

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### Identification Photos

Children present on individual school photo day, and who will thus have a photo on record at the school, will be given a photo ID card to wear around their necks for visual identification purposes. The ID card will include a sticker detailing a medic alert when necessary.

### Student Emergency Release Procedure

It is the responsibility of parents to ensure that the information contained on the **ePACT student information is up-to-date (<https://www.epactnetwork.com/us/login>)**, especially if any changes occur during the school year.

- **ePACT** : Contains contact, medical, A.C. Alternate Caregiver information (should be local), names of other people who can pick-up your child, and out-of-area contact information.

In the aftermath of a disaster, a controlled release of students will be implemented. **Students will be dismissed from the school to a parent/guardian or an alternate caregiver (A.C.) only.** An A.C. is someone appointed by the parent/guardian to pick up his or her child if the parent/guardian is unable to attend. If you list an A.C. you may wish to choose someone who lives close to the school.

Prior to the release of your child to an A.C., identification will be requested. **All children must be signed out at a release station at the school (or alternate reception centre if they have to move).** Please inform your A.C.'s about the release process. If you do not list an A.C., your child will remain in care of Westmont School staff.

Currently, school staff will accept responsibility for students up to 1 week after the emergency incident takes place. After 1 week, the school may release the care of students to the municipal authorities.

Your cooperation will assist greatly in maintaining safety and order during an emergency situation.

### Emergency Evacuation Procedures

The guidelines below provide an overview of the procedures follow in emergency evacuations. Separate staff policies contain detailed procedures which staff follow in these events.

#### *Fire and Other Emergencies*

In the event of a fire or other emergency requiring evacuation, with teacher compliance and guidance, students and teacher are to follow these guidelines:

- The students are to remain calm and follow all the instructions of the teacher
- The teachers will lead the students to the collection point on the upper field.
- The teachers will hold the students until the parent comes to the school.
- The school will also be practicing Lockdown procedures. Please refer to the "Lock Down Procedures" document

- Parents may review/debrief this information with your children after a practice session.

### *Earthquakes*

In the event of an earthquake, with teacher compliance and guidance, students and teachers are to follow these guidelines:

- Take cover under a table, bed, or archway away from windows, in the “Drop, Cover, Hold” position
- Stay under cover until the shaking stops
- Stay in position and count to 60 out loud
- Proceed very carefully when safe and calm
- Follow evacuation procedures as outlined above under “Fire and other Evacuation Emergencies”

## Fire

### IF YOU DISCOVER A FIRE: R.A.C.E.

**Rescue anyone in immediate danger** if it is safe to do so.

**Alarm. Activate the nearest fire alarm** or call 911.

**Confine the fire by closing doors and windows.**

**Extinguish the fire only if it is safe to do so.** Otherwise, it should be left and contained behind closed doors.

**In the unlikely event of a fire:**

1. The fire alarm will sound
2. Each class will exit the building as quickly as possible through their appointed door.
3. One or two staff members (as predetermined in individual teams) will support all children in the class to quickly gather at the appointed exit of their classroom – children will not take any additional belongings
4. The remaining staff member (again as predetermined in individual teams) will close all doors and windows, gather the attendance sheet, children's records, the emergency kit and classroom pets, then exit to join the rest of the class as they walk to the muster site
5. Administration staff are tasked to do one final sweep of the building
6. Everyone will leave the building and meet on the top field at the muster station
7. A roll call attendance of individual classes will be taken to ensure all staff and children are vacated from the building
8. Reports are made to the attendance keeper
9. Sweepers will report to the attendance keeper
10. Attendance keeper reports to the principal who communicates with the fire department
11. Fire Department will take charge on arrival
12. Parents will be notified by the school emergency call out system
13. Staff will remain with the children until they are released to parents/ guardians or those individuals stipulated in the emergency pick-up documentation

### Emergency Duties and Responsibilities

There are several different duties that are assigned to staff members at the beginning of each school year.

### *Classroom Team*

Teachers will ensure the EVACUATION FLOOR PLAN is posted near the door in every classroom and in any other room frequented by students.

- Teachers will ensure that students are familiar with this planned evacuation procedure by reviewing and practicing regularly with students.
- Teachers with students at the time of the alarm are responsible for their evacuation following the evacuation route posted for that room.
- If evacuation occurs during recess or lunch, teachers not on duty should proceed to the designated area on the playground to supervise students, sweeping students from the grounds enroute.
- Non-scheduled teachers and support staff shall, at the sound of the alarm proceed immediately to help evacuate students in wheelchairs or others needing assistance.
- At the sound of the alarm, all students involved in activities outside regular class, Resource, French, gym, or other activities will be escorted by the supervisor to join the regular class at the designated Muster Point.
- At the sound of the alarm, any students not under direct supervision (in washrooms, showing work to other classes, etc.) will assemble at the designated Muster Point to join their class.

### *Sweep*

- Each building (Clayton Ruttan Building, David Graham Building, Main Building) will have a designated "Sweep", typically a non-teaching staff member.
- After the classes have emptied, the Sweep is responsible for checking that all persons have evacuated the building. This includes checking all possible hiding places where a frightened child may tuck themselves into.
- The Sweep reports to the Attendance Keeper that the sweep for his or her building has been completed.

### *Attendance Keeper*

- Will be responsible for taking master attendance and radio to top field.
- Take attendance reports from teachers and sweeps.
- Cross-references teacher and sweeper reports against master attendance
- Report any missing student(s) to Principal/Vice-Principal.

### *Central Team*

- Responsible for communications between school and Fire Department.
- Coordinate the overall school plan before, during, and after the emergency.
- Create and maintain an evacuation plan.
- Maintain school emergency lists and procedure documents, and provide to Fire Department.
- Provide the communications link between educators, students, parents, community, and outside resources.
- Open up emergency shelter.
- Be aware of external hazards.
- Maintain self-powered radios for information updates.
- Establishing Fire Drill schedule for current school year.

### *Fire Evacuation Procedures*

Westmont Staff and Student population is distributed between three buildings. An alarm in any one building, will initiate an evacuation of all facilities.

## Classrooms

- Students stand in an orderly manner and remain quiet so that announcements can be heard.
- One or two staff members (as predetermined in individual teams) will support all children in the class to quickly gather at the appointed exit of their classroom
- Each class will exit the building as quickly as possible through their appointed door.
- Students are not permitted to go to clothes rack, lockers or bags for any personal belongings.
- On exiting the room:
  - One teacher will sweep the room ensure all the students have exited from the classroom and adjoining washrooms.
  - Once the sweep has been completed, teachers close but DO NOT lock classroom doors to main hallway.
  - Teachers will take the emergency back-pack (which contains updated class list) from their classroom.
  - Turn off the classroom lights upon leaving.
- Evacuation shall be by single file, class by class, no talking, no running or pushing as order is important for safety and announcements.
- All students and teachers shall proceed to the Muster Point, up by the emergency shelter on the top field.
- Any students not under direct supervision (in washrooms, showing work to other classes, etc.) will assemble at the designated Muster Point with their class.
- If a normally designated exit is blocked, stop your class and proceed to the nearest exit.
- All classrooms and washrooms in classrooms will receive a final sweep by the sweepers.

## School Common Areas

### Hallways, Library, Reception, Stairwells, Washrooms not in Classrooms

- Sweepers will sweep school common areas for any staff/students who may not have been in classrooms.

## Activities at Designated Muster Point

- Teachers count students, take attendance and report any absences to the Attendance Keeper.
- Sweepers report in to Attendance Keeper that their building sweep is complete.
- Attendance Keeper cross-references the Teacher and Sweep reports against the Master Attendance.
- Attendance Keeper reports in to Principal/Vice-Principal on any missing person(s).
- Principal/Vice-Principal will report out the Fire Department, including a report on any missing person(s).

## How to Assist Disabled Persons

### 1 Person Rescue Techniques

#### Clothes Drag

- Grasp the upper clothing behind the disabled person's head showing caution if the clothes become restrictive about the neck, possibly effecting breathing or blood circulation.
- Begin dragging the person, showing care with regards to their head. The disabled person's head can be supported by your forearms.
- (by keeping close to the floor, you reduce the risk of injury in event of an accident slip)
- When dragging the person down flight of stairs, support their head using your forearms, keeping their head low.

#### Blanket Drag

- Position a blanket on the floor beside the disabled person after folding 1/2 of the blanket into "pleats" on the side closest to the person.

- Position yourself on the opposite side of the person to the blanket.
- Raise the arm closest to you to a position above their head to support the disabled person's head during the roll.
- Roll the person towards you.
- Pull the blanket to a position against the back and roll the person back down onto the blanket.
- Pull the "pleated" side out from under the person, positioning them in the center and wrapping it around them in secure fashion.
- Grasping the end of the blanket near the head allows for support of the persons head.
- Proceed in similar fashion to Clothes Drag Technique Fireman's Drag
- Secure the disabled persons wrists together (belt or soft cloth)
- Position them on their back ....straddle the person and place the tied wrists over your head (behind your neck) and raise up your upper body lifting the person's head & shoulders off the floor.
- Proceed to crawl on your hands/ knees to safety.
- (This method may not be suitable if person is injured or unconscious)

## 2 Person Rescue Techniques

### Extremities Carry

- One assistant stand at the head of the disabled person, and the second stands at the feet.
- The assistant at the head kneels and slips their arms under the disabled person's arms and around the chest, grasping the disabled person's wrists.
- The assistant at the feet kneels with feet together between the disabled person's legs. This assistant grasps the disabled person under or just above the knees.
- The two assistants then stand and carry the disabled person to a place of safety (remember to use your leg muscles when standing up).

### Chair Carry

- Position the disabled person on a sturdy but lightweight chair.
- If the person is on the floor, slide the chair under the buttocks and position the person "sitting position" on the chair still lying on it's back.
- Pick up the chair from either side or position one assistant at back of chair, holding onto the upper chair back, while the second assistant grasps the front chairlegs.
- Keep the disabled person's hand on their lap and proceed to safety.
- Caution the disabled person from grabbing out with their arms as you exit.

## Fire Precautions During Repairs, Alterations & Renovations

### Fire Detections & Alarm System

Where the system cannot be repaired such that it is in full operation by the evening, the following precautions should be implemented:

- Notify the Fire Department of the system status.
- Leave the system in trouble mode.
- Notify the alarm monitoring company of alarm status.
- If building is occupied after normal office hours:
  - Have a person remain at the premises until system is fully operable.
  - Watchman shall make inspection rounds of all areas of the building every 1/2 hour, 24 hours per day. (per B.C. Fire Code)
  - Watchman shall remain on the property between rounds.

### *Portable Fire Extinguishers*

Where a service company needs to remove a fire extinguisher from the building for an extended length of time, a fire extinguisher of the same type should be provided temporarily in its place.

### *Work within the Building*

During alterations and repairs ensure that the building and its occupants are not exposed to undue fire hazards created by contractors' equipment or supplies which are brought into the building. Frequent inspections of the affected area is suggested in order to ensure the following:

- Exits are free of obstructions
- Work areas are inaccessible to the building occupants.
- Contractors have obtained necessary building and operation permits.
- Flammable and combustible liquids are handled and stored safely.
- Heat producing equipment such as welding/cutting equipment and portable heaters are used safely.

**Where a problem is suspected the Fire Department should be contacted in order to provide advice or perform an inspection.**

## Earthquake Procedures

### Drill and Building Evacuation

Notice will be given via alarms/bells, or verbal direction (in the event of a real earthquake the signal will be the beginning of shaking itself)

### Classrooms

- Announce that the earthquake drill has begun and instruct staff and students to Drop, Cover, and Hold On
- Find the nearest table away from a window
- Crouch under the table, protecting your neck with one hand
- Hold on to the table leg to prevent table from moving with the other hand



- If there is no room for teachers under desks, teachers should find a corner within the room, crouch down, protecting their neck with one hand.
- Count seconds out loud for the duration of the quake. This will help keep students focused and calm and will allow you to identify how long the earthquake lasts. The longer it lasts, the more cautious everyone will need to be.
- After you have finished counting out the duration of the earthquake (when the shaking stops in the event of a real earthquake) count to 60, announce that the shaking is over.

NOTE: If an aftershock occurs while exiting Drop, Cover, and Hold On until the shaking stops. Crouch rather than dropping to knees to avoid injury from debris.

- Teachers will assist children to stand in an orderly manner and remain quiet and calm so that announcements can be heard.
- Teachers will sweep the room and account for all children. Children should be kept away from windows, exterior walls, and objects which may fall.
- Teachers will assist children to gather outer clothing and lunch kits
- Teachers will collect emergency kits, attendance sheets and children's emergency information
- Once the group is ready, the class will exit the building and proceed to the muster site/ top field
- If a normally designated exit is blocked, the teacher leading will proceed to the nearest alternate exit
- The last teacher leaving the room should close the doors and turn the lights off to indicate that the classroom has been cleared and that all children are accounted for
- If a sweep of the classroom was not done by the teachers prior to exiting the room, the lights will be left on and the classroom door to main hallway should remain open

## School Common Areas

### *Hallways, Library, Reception, Stairwells, Washrooms not in Classrooms*

- Sweepers will sweep school common areas for any staff/students who may not have been in classrooms.
- Any classrooms with lights on and/or doors open must be swept, as this indicates that the classroom team did not have time to do this.

## Activities at Designated Muster Point

- Teachers count students, take attendance and report any absences to the Attendance Keeper.
- Sweepers report in to Attendance Keeper that their building sweep is complete.
- Attendance Keeper cross-references the Teacher and Sweep reports against the Master Attendance.
- Attendance Keeper reports in to Principal/Vice-Principal on any missing person(s).
- Principal/Vice-Principal will report out the Fire Department, including a report on any missing person(s).

Staff will stay with the children until children are picked up by parents or they are relieved by emergency responders.

School Administration will notify parents, co-ordinate staff and work with emergency responders to ensure the safety of all children and to assess the site

## Bomb Threat

Bomb threats must be taken seriously and considered real until proven otherwise.

**CAUTION:** Do not use radios, cellular phones or pagers, as they may trigger an electronic detonator. Do not touch a suspicious device or assume that there is just one device.

The procedure to follow is:

1. Listen – be calm, don't interrupt, get as much information as possible and ask the following questions:
  - a. What time is the bomb set to explode?
  - b. Where is the bomb located?
  - c. Is it in the open? Disguised?
  - d. What kind of bomb is it?
  - e. What does it look like?
  - f. Why was it placed in the school?
  - g. How did it get into the school?
2. Assess the caller. Is the caller:
  - a. Male or female?
  - b. Calm or frightened?
  - c. Young, middle-aged or old?
3. Any background noise?
4. Document – If possible using the Bomb Threat Form. SEE APPENDICES

6. BOMB THREAT FORM
7. Summon help, if available, using by hand signals and show the person responding these instructions:
8. Call 911 and ask for RCMP/Police and Fire
  - a. Explain the situation
  - b. Relay advice given by RCMP/Police/Fire regarding evacuation
  - c. \*57 – call trace \*69 – caller ID
9. Staff should prepare for evacuation and implement evacuation on the instructions of RCMP/Police/Fire authority.
10. A search for unusual or suspicious objects should be undertaken. If such an object/container is found:
  - a. Leave it untouched
  - b. Make the Licensee/Manager or delegate and RCMP/Police aware of the exact location
  - c. Do not assume that it is the only one
  - d. Remove staff and children from the area immediately
11. Report the incident to VIHA Licensing.

## Lock Down Procedures

Events requiring a lock down of the school fall under 2 broad categories:

- A threat in which the school campus is the direct target.
- A threat in which the larger community is at risk (for example: District of Metchosin or Greater Victoria)

The actions taken by the school will reflect the type of perceived threat.

### School as Direct Target

1. The Principal or Designate will:
  - Call 911 or your local Emergency Services.
  - Stay on the line and provide information requested by the operator having considered your own personal safety.
  - Make an announcement over the school phone intercom system for students and staff that are indoors.
  - Sound bullhorn siren repeatedly for students that are outside of the school.
2. If students and staff are INSIDE the school:
  - Go to closest room, close the door and lock if possible.
  - Lay on the floor away from doors and windows.
  - Remain on the floor and be silent
  - If warranted, classes may be directed to move to the gym. In this case classes will be moved one at a time to the gym.
  - Parents will be notified using the One Call Now digital broadcast system as to where to pick up their children.
3. If students and staff are OUTSIDE the school:
  - All students and staff outside of the buildings are to return to classrooms.
  - Lay on the floor away from doors and windows.
  - Remain on the floor and be silent
  - If warranted, classes may be directed to move to the gym. In this case classes will be moved one at a time to the gym.
  - Parents will be notified where to pick up their children.
4. If students and staff are off-campus:
  - Staff will be notified by radio or cell phone of the threat and to not return to the school site
  - Staff and students will remain at their location unless directed by the school or Emergency Services
  - Parents will be notified where to pick up their children.
5. The Principal or Designate will:
  - Notify the Board President and other Board officials as appropriate.
  - Assist police with school/student information as requested.

### Threat to School as Part of Greater Community

1. The assumption is that the school will be informed of the threat by emergency services. If this is not the case, the school will:
  - Call 911
  - Stay on the line and provide information requested by the operator having considered your own personal safety.
2. Classrooms will be notified that the school is in lock down
  - If the threat is imminent, the all school intercom will be used

- If the threat is not imminent, a staff member will circulate around informing classroom teachers. This method will be used to prevent unduly alarming students.
  - Sound bullhorn siren repeatedly for students that are outside of the school. Students will return to their classrooms.
3. The school will immediately lock all buildings
    - There should be no movement of students outside of buildings
    - All classrooms will do a perimeter check to ensure that all outside doors and windows are closed and locked.
    - If the school becomes directly threatened, lock down procedures for “School as Direct Target” will be followed
  4. If a school group is off site:
    - In close proximity and without transportation (e.g. at Witty’s Lagoon)
      - Staff leading the offsite group will be contacted via cell phone or radio.
      - Staff not in a direct supervisory role will be assigned the task of transporting these students back to the school.
    - At a distant location:
      - Staff leading the group will be contacted and informed not to return to the school and await further instruction.
      - If the group is under threat at the distant location, they should follow the procedures and directions given at the facility being attended

### Communication with Parents

Westmont will communicate with parents through email and phone via the One Call Now digital broadcast system.

1. The email will be tailored per the situation, but will include at a minimum:
  - i. The reason for the lock down
  - ii. To not call the school
  - iii. That further communication about the continuation or lifting of the lock down will follow
  - iv. That parents are directed not to come to the school to pick up their child until informed to do so.
2. A phone script will be used which duplicates the communication sent via email.
  - i. Calls will be sent to all contact numbers on file with the school.
3. The Principal or Designate will:
  - a. Notify the Board President and other Board officials as appropriate.
  - b. Assist police with school/student information as requested.
4. At such time that it is determined that the lock down can be lifted, parents will be notified that the lock down has been lifted and where to pick up their children. Notification will be by the One Call Now system.

## Lost Child Policy

When a child is identified as missing the Principal and Secretary will be notified and any information regarding the circumstances and/or person(s) involved will be passed on to them. If there is no reason to believe that abduction has occurred, the staff will initiate the following procedure:

1. A sufficient number of staff will remain with the children to ensure their safety. All remaining staff are designated to search inside the facility and the school grounds. The search will be thorough including all interior cupboards, closets, washrooms and storage areas and all exterior play apparatus, shrubbery and storage areas.
2. Results of the search are to be reported to Melanie and Magnus. If the child is found an incident report is to be filled out and sent to VIHA Licensing and parents notified at the time of pick-up.
3. If the child is not located on the initial search Melanie will then call the RCMP/ 911 to report the child as missing. VIHA Licensing will also be notified. RCMP will make the decision regarding the issuing of an **AMBER Alert\***. A photograph and description of the child's clothing are to be provided to attending RCMP.
4. The parents of the child are notified and updated on actions being taken.
5. Staff will widen their search to the forest/ neighborhood while awaiting the arrival of the RCMP. Staff searching should have a recent photograph of the child with them.
6. If an Amber Alert is to be initiated Licensing should be notified immediately.

If the child is identified as missing while on a hike in the forest or at the beach, the same procedures apply with the initial search beginning at the point of last sighting.

If abduction is suspected, immediately alert the RCMP, VIHA Licensing and the parents then proceed to search the area.

*\*AMBER Alert – BC's AMBER Alert program is a tool used by the RCMP and Municipal Police Services for the most serious, time-critical child abduction cases. It is not intended for cases involving parental abductions, except in life-threatening situations. AMBER Alert can be used in any abduction that meets the criteria regardless of what relation the abductor has with the victim.*

*AMBER Alert is a province wide, innovative partnership among the province's law enforcement, Association of Broadcasters and external partner agencies to gain public support in the location of abducted children. New partnerships are constantly considered.*

*AMBER Alert is only activated by authorized users within the law enforcement agencies. ALL of the following conditions must be met before activating an AMBER Alert:*

- *The victim is under the age of eighteen (18)*
- *Police have reasonable grounds to believe the victim has been abducted*
- *Police have reasonable grounds to believe the victim is in imminent danger*
- *Police have obtained enough of descriptive information about the victim, abductor and the vehicle involved*
- *Police believe that the alert can be issued in a time frame that will provide a reasonable expectation that the child can be returned or the abductor apprehended*

## Wild Animals

Given the location of Westmont school, wild animal sightings or encounters are a possibility. Staff members should familiarize themselves with information on cougar and bear behavior distributed by the local CRD and BC Provincial parks found at:

- [https://www.gov.mb.ca/conservation/wildlife/problem\\_wildlife/pdf/bbear\\_encounters.pdf](https://www.gov.mb.ca/conservation/wildlife/problem_wildlife/pdf/bbear_encounters.pdf)
- <http://www.env.gov.bc.ca/wld/documents/cougsf.htm>

### Bears

If a bear is reported to have been seen in the area when all early primary classes are on site:

- Reception will notify classes
- Classes will remain on site
- Any hiking or beach trips will be rescheduled

If a sighting of a bear in the park is reported to the school and early primary classes are off site in the forest or at the beach:

- Reception will notify classes by cell phone
- Teachers will assess the risk using the time and location of sighting, the location of the group and the group size as factors.
- Teachers will choose an appropriate action and communicate that decision to the school reception. Teachers may choose to immediately return to the school using the planned route, immediately return to the school using an alternate route or remain at the current location and wait for assistance. *Children will be kept in a tight grouping at all times.*

What to do if you meet a bear:

- **Keep calm**
- **Don't run.** Bears can easily outrun you. By running you may trigger an attack. Make yourself less vulnerable. Pick up small children and stay in a group.
- **Give the bear space.** Back away slowly and talk in a soft voice. Do not approach the bear or make direct eye contact.
- **Leave the area or make a wide detour.** If you cannot leave, wait until the bear moves out of the way and ensure that it has an escape route.

**The bear may approach you or rear up on its hind legs.** Bears are often curious. If one stands on its hind legs, it is most likely trying to catch your scent; this is not necessarily a sign of aggression. Back away slowly and talk in a soft voice.

### Cougars

If a cougar is reported to have been seen in the area and all early primary classes are on site:

- Reception will notify classes
- Classes will remain on site and indoors
- Parents will be notified at the time of pick-up

If a cougar sighting is reported to the school when early primary classes are off site in the forest or at the beach:

- Reception will notify classes by cell phone
- *Teachers will immediately gather children into a tight grouping.*
- Teachers will assess the risk using the time and location of the sighting as well as group size and location as factors.
- Teachers will then choose an appropriate action and communicate their decision to the school reception. Teachers may choose to immediately return to the school using the planned route, immediately return to the school using an alternate route or remain at the current location and wait for assistance.

What to do if you meet a cougar:

- *Never approach a cougar.* Although cougars will normally avoid a confrontation, all cougars are unpredictable. Cougars feeding on a kill may be dangerous.
- Always give a cougar an avenue of escape.
- *Stay calm.* Talk to the cougar in a confident voice.
- *Pick all children up off the ground immediately.* Children frighten easily and their rapid movements may provoke an attack.
- *Do not run.* Try to back away from the cougar slowly. Sudden movement or flight may trigger an instinctive attack.
- *Do not turn your back on the cougar.* Face the cougar and remain upright.
- *Do all you can to enlarge your image.* Don't crouch down or try to hide. Pick up sticks or branches and wave them about.

# Outdoor Supervision

There is no before or after school supervision of the playground at Westmont School. For those students that need to be at school outside of school hours, daycare at the school is available. Classrooms are open in the morning for students in grades 1-8 at 8:30 am and class begins at 8:45 a.m. Classrooms open and class begins at 8:50 a.m. for Early Primary and Kindergarten students.

## Recess Supervision

### Outdoor

The Early Primary playground is supervised by the Early Primary staff during student breaks (11:00 - 11:45 a.m. & 2:30 – 2:55 p.m.). There is one staff per 8 students on supervision at any time. Students stay within the boundaries of this playground at all times during class breaks (except for trips to the washroom). The Early Primary playground is enclosed by a fence. Equipment should be returned to the school at the end of the day.

Unless an announcement is made, all recesses will be spent outdoors. Students need to bring appropriate clothing to wear during these times.

### Indoor

During extremely inclement weather, students will be supervised indoors during recesses. Students are to play inside their classrooms and school buildings during these times. Supervision will be present in the Middle School, Gym, and in the Main School. These days of inclement weather are determined by the Principal.

## Staff Responsibilities

To sustain a safe environment for children, the childcare licensing regulation requires care providers to ensure that children are supervised always. At Westmont School it is expected that teachers will provide positive active supervision. Teachers that are involved, aware and appreciative of children's behaviors are best able to create a safe, secure, respectful and trusting atmosphere. It is important for all early primary staff to:

- *Know each child's abilities*
  - Staff will communicate regularly within teams and across teams to make sure that all supervising staff have a clear understanding of the abilities of all the children in the group. This is particularly important if there is a change in behavior or medical concern.
- *Establish clear and consistent safety rules*
- *Provide positive guidance and support children in problem solving*
- *Be Aware of any potential hazards*
  - Staff will check the playground at the beginning of the outdoor play period and assess any potential hazards. Often such hazards are caused by seasonal changes or weather. Staff will also work as a team to maintain the play area to a good standard making sure that toys and equipment are kept in good repair.

- *Position themselves strategically during supervision*
  - Staff should be spread out over the entire playground to most effectively be able to watch all of the children. Having a teacher in all areas of the playground is a very effective way to prevent or curb undesirable behavior. Often having an adult present is enough to make a child more conscious of their behavior but if negative behaviors do occur, it is much easier to redirect, peacefully resolve or diffuse the situation if an adult is present.
- *Scan the area and circulate through the playground*
- *Engage the children*
  - Outdoor play is an excellent opportunity to support children in language development, to guide them in learning self-regulation and to model positive social interactions. Teachers should take this time to focus on the children, to take help them extend their play, to provide them with opportunities to try a variety of activities to help them make connections.

*Active supervision will ensure that children's play is enjoyable and their learning opportunities are promoted. By watching children closely, childcare providers will be able to see opportunities for supporting and building on children's play experiences.*

*Supervision is the most important element of safe childcare.*

*Sonja Tansey – National Childcare Accreditation Council*

## Before and Afterschool Care

Students who arrive prior to the start of classes and who stay after school hours are required to be checked into Daycare. Daycare is open to any student enrolled in Early Primary to Grade 6. Students are not allowed to be in classrooms outside of classroom hours. This procedure is without exception for liability and safety reasons.

- Morning Daycare
  - Begins at 7:15am
  - EP/K students are taken to their classrooms at 8:40am
- Afternoon Daycare
  - On Monday, Tuesday, Thursday, and Friday begins at:
    - 3:15 for EP/K classes
  - Wednesday Daycare begins at:
    - 2:20 for EP/K to Grade 6
  - All Daycare ends at 5:30pm

EP/K before and after school daycare is considered to be a regular extension of the child's day and will take place in one of the licensed early primary classrooms.

Staffing for EP/K daycare will consist of one ECE that will remain with the children through-out the entire daycare time. A second staff will be added if the total group size is greater than eight children. The additional staff person will be an ECEA or and ECE. The additional staff will remain with the group as long as there are greater than eight children.

## Field Trips

Throughout the year students are involved in day trips and excursions off-campus during class-time. Some examples of these trips are:

- Witty's Lagoon
- Pumpkin Patch
- CRD Parks Trips
- Museum
- Art Gallery
- Concerts
- Early primary children hiking in the neighbouring forest, visiting the garden or at the beach are also considered to be on a field trip.

All parents are asked, at the beginning of the year, to sign a field trip permission form for their child. As stated on that form, parents will be given one week's notice of a field trip or excursion requiring transportation by a bus or car. Twenty-four hour notice is required for beach days. Notice of hikes and garden trips is recommended but not required.

If transported by car, each child must have his/her own seat belt, the vehicle must carry a minimum of 2 million dollars third party liability insurance, and the driver must leave a copy of his or her insurance and

driver's license with the school. **If this information is not on file with the school prior to departure for a field trip, parents will not be permitted to transport any students other than their own child.**

Effective July 1, 2008, car seats and booster seats must be provided by parents for those children required by law to use them (car seats are required for children 20-40 lbs, and a booster seat is needed for kids up to age 9, or who are under 4' 9" (see BCAA Traffic Safety Foundation website for more details: [http://www.tsfbcaa.com/boost\\_bc](http://www.tsfbcaa.com/boost_bc)).

If a parent decides not to allow his/her child to attend a field trip, they must keep their child at home that day. For most field trips, teachers will also communicate information specific to the upcoming trip regarding location, timing, extra costs, transportation and any lunch or special clothing requirements.

Teachers will leave a field trip plan with reception on the day of the field trip. Students are expected to wear school uniform on all field trips unless directed otherwise by their teacher.

Parent volunteers may be required to accompany field trips in order to maintain a reasonable supervisor to student ratio. These supervisors as well as teachers are there to guide students, model appropriate behaviour for students and support students in upholding the school's Code of Conduct.

**If there are not enough parent volunteers to drive students on a field trip or to supervise the field trip, the excursion will be cancelled.**

## Field Trips Outside the Greater Victoria & Sooke Districts

Any field trip/excursion that is outside the Greater Victoria & Sooke districts and/or has moderate to high risk activities will have an additional permission form sent home detailing the particulars of the risks involved.

## Child Release Policy

Parents of students in early primary are expected to come to the classroom door to pick up their child. Teachers will not release a child until he/she has made visual contact with the persons authorized to pick up the child involved.

Written notification is needed if a child is to be picked up from the school at any time by a person other than the child's parents, guardians or alternate caregivers (**listed under "people who can pick up my child" on the application form**).

Children will not be released to anyone less than nineteen years of age.

In custody and other court cases, Westmont's policy is to follow the written orders that are included in the child's file. No child will be released to an individual who is not legally allowed to pick up that child.

If a child is not picked up at the designated time, staff will place that child in after school daycare. Parents know that their children will be placed in Daycare if they are not there to pick up their child at the appropriate dismissal time and charges will apply. When the parent does arrive they must sign their child out of care in the daycare room to indicate the time the child was released.

If a parent/guardian or authorized person arrives at the school and it appears that they are unable to safely pick up a child due to impairment or any other reason, the following steps need to be taken:

- Staff should offer to call a relative or friend to pick up the parent and child. If this is not acceptable, an offer to call a cab can be proposed.
- If the parent insists on driving the child, inform the parent that they are breaking the law and endangering the child. Tell them clearly that you will be contacting the police immediately. Call the police if the parent and child get into the vehicle. Follow the procedures for reporting suspected child abuse if you are worried that the child may be at risk.

### Emergency Release Procedure

It is the responsibility of the parent to make sure that student information given to the school kept up to date.

In the aftermath of a disaster, a controlled release of students will be implemented. Children will be released to a parent/ guardian or alternate caregiver that is specified in writing listed. Prior to release of a child to an alternate caregiver, staff may request identification. All children need to be signed out from the release station indicating the date, time and name of the individual taking the child.

School staff will accept responsibility for students for up to one week after the emergency incident takes place. After one week, staff may release the care of students to the municipal authorities. .

## Crisis Prevention

- 1. Be empathic.** Avoid judging or dismissing the feelings of the person in crisis.
- 2. Clarify messages.** Ask questions to encourage clear communication. Use both silence and restatements of the statements made by the person in crisis strategically to create a calm environment in which to deal with the emergency.
- 3. Respect personal space.** Stand at least 1.5-3.0 feet from a person who is acting out. Invading personal space may increase anxiety or aggressiveness.
- 4. Be aware of your body position.** Standing eye-to-eye and toe-to-toe sends a challenging message. Stand one leg-length away and at an angle to the side.
- 5. Ignore challenging questions.** When challenged by a person under your authority, redirect his/her attention to the issue at hand. Avoid power struggles.
- 6. Permit verbal venting when possible.** Releasing energy by venting verbally may avert escalation to physical altercation. If suitable, state reasonable limits during lulls in the venting process, always in a calm and level tone of voice.
- 7. Set and enforce reasonable limits.** State limits and directives clearly and concisely. Offer choices and enforceable consequences to the acting-out individual.
- 8. Keep your nonverbal cues nonthreatening.** The more the individual loses control, the less s/he listens to your actual words. More attention is paid to your nonverbal communication. Keep gestures, facial expressions, movements, and tone of voice relaxed and calm.
- 9. Avoid overreacting.** Remain calm, rational, and professional. Your response will affect the acting-out person's behavior.
- 10. Use physical techniques only as a last resort, and only if the individual or others are in danger.** Use the least restrictive method of intervention possible. Physical interventions should be used only by competent/trained staff, as they may be dangerous.

# Health and Wellness

## Illness and Communicable Diseases

**Westmont requests that students who are ill remain at home.**

Children should be kept at home if they are *unable to participate in all aspects of the program including active outdoor play*. Specifically, children should be excluded from the early primary program if they have:

- Pain - any complaints of unexplained or undiagnosed pain.
- A common cold with **listlessness**, excessive runny nose and eyes, persistent coughing or sore throat with difficulty swallowing
- Difficulty in breathing
- A fever (100°F/38.3°C or more) accompanied by general symptoms such as listlessness or sluggishness
- Infected skin or eyes
- An undiagnosed rash.
- Headache and stiff neck (should see physician).
- Unexplained diarrhea or loose stool
- Nausea and vomiting
- **Severe** itching, dry skin of either body or scalp if caused by head or body lice or scabies.
- A known or suspected communicable disease

If a child is feeling unwell during the day, parents will be telephoned to take a student home

## Clean-Up Procedures for Body Fluids

Body fluids include:

- Urine;
- Faeces including diarrhoea;
- Saliva;
- Blood;
- Discharge from the nose;
- Vomit.

The rule is to clean up the spill first and then sanitize. Wear disposable gloves always. Wear other personal protective equipment if there is a danger of splashing.

### Guidelines for Hard Surfaces

- Soak up and remove most of the spill using paper towels.
- Place the soaked paper towels directly into a plastic garbage bag.
- With mop or cleaning cloth, clean the soiled area with detergent and water to remove any visible dirt or body fluids.
- After cleaning, sanitize the area using the commercial disinfectant found in the custodial room and follow the instructions on the label.
- Close the garbage bag, using masking tape to prevent it being opened and deposit in the regular garbage.
- Remove gloves and other protective equipment, deposit in regular garbage and wash your hands.

### Guidelines for Carpet & Upholstery

- Blot up the spill with paper towels
- Place soiled paper towels directly into the plastic garbage bag.
- Apply disinfectant to cover the spot. Let this sit for thirty (30) minutes
- Blot up the excess liquid with paper towels and dispose of them in the garbage bag as well
- Reapply disinfectant. Let dry overnight
- Close the bag using masking tape to prevent it being opened and place in the regular garbage.
- Remove gloves and other protective equipment, deposit in regular garbage and wash your hands.
- Steam clean carpet and upholstery, if necessary. Replace heavily soiled carpets and upholstery, which cannot be effectively cleaned and sanitized.

### Guidelines to Clean and Sanitize Cleaning Equipment

- Wear disposable gloves or household rubber gloves that can be cleaned and sanitized.
- Wash mops, cloths, and brushes in hot soapy water and rinse. Ensure that all visible dirt is removed.
- Soak mops, cloths and brushes in a low level disinfectant solution for twenty (20) minutes. Sanitize the mop handle by cleaning and then wiping with a low level disinfectant
- Clean and sanitize reusable personal protective equipment such as household rubber gloves or plastic goggles.
- Clean and sanitize surface areas and sinks where you have cleaned equipment.

## Potentially Hazardous Tools

- All potentially hazardous tools (i.e. peelers, knives, etc.) must first be closely examined by teachers to assess any possible risks and to decide if it could be safely used by students. Teachers must take into consideration factors such as the size of a child's hand, fine motor skills and child strength when making their assessment.
- Teachers must first try the activity before presenting it to a child and make any safety modifications necessary.

- Teachers will present the activity individually to specific children and clearly demonstrate how to safely use the tool.
- The activity will be placed on the shelf without the potentially hazardous tool. If a child wants to do the activity, they must first ask a teacher for the tool. If the teacher believes that the child could safely use the tool, the teacher will then sit with the child providing direct supervision while the child practices the skill.

## First Aid Certification

All Early Primary staff members are expected to achieve qualifications in both a First Aid and a Cardiopulmonary Resuscitation (CPR) course. The Early Primary staff and the Daycare Supervisor must have a current First Aid Certificate on file.

## Non-reportable incidents

Minor cuts and scrapes are treated by the school staff. A non-reportable incident form is to be filled out by the staff assisting the child. Parents are always to be notified at the time of pick-up particularly any bumps to the head, however minor.

## Reportable Incidents

In the case of a more serious injury requiring medical attention, parents will be notified immediately. If the injury does not require emergency medical care, the child will be released to the parent for transport to a medical care facility.

In the event of a first aid emergency, the first staff member to the scene is responsible for:

- Ensuring the security of scene and everyone's safety.
- Determining the seriousness of the situation.
- Assigning someone to call 911 to request an ambulance and report back to the scene
- Assigning someone to notify the Principal/Vice-Principal or designate and reporting back
- Giving immediate assistance to the injured child
- Gathering facts while maintaining confidentiality as appropriate.
- Notifying the families of those involved or assigning someone to do so
- Notifying the Chair of the Board of Directors or assigning someone to do so
- Passing responsibility for the scene to a more qualified or senior individual, at any time during this process.

The school office maintains an up-to-date list of staff members and their qualifications. For any given health care situation, the most qualified staff member available should be consulted

Children requiring emergency transport to the hospital by ambulance will be accompanied by a staff member.

An incident report is to be filled out by the staff member that witnessed and dealt with the child's injury with the assistance of the facility manager. The report must be sent to VIHA licensing within 24 hours of the event.

## Concussion

A concussion is an injury to the brain caused by a blow or jolt to the head, face or neck. A concussion causes disruption of normal brain functioning. An individual does not have to lose consciousness to sustain a concussion. Concussions can occur in sports, as a result of a motor vehicle crash, from an assault or in a fall.

If the victim exhibits any of the following symptoms, call 911 immediately:

- **Is vomiting repeatedly**
- **Has unequal pupils**
- **Is confused or agitated**
- **Has weakness on one side of the body**
- **Passes out or is unconscious**
- **Is very drowsy or unable to wake up**
- **Has neck pain after a fall**
- **Has slurred speech**
- **Has a seizure**

## Medication

In the case of a request for school staff to administer medication, parents will complete a permission to administer medication form found at the front reception desk. All medication will be kept in the locked medical box at the school's front desk. Medication must be in its original container. Staff will administer medication the medication per the parents written instructions and then sign the form to verify the date, time and the dosage given.

## Epipens

Epipens are to be stored in an easily accessible location in the classroom. All staff must be made aware of the location of the epipen. Classroom teachers are responsible for carrying the Epipen for the student on hikes, field trips and when on the playground. Parents are responsible for ensuring this medication is current and available for the student. It has been recommended that there be two Epipens available at the school for cases where the child needs to be transported for medical attention.

## Head Lice

The school requires that students who have an identified case of head lice stay home for 24 hours to allow for the first treatment to occur.

If it appears treatment has not been undertaken, the school will require the student stay home until a first treatment has occurred. Students who return to school after a known case will be checked by school staff.

## Toileting

At Westmont it is expected that all students enrolled in the early primary program have completed their toilet training. This is one of the criteria for acceptance into the Early Primary Program. Early primary classes have a ratio of one instructor per eight children. It is important for all students to have the benefit of this close attention. If a teacher is called away from the

students in order to take care of toileting issues, the learning session is disrupted and the other children in that particular group lose the continuity of instruction and supervision. Toileting problems also cause stress and embarrassment to the child involved.

In the case of young children who may have an accident from time to time we understand but, if a child has taken a backward step and is having reoccurring toileting issues, the classroom team will consult with the parent and work on a temporary solution. For extreme cases, in which the toileting issues cannot be remedied in a few days, staff may ask that the child be kept at home until they are once again successfully toilet trained. In this type of a situation, the staff will work closely with the parents to ensure a successful return to class.

## Health, Illness, Injury and Medication Policy

Westmont is committed to providing a safe and secure environment for students, staff and parents. At the beginning of each school year, each student's parent or guardian and each staff member will fill out or update the emergency care card and return it to the school secretary.

### Allergies

Information on students with identified medical conditions or allergies are to be posted on a bulletin board in the staff room.

Teachers in individual classrooms must also be made aware of any children with identified medical conditions or allergies that may require them to have specialized care.

Individual classrooms may impose restrictions on the types of foods that children are allowed to bring as a part of their individual snacks or lunches to safe guard children with serious allergies.

# Student Progress and Reporting

## Progress Tracking

### Progress tracking is NOT about

- Making sure all students are in the same place. Students should show continual progress and some students will progress faster than others. Additionally, a student may progress quickly then come across new material that takes them longer to process.
- Ensuring students follow a specific timeline in their progression through materials. Yes, exit checklists should exist which may seem at odds with this. However, checklists exist to provide a reference to where most students will be upon leaving Kindergarten, Grade 3, Grade 6, and Grade 8. Without a doubt, there will be variation in student level in achievement as compared to the exit checklist which is not a concern unless a child is extremely wide of the mark.

### How a Common Record Keeping System Benefits Us

- All teachers can reference a child's history. If students move between classes or as they move into new programs it is important that there is the opportunity to review the work students have completed.
- Progress tracking completed in the common record keeping system feeds directly into student progress reports.
- No two report cards will look the same- it is very hard to directly compare one child to another. We try to communicate that comparing the progress of two students is unimportant.

### What Should Classroom Records Look Like?

- All students in a class with progress tracked. If there are students without recorded progress it makes begs the question- is the student not working or has the teacher not worked with the student?
- All teachers in a class contributing to the record. All students should be able to access any teacher within the room for assistance.
- Progress recorded across core curricular areas. It is important that the record reflects the student's reluctance/lack of interest in an area versus a teacher's incomplete entry of information.
- Consistent entry of information. Once a week would be the most infrequent data entry that would be acceptable. If teachers have a paper record keeping system that they use to transfer in the information to common record keeping system that is fine- the background processes don't really matter. The main point is to get it into the system!

## Reporting

Student evaluation and informal parent reporting is an on-going process throughout the year at Westmont School. Students are continually evaluated in a variety of different ways in order that they may demonstrate their unique and individual strengths.

### Early Primary

Westmont believes that a formal written assessment for students in the first two years of our Montessori program is an inaccurate means to inform parents on how their child is doing.

Young children are constantly growing and changing. One day a child may be struggling with independence in getting dressed for outside play and then, seemingly overnight they will have

mastered “the magic flip” and confidently be able to get dressed all by themselves. This continuous change can be seen in all areas of the classroom. Some young children change interests, friends and abilities so quickly that the report would need to be revised even before the ink had time to dry on the original written report!

Rather than writing a report, each child creates a scrapbook of their preschool year. These scrapbooks, which we call Adventure Books, contain photos of the child working with the materials, art work that they enjoyed creating and anything else that they worked on that can be pasted into a book. They are especially valuable as a tool to guide discussion during parent-teacher interviews.

A strong home to school relationship is critical for your child’s success in preschool and beyond and that this partnership is best developed through ongoing verbal communication. Early Primary staff are committed to on-going communications with families as the need arises. If at any time during the year you would like to discuss something regarding your child at longer length a time can be arranged to meet either before or after school. Finally, parent- teacher interview sessions occur in November and prior to Spring Break to allow time for longer conversations.

### Kindergarten

Formal reporting happens three times a year. The first formal reporting period takes place at the end of November. The second formal reporting period takes place before March break. The final formal report for students in Kindergarten is given to parents on the last day of the school year. The sequence of events in the reporting process is as follows:

- Portfolios/Examples of work are shared with parents this is a celebration of the work completed
- Written reports are distributed
- Scheduled parent teacher interviews take place

# Safe and Caring School Environment

## Suspected Child Abuse

### The Disclosure Process

Child abuse is any kind of harm to a child's body, emotional pain, neglect, or use for sexual purposes that can cause injury or psychological damage to a child. There are four known types of abuse:

- physical
- sexual
- emotional
- neglect

In accordance with the Child, Family and Community Services Act, every Westmont employee who has reason to believe that a child has been or is likely to be abused or neglected has a legal duty to report the matter. Report to a child protection social worker in either a Ministry of Children and Family Development office, or a First Nations child welfare agency that provides child protection services.

- Monday to Friday, 8:30 a.m. to 4:30 p.m., call your local district office (listed in the blue pages of your phone book)
  - Sooke 250 642-7748
  - Westshore 250 391-2223
- Monday to Friday, 4:30 p.m. to 8:30 a.m. and all day Saturday, Sunday and on statutory holidays, call the Helpline for Children. Dial 310-1234 (no area code needed)

You need not have details or proof prior to call but you will be asked for as much information about the concern as you can provide. This will include:

- Your name and phone number (although you may call anonymously if you prefer)
- Relationship to child
- Any immediate concerns about the child's safety
- The location of the child
- The child's age
- Information on the situation including all physical and behavioral indicators observed
- Information about the family, parents and alleged offenders
- The nature of the child's disabilities, if any
- The name of a key support person
- Other child(ren) who may be affected
- Information about other persons or agencies closely involved with the child and/or family
- Any other relevant information concerning the child and/or family such as language and culture

After you report, the child protection social worker will:

- Determine if the child needs protection
- Contact the police if a criminal investigation is required

- Coordinate a response with other agencies, if necessary

If a child is in immediate danger, police should be called to intervene. A child protection social worker should also be contacted to determine whether the child is in need of further protection. The principal shall be informed of all reports of abuse made by an employee to Ministry of Children and Family Development.

Any employee who reports in good faith the information about suspected child abuse to the appropriate authorities is guaranteed protection from civil liability. It is the legal duty of any employee to report suspected abuse. It is not the responsibility of the employee to prove that a child has been abused. Proving abuse or neglect is the responsibility of Ministry of Children and Family Development.

No communication should be made with a suspected abuser. It is up to the police to determine the time and place to do this. It is the responsibility of the Ministry of Children and Family Development and the police to investigate and to inform the parents and victims of their concerns. Schools should direct any inquiries back to these agencies. Employees are not to release any information to the parents, as this must be provided by the investigators so as to not compromise proceedings.

In all cases of suspected child abuse, employees shall respect the privacy of all individuals involved and the confidentiality of all discussions and reports.

- Plans instruction based upon knowledge of Montessori pedagogy, child development, the students, the community and curriculum goals and the guiding principles of Westmont School.
- Participates in school-based planning and decision-making for effective and efficient operation of the school.
- Listens and interacts effectively with students, parents, colleagues, and community members, respecting diverse perspectives.
- Communicates effectively.
- Seeks the resources necessary to achieve classroom and school goals.
- Adheres to deadlines for submitting required information and reports.
- Uses classroom procedures that support effective learning and high student achievement.

# Appendices

## Bomb Threat Form

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Caller:       Male       Female       Adult       Juvenile

Origin:       Local       Long Distance

Bomb facts:    When will it go off? \_\_\_\_\_  
                   Where is it located? \_\_\_\_\_  
                   What type of bomb is it? \_\_\_\_\_  
                   What does it look like? \_\_\_\_\_  
                   How powerful is it? \_\_\_\_\_  
                   Is there more than one? \_\_\_\_\_

Voice characteristics:       Loud       Soft       High pitched       Deep

Raspy       Pleasant       Intoxicated

Other: \_\_\_\_\_

Speech:       Fast       Slow       Distinct       Slurred       Stutter

Nasal       Distorted       Lisp

Language:       Excellent       Good       Poor       Fair       Foul

Accent:       Local       Foreign      Origin: \_\_\_\_\_

Manner:       Calm       Angry       Coherent       Irrational       Deliberate

Emotional      Other: \_\_\_\_\_

Background Noises:       Quiet       Machines       Airplanes       Music

Trains       Factory       Street traffic

Animals      Other: \_\_\_\_\_

NOTIFICATIONS:       RCMP       Fire       VIHA Licensing

Signature: \_\_\_\_\_

# Fire Drill Log

Date: \_\_\_\_\_

Number of children in care: \_\_\_\_\_

Time: \_\_\_\_\_

Number of Staff on duty: \_\_\_\_\_

Location: \_\_\_\_\_

Name of the Licensee/Manager or delegate: \_\_\_\_\_

Live Fire Drill  False Alarm

Staff response time: \_\_\_\_\_

Pull Station activated: Yes  No  Not applicable:

Simulated 911 call: Yes  No

Children were protected? Yes  No

Was the fire alarm sounded Yes  No  Not applicable:

Were the correct actions taken to deal with the simulated fire? Yes  No

Automatic doors closed? Yes  No  Not applicable

Were windows and doors closed? Yes  No

Staff de-briefing held? Yes  No

Recommendations as a result of the drill:

Names of staff/ classes participating:

Form completed by: \_\_\_\_\_

# Field Trip Consent of Parent/Guardian & Acknowledgement of Risk

## MODERATE TO HIGH-RISK EXCURSIONS

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### PLEASE READ CAREFULLY

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I, the parent or legal guardian of \_\_\_\_\_ (*name of student*) would like to apply for the participation of my child on the Educational Excursion organized by Westmont Montessori School (WMS) to \_\_\_\_\_ (*destination*) departing from \_\_\_\_\_ (*departure point*) on or about \_\_\_\_\_ (*dates*)

I agree to the following:

1. WMS and/or school reserves the right to cancel an Excursion prior to and including the date of departure based upon the security, health and safety conditions. WMS will not be responsible for refunds due to such trip cancellation.
2. I agree that:
  - 2.1. For myself and on behalf of my child, to release WMS, Trustees, Administrators, employees, and volunteer/chaperones, and my school and group leaders (all of whom are referred to as “these parties” from and agree not to sue these parties for any claims which I or my child may have arising from, or in connection with, any bodily injury or property damage which my child may suffer from any cause whatsoever OTHER THAN those caused by the actual negligence of these parties.
  - 2.2. Without limiting the generality of the foregoing, I, for myself and on behalf of my child, release these parties from, and agree not to sue these parties for any bodily injury or property damage which my child may suffer resulting from ACTS OF GOD, STRIKES OR GOVERNMENT RESTRICTIONS, THE ACTS OR OMISSIONS OF ANY OTHER ORGANISATION OR INDIVIDUAL, OVER WHOM THESE PARTIES HAVE NO DIRECT CONTROL, INCLUDING WITHOUT LIMITATION, AIRLINES, RAILWAYS, BUSSING COMPANIES.
  - 2.3. For myself and on behalf of my child, to pay or reimburse these parties from any claims, demands, liabilities, causes of action, and cost or expenses arising out of claims, demands, liabilities, causes of action, and costs or expenses arising out of bodily injury or property damage that my child may either cause or contribute to while participating on this Excursion, and from any financial obligations which they may incur.
3. In the event of changes being made to the Excursion scheduled by WMS, refunds will be given only in accordance with the provisions of the “Booking Conditions” of any airline, railway, bussing companies and hotels where applicable.
4. My child’s Excursion begins from the departure point specified and ends upon completion of the Excursion in Metchosin.
5. WMS shall not be responsible to or for my child if he/she undertakes any unauthorized activity at his/her own risk.
6. WMS will make every reasonable effort to be sure that:

- 6.1. The supervisors and staff on the Excursion are trained and qualified.
- 6.2. The students who undertake the Educational Excursion will be adequately supervised.
- 6.3. The location and/or facilities meet the applicable health and safety standards.
- 6.4. Any mode of transportation made available by WMS or used during the Excursion is deemed to be appropriate and well maintained.
- 6.5. The location where the activity will take place is appropriate.
- 7. Where billeting is involved, the WMS teacher-in-charge will:
  - 7.1. Ensure that the receiving billeting families match students by age, gender and cultural factors and inform the billeting families of certain minimum expectations for accommodation.
  - 7.2. Ensure that the receiving billeting families have completed the mandatory criminal record check(s).
  - 7.3. Inform billets of any special student needs, provided parents have advised the teacher-in-charge of such needs.
  - 7.4. Explain to students beforehand that there may be different social behaviors and cultural expectations in other families.
  - 7.5. Inform students of the expectations of the host families.
- 8. The following means of transportation will be provided:

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- 9. There is a degree of risk in this Excursion. It is impossible to itemize every possible element of risk associated with the Excursion. Potential hazards may include but are not limited to the following inherent risks; ankle injuries, joint injuries, head injuries, loosened or damaged teeth, bruises and abrasions, fractures, and other bodily injuries. Potential hazards specific to this Excursion include the following (if additional space is required, add a separate sheet):


The intent here is to provide for the safety of participants and to inform participants and parents/guardians of the inherent risks associated with the Excursion.

- 10. I am satisfied that I have been provided with information about this Excursion including the nature and extent of the risks and hazards associated with the Excursion and/or billeting by the school. However, I am in no way relying solely on the information provided by WMS and reserve the right to obtain additional information.
- 11. I freely and voluntarily assume the risks and hazards inherent in the nature of the Excursion and/or billeting and understand and acknowledge that my child, as a participant, may suffer personal and potentially serious injury due to an unforeseeable or fortuitous event.
- 12. My child has been informed that he/she is to abide by WMS' policies, regulations and the Schools' Code of Conduct, including directions and instructions from the school's administrators, instructors, and supervisors including the host families, where applicable, as imposed on students while on this

Excursion. This shall include his/her participation in all of the preparatory sessions and meeting all prerequisites prior to departure.

- 13. I agree that my child will abide by the reasonable directions of my child’s group leaders, during this Educational Excursion. Failure to do so may result in the school excluding my child from the balance of the Excursion. I understand that if my child disobeys such laws, rules or directions, then I waive the right to refund of any part of the program fee. The teacher-in-charge may send my child home at my expenses.
- 14. If my child becomes ill or incapacitated, the above parties may take any action they deem necessary for my child’s safety and well-being, including securing medical treatment and transporting him/her home at my expense. I acknowledge that the school has recommended that I obtain medical and trip cancellation insurance, unless covered by proper medical insurance, to cover such expenses.
- 15. I understand that I will be required to pay for any phone calls, incidental personal expenses or damage to the property of others that is caused by my child.
- 16. I understand that my child and I are solely responsible for any illegal activities such as theft, vandalism or any other activities that are against the law and shall not be using or trafficking any illegal substance or non-prescription drugs.
- 17. I agree to pay or reimburse WMS or the hosting families, if applicable, for any expenses they incur as the result of the illegal activities of my child.
- 18. I acknowledge that it is my responsibility to advise WMS of any medical or health concerns as well as dietary restrictions of my child, which may affect his/her participation in the stated Excursion.
- 19. I consent that WMS, through its employees, agents, and officers at the school may get such medical advice and services as those individuals, in their sole discretion, may deem necessary for my child’s health and safety, and that I shall be responsible for the cost of such advice and services.
- 20. I agree that \_\_\_\_\_ (name of student), has my permission to participate in this Educational Excursion based upon my understanding and acknowledgement of the information provided herein.

\_\_\_\_\_  
Signature of Teacher Leader

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Principal

\_\_\_\_\_  
Date

## Field Trip Emergency Medical Information

MUST BE COMPLETED BY A PARENT OR GUARDIAN

*Teacher-in-charge will have this information during the Excursion*

### Student Information

<b>Name of Student</b>	<b>FIRST</b>	<b>MIDDLE</b>	<b>LAST</b>
<b>Date of Birth</b>	<b>MMM/DD/YYYY</b>	<b>BC CareCard Number</b>	
<b>Medical Conditions</b>			
<b>Allergies</b>			
<b>Medications Taken (name, reason, dosage)</b>			
<b>Dietary Restrictions (if any)</b>			
<b>Other Concerns</b>			

### Emergency Contact #1

<b>Name</b>	
<b>Relationship</b>	
<b>Home Phone</b>	
<b>Work Phone</b>	
<b>Cell Phone</b>	

### Emergency Contact #2

<b>Name</b>	
<b>Relationship</b>	
<b>Home Phone</b>	
<b>Work Phone</b>	
<b>Cell Phone</b>	