ROYAL BRIDGE

HIGH SCHOOL



**#301-1123 Westwood St**

**Coquitlam BC V3B 0M3**

**604.474.3718**

**Your Pathway to Excellence**

**STAFF HANDBOOK**

**2025-2026**

**Welcome to Royal Bridge High School**

**A Message from Our Principal**

Welcome to Royal Bridge! We’re excited to have you as part of our International High School community. From Grade 10 through Grade 12 Graduation, our students are on a journey of growth, and while we’re proud of their academic success, what matters most is helping them become kind, confident, and thoughtful leaders who can make a difference in the world.

What makes Royal Bridge special is the sense of community we’ve built together—staff, families, and students all working side by side with shared values of care, collaboration, and high expectations. If you’re new to our school, we begin to acquaint ourselves with our school, by taking time to get to know our staff as well as our students and their families/wards. You’ll quickly see how our school and community spirit shapes the culture here.

Our practices in teaching and learning are exemplified by our outstanding academic results. We believe students thrive when learning engages the whole person—mind, heart, and hands. That’s why our teaching is collaborative, our programs are creative, and our focus is always on supporting each other and our students to do their best work. Our highly collaborative teaching practices, custom designed, engaging programs, and a collective approach to leadership set the foundation for an exceptional experience for our students.

At the heart of it all is our mission: **Learning to live well, with others and for others, in a just community.** We’re so glad you’re here. Welcome to the Royal Bridge family!

Welcome to Royal Bridge.

*G. L. NIEKEN*

Georgia Lee Nieken B.Ed. M.Ed.

Principal

September 2025

[gnieken@royalbridge.ca](mailto:gnieken@royalbridge.ca)

**Royal Bridge High School** is located on the ancestral and unceded territories of the Kwantlen, (kʷikʷəƛ̓əm territory), and Coast Salish Peoples. We value the opportunity to learn, live, play, and share educational experiences on this traditional land. Royal Bridge High School is committed to building strong meaningful relationships and positive partnerships with all the traditional keepers and stewards of this land.

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**Section 1: General Information**

**SCHOOL MAP/LOCATION**

**Royal Bridge High School**

**301-1123 Westwood St Coquitlam BC**

A close up of a map

Description generated with high confidence

## ****Royal Bridge High School is 400m southeast of Lincoln Skytrain Station, directly south of Glen Park.****

## ****Address: #301-1123 Westwood St, Level 3, Coquitlam, BC, V3B 0M1****

Royal Bridge High School is at 1123 Westwood Street, Coquitlam, BC, V3B 4S4.  Coquitlam is a warm, friendly city within Metro-Vancouver (downtown Vancouver can be reached in 20 minutes).  The city provides a safe and clean environment with wonderful opportunities for sport, shopping, international cuisine, and access.  Our students stay in Homestay Accommodations with caring families from the community.

2.

**VISION STATEMENT**

Royal Bridge School is a distinctive and innovative school with the ability to respond to the needs of a diverse student population, while supporting academic, social and life skills.  Together with students, parents and stakeholders, our vision is to create an environment built on excellence, personal success, inspirational student leadership, and the acquisition of effective competencies relevant to the demands of the modern world.

**BC Curriculum**

Students at Royal Bridge High School are enrolled in the British Columbia Ministry of Education school system and have the same opportunities for learning as all students in Canada. Marks are reported to the British Columbia Ministry of Education which will issue transcripts and diplomas to our graduates.

### ****“Your bright future begins at Royal Bridge High School.”****

**SCHOOL GOALS 2025-26**

Royal Bridge is a high school whose establishment was based on fostering educational excellence and solid citizenship in our students and recognizing that leadership within our communities is an integral part of being a global citizen.

* **ELL Learners: Refine the process for evaluating the needs of our ELL learners; develop an array of instructional techniques to deliver the program; and use the AIP to provide reporting on each learner.**
* **Student Engagement: Continue to explore ways to develop and sustain a passion and excitement for learning in all students that culminate in celebrating student learning successes.**
* **Reporting:  Continue to refine the process of using Student Self-Assessment in the Reporting Process and examine new report cards.**

**The ROYAL BRIDGE 6Cs Support our students as they learn to:**

* **Communicate**
* **Create**
* **Connect**
* **Challenge**
* **Collaborate**
* **Be Citizens of the Globe**

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**Royal Bridge High School**

**CODE OF CONDUCT**

The teachers, staff and administration of Royal Bridge High School firmly believe that all our students can succeed. Learning must be purposeful and take place in a safe environment. Consequently, the school expects that students will actively participate, through effort and punctual, regular attendance, in their assigned education program. We are committed to being an inclusive, bullying and harassment-free school. All students must feel safe and secure each day.

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**ROYAL BRIDGE HIGH SCHOOL EXPECTATIONS**

We at Royal Bridge believe that appropriate conduct should be based on respect for oneself and others. This guides all of us at Royal Bridge**.** This is essential to the development of responsible citizens. Student behaviour, dress and etiquette should be in accordance with generally accepted community standards and appropriate for the educational environment. Appropriate behaviour is a responsibility shared among the students, their parents and the school system.

The school believes that our expectations for student conduct are designed to give due consideration to the following:

* 1. Maintaining a positive and safe learning environment.
  2. Respecting the dignity of others, their rights and their possessions
  3. Providing positive guidelines for student behaviour.
  4. Encouraging and promoting educational opportunities for students.
  5. Fostering, appropriate to age, a sense of personal responsibility, honesty, and self-discipline.
  6. Fostering cooperation with other students in the achievement of their intellectual, social and career goals.
  7. Respect diversity in all its representations.

Through the observance of the above, all students at Royal Bridges shall ensure their participation in a safe and purposeful education.

4.

**Royal Bridge High School does not condone the following:**

1. Physical violence, intimidation or threats.
2. The possession, use or distribution of illegal or restricted drugs, including alcohol.
3. The carrying or possession of weapons or simulated weapons.
4. Verbal abuse, profanity, racism, and sexism.
5. Disruption of the classroom or learning environment.
6. Vandalism of school property.
7. Internet use which involves bullying of others

As students become older, and more mature and move through successive grades, they are expected to demonstrate increasing personal responsibility and self-control.

**Please View CONSEQUENCES AND DISCIPLINARY PROCEDURES on the School Website**

**APPEAL POLICY & PROCEDURES**

Royal Bridge High School embraces procedural fairness. The Appeals Policy is posted on the school website. IF a parent is NOT satisfied with the outcome/decision at the school level, they can request intervention from the Ombudsperson at FISA.

**Minor matters will be handled in an informal process between parties involved.**

**5.**

**SECTION 2: Teacher Responsibilities and Information**

At the beginning of the school year, please remember to:

* Update personal information and medical/emergency with the Office Managers (Cherry)

**STAFF ABSENCE**

* Please call or text (and get an acknowledgment) as soon as you are able and please inform school/Principal before **8:00AM** of you are going to be absent. Leave information as to availability of room keys, and location of daybook and seating plan.

**COURSE OVERVIEWS & OUTLINES**

It is required at Royal Bridge that teachers will provide their students with a course outline at the beginning of each semester for all courses being taught. These outlines review course content, assessment and evaluation procedures, and rules of conduct. Preparation of **course overviews and outlines** is coordinated through the Principal. Copies of **course overviews and outlines** should be provided to the principal by the end of Week 1 in each term.

**PARENT/HOMESTAY-TEACHER - INTERVIEW NIGHT**

Parent/Teacher Interview Night will be held following the Midterm Report in each semester. The purpose of this meeting is to provide parents/guardians with an opportunity to discuss with teachers the progress of students and to establish positive communication between home and school.

**Translators are provided as required and when available.**

**CLASSROOM MANAGEMENT**

The keystone of a proper learning situation is the leadership of a teacher who is firm, fair, consistent, and enthusiastic. The following should be noted:

1. Maintenance of class discipline is the responsibility of the teacher.
2. Time spent in properly organizing your class is time well spent. Your students expect you to establish effective work routines.
3. Staff members should refer repeat offenders to the appropriate administrator but should deal with minor infractions themselves. The principal should be informed of potential problems.
4. Students who commit serious breaches of the rules should be sent to the office:

* Students who are sent out of the classroom should be told to "report to an administrator" and the teacher should give as much detail to the administrator as possible.
* Students sent to the office will be seen by an administrator. After appropriate action has been taken, the teacher will be notified of the current situation.

1. Students on an authorized study or who have a free block (as a result of an off-timetable class) should be in the main hall.
2. Use your discretion when excusing students from your room during class, but do not allow more than two students out of the classroom at a time.

6.

**PROPERTY ISSUES**

Valuable items should not be brought to school. Students will be responsible for covering the loss, by theft or damage, of texts, other school supplies and personal belongings.

**STAFF SUPERVISION**

All staff members are expected to check unacceptable student behaviour in or at any school function. We are all ‘on duty’ at all times.

**FIELD TRIPS**

1. Please advise the principal of field trip plans well before the proposed event so that all appropriate documentation can be collected. Teacher sponsors are to complete either a school FIELD TRIP CHECK LIST for local trips, or a REQUEST FOR FIELD TRIP FORM for overnight/outside lower mainland trips.
2. All students participating must complete a CONSENT FORM before embarking on the activity. The consent forms may be obtained from the front desk.
3. Consent forms must be submitted to the principal for approval at least one week before the date of the activity.
4. The sponsor of any activity must submit the names of all students participating in the field trip to the office two days before the project. This list should be in alphabetical order, with student numbers and the name of the teacher. Names of students will be printed in the Daily Bulletin. Teachers should take a list of student contact info in an emergency.
5. Students not complying with the specifications of the Consent Form should not expect to participate in a Field Trip.
6. To ensure that participation in the field trip will be possible for every student in the group concerned, no student should be prevented from participating for financial reasons. Contact the counsellor with the names of students requiring financial assistance.

**TEXTBOOKS**

Textbook distribution: This goes through the office staff, who will keep a record of all assigned texts. Students who lose books during the year should obtain a new text through the office staff, who will record the number of the newly issued text and note that the original text was lost. Lost books and the replacement costs are the responsibility of the student.

**WITHDRAWALS FROM SCHOOL**

1. Students who transfer or withdraw from school must complete a school withdrawal form.
2. Teachers should collect all books or materials from the withdrawing student at this time.
3. If the student owes the school money or textbooks the office should note this fact on the form.
4. Delete such students from your roll, seating plan, mark book, computer records, etc.

**SECURITY**

1. DO NOT LEAVE MONEY, KEYS OR OTHER VALUABLES UNATTENDED ANYWHERE IN THE SCHOOL.
2. Instruct students not to bring large amounts of money or valuables to school.
3. Staff should be cautious about accepting responsibility for student valuables or money. Students may leave valuables or money in the office if they must bring them to school.
4. Be very careful to secure mark books, registers and other essential student records.

7.

ROYAL BRIDGE ACADEMIC INTEGRITY POLICY

Royal Bridge High School aspires to develop honest, ethical and accomplished students, capable of being responsible citizens in Canadian society. Education achievement reflects a student's subject area performance and honesty acquired skill, knowledge and ability. Students who participate in any activities that undermine the integrity of education achievement at RBHS are serving neither their own nor society's best interests. Some examples of activities that undermine the integrity of education achievement includes:

**Staff and administration at Royal Bridge endorse the following policy to ensure the integrity of student achievement.**

Students suspected of cheating on exams or handing in assignments done by other individuals without appropriate acknowledgement (Plagiarism) in a bibliography will be sanctioned. This also includes plagiarism, defined by *dictionary.com* as “an act of instance of using or closely imitating the language and thoughts of another author without authorization and the representation of that author’s work as one’s own, as by not crediting the original author.” Incidences of cheating will be recorded in the student’s discipline file.

## Examples of Cheating:

* Inappropriate referencing from a book or a website
* Looking at another person’s answers during a test
* Showing someone your answers during a test
* Using cheat notes or unauthorized technology (AI) to write an exam or homework
* Copying your homework from someone else
* Lending your homework to a student so that he or she can copy it
* Copying answers written by someone else, such as a magazine, book or website
* Getting your tutor or friend or relative to do your work for you

CHEATING is not acceptable, and those caught will face consequences

**Consequences:**

* + **1st** cheating incident: Receive a mark of zero
  + **2nd** cheating incident: Receive a written warning from the Principal or Assistant Principal and a zero and possibly an “F” in the course.
  + **3rd** cheating incident: Put on probation or could face expulsion.

Teachers will TEACH students about plagiarism and will EDUCATE them about **AI usage**.

8.

**Suggestions for Preventing Cheating**

**General:**

1. Review school policy for cheating/plagiarism**/AI Usage** at the beginning of the school year as part of discussion of expectations of students.
2. Take quick action against cheating and make the action known to other students. The consequences should be severe; a zero mark on the test and a phone call home; referral to the administration *(suspension or expulsion are considerations for progressive discipline).*
3. Make certain mark books are well secured and not accessible to student

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# 9.

# SECTION 3: STUDENT ATTENDANCE

# REPORTING ATTENDANCE

Teachers are responsible for the accurate accounting of student attendance.

**STUDENTS ARRIVING LATE**

As a component of our efforts to have staff employ common approaches and to have students best understand expectations, a proactive approach to dealing with students late to class and school has been approved. The objectives of this approach include all teachers using the same system to deal with tardiness.

When a student arrives late to class:

* Do not interrupt instruction; continue teaching.
* At a break in the lesson or ate the end of the period, speak to the student in an objective, non-confrontational manner as to his/her reason for arriving late. Whatever the reason, mark the student tardy on your attendance sheet.
* If the reason is not acceptable the student should be referred to the principal. The teacher can request the student to see him/her after school to make up missed time.

**EXTENDED ABSENCES**

Royal Bridge expects that all students will be in regular attendance in each semester. Absence from school limits student achievement and progress. Extended absences canlead to low marks and failure in courses. **Students can request time off IF they complete the Student Absence Request Form and have it approved.**

Teachers have no obligation to provide work in advance or to give extra time for tutoring and testing after students return, although teachers will assist students as time and circumstances permit. The teaching and other activities that occur day-to-day in class are important and cannot be repeated for absent students.

**SUPERVISION**

**It is important to note the parameters of Supervision that are present at Royal Bridge High School:**

1. Our Supervisory Responsibility **begins** once a student arrives at 301-1123 Westwood St. in Coquitlam – our school address.
2. Our Supervisory Responsibility **ends** once a student leaves 301-1123 Westwood St. in Coquitlam. This includes leaving for: (a) a Break; (b) Lunch; (c) Illness; (d) Appointment; (e) End of School Day; and (f) any other reason. In summary, we are **not responsible** for students when they leave the campus on a non-school sanctioned activity.

**Note:**

* **IF parents do not want their child/ward to leave the school during the school day – *other than at the conclusion of the school day* – please inform the school in writing via email by the 5th teaching day of each term.**

10.

**SECTION 4:** The Identification of Satisfactory Teaching; Professional Development

**RATIONALE**

***"Supervision"*** is seen as a supportive, formative process in which the teacher receives both feedback regarding teaching effectiveness and help develop more effective strategies. The effective process will normally be cyclical and incorporate a pre-conference, observation/analysis and post­ conference sequence. There is also the assumption that the supervisor possesses effective data-gathering and feedback-sharing skills.

***"Evaluation",*** on the other hand, is seen as primarily subjective and summative although ideally it includes information which a teacher will find useful in formative terms. Effective evaluation employs the skills and techniques used in effective supervision and add the dimension of a summative report which serves to build a formal professional record for teachers.

**RATIONALE FOR REPORTING ON TEACHERS**

Formal written reports on a teacher's performance serve:

* to acknowledge strengths and competencies and to reinforce effective practice,
* to identify areas requiring attention and development,
* to provide a base against which future growth can be measured.
* Ensure that Ministry Standards and Directions are being followed.

**Reports provided serve as:**

* a formal record that teachers can use to develop a professional career record,
* a channel of open communication among educational administrators

**An effective report process provides:**

* the individual teacher with the protection of due process,
* a systematic means of ensuring that the quality of instruction will be - assessed regularly,
* a visible system of accountability

**CHARACTERISTICS OF AN EFFECTIVE REPORT WRITING PROCESS**

* A written description of the evaluation criteria is available to professional staff and understood by them.
* A coherent, consistent evaluation process exists and is well understood by staff.
* The purpose of the evaluation process has been articulated and are understood by staff.
* Teachers are given input into the process so that it is clear that evaluation is a shared mutual responsibility.
* Pre-conferences are used to ensure that the above conditions are met.

11.

* Through pre-conferencing, teachers are also given an opportunity to identify personal concerns about the teaching situation so that these can be taken into consideration.
* Sufficient direct observation takes place to ensure that judgments have credible and informal database.
* The process is open and ensures that there are "no surprises" at the end: i.e. relevant feedback is given as the process proceeds and where possible, weaknesses are identified early enough for the teacher to address them.
* Prior to the submission of the final copy of the formal report the teacher is given an opportunity to react to it.
* Follow-up supervision is carried out subsequent to receipt of the report.

**PROFESSIONAL DEVELOPMENT**

**The purpose of Professional Development is to assist members in:**

* Building and strengthening themselves as a body of professional teachers
* Establishing a professional relationship with students/parents
* Developing, discussing and revising educational theories that will be applied to the practice of teaching
* Initiating curriculum and instructional development directed to improve education and which are directly related to BC Ministry initiatives and directions
* Improving the quality of teaching through career-long professional development.

**CONFIDENTIAL STUDENT FILES**

All confidential files are to be kept with the records clerk in a secure filing cabinet in the RBHS office.

**SECTION 5: Staff/School Committees**

**HEALTH AND SAFETY COMMITTEE**

Members of staff represent the Health and Safety Committee. The committee meets monthly and is concerned with issues that affect the health and safety of the staff and the students. Health & Safety is on every Staff Meeting Agenda.

PROFESSIONAL DEVELOPMENT COMMITTEE

What is Professional Development?

* Attendance at the Pro-D days is mandatory.
* According to the BCTF, professional development is a process of continuous growth, individually and collectively, to learn and grow professionally to enhance teaching and learning.

12.

* Professional development is not time spent with students for rehearsals, field trips, practices, study sessions, club meetings, work experience visits etc.

**VRTA Committee (Violent Threat Risk Assessment)**

This committee works to ensure that our school is safe and secure for staff, students and visitors and focuses on different levels of intervention as required as specified by the **Community Violence Threat Risk Assessment Protocol Guide.**

**Accessibility Committee**

Royal Bridge High School is committed to ensuring equal access and participation for people with disabilities. We are committed to treating people with disabilities in ways that allow them to maintain their dignity and independence. We believe in inclusion. We are committed to meeting the needs of people who face accessibility barriers. We will do this by identifying, removing and preventing barriers and by meeting the requirements of *The Accessibility Act.*

**SECTION 6: Child Abuse & Neglect**

**DEFINING CHILD ABUSE AND NEGLECT**

* Please refer to Page 23 in **The B.C. Handbook for Action on Child Abuse and Neglect** (for Service Providers) 2017

***Child:*** A person under 19 years of age.

**Please refer to “Recognizing Child Abuse & Neglect” (pp.23-34) and “Responding to Suspected Child Abuse & Neglect” (pp. 37-56) in The BC Handbook for Action on Child Abuse & Neglect (2017)**

**You MUST read this to fully understand your Role as a Service Provider and your**

**Duty to REPORT**

**Inform the School Principal (ASO)/Tina Zhang (AASO) and provide him/her with your documentation of the report.**

**Do not contact the student's parent{s)/guardian{s}, this is the responsibility of the investigating social worker.**

**SECTION 7: HEALTH & SAFETY**

LOCAL HEALTH AND SAFETY ORIENTATION

As an employee at RBHS, the following is intended to provide you with a basic safety orientation. Please read the following and ask questions as necessary.

* The RBHS Health and Safety Program Manual is at the front desk.
* Summon a first aid attendant by contacting the office. For a **severe** incident call 911.
* Report all work-related injuries to the Front Office Staff
* Report general hazards observed to Jim/Tina Z/Yolanda.
* Report a hazardous spill to anyone ASAP
* A copy of the School Emergency and Crisis Response Plan can be obtained in the office

**(We are following The Emergency Management & Planning Guide for Schools, Districts & Authorities (BC Ministry of Education, 2015)**

FIRE SAFETY AND PRECAUTIONS

All personnel are reminded to check daily that:

* + - exit ways are clear of obstructions.
    - doors are free to open.
    - fire exit signs are fully lit when the building is occupied.

If a fire is observed, sound the alarm from the nearest fire alarm station. The school will call 911.

**CONTINUOUS ALARM**

* If the continuous bell sounds, do the following:
* Inform the students of the evacuation route and the meeting place outside. Take a class list.
* Make sure everyone is out of the room and close the door behind you. Ensure your class evacuates the building safely. Stay at least 30 meters clear of the main doors and away from the outside building walls.
* Take attendance and remain with your class outside.
* Depending on the severity of the situation, a Command Centre may be established in the parking lot across from the school. In this case, the teacher will send a runner to the Command Centre with the attendance.
* Stay out of the building until all clear is sounded

**NOTE:**

* Students outside their classroom at the time of the alarm shall go to the nearest exit and report to their particular class outside the building.
* Students with a study/free block should report to their teacher.

**Points to remember:**

* Staff: Attempt to put out the fire and close all doors and windows in the vicinity to prevent air getting to the source of the fire. check all washrooms.
* Direct any stragglers to leave the building.
* The fire alarm bell must not be used for the recall signal
* In the event of an actual fire, all teachers having a knowledge of the presence in or about the building of hazardous commodities or chemicals shall notify the principal or person in charge and the Fire Department of the nature and location of the situation.

**AREAS OF REFUGE**

Areas of Refuge for physically disabled students are located outside boys’ washroom and through exit door

In the event of an actual fire, students will be evacuated from the Areas of Refuge by the Fire Department personnel attending the scene.

**EXITS TO BE USED DURING AN EMERGENCY EVACUATION**

Stairwells and evacuate to parking lot NE of school

**STUDENTS WILL:**

1. Immediately DROP AND TAKE COVER under desks or tables where possible.
2. TURN **AWAY** FROM WINDOWS
3. ASSUME CRASH POSITION - on knees, head down, eyes closed tightly, hands clasped on back of neck or head covered with book or jacket.
4. **COUNT ALOUD to 60** and remain in sheltered position.

Move with shelters. Desks and tables are likely to travel during strong ground shaking. The duration of ground shaking depends on a number of factors, including the severity of the earthquake.

1. **BE SILENT AND LISTEN FOR INSTRUCTIONS.**

**TEACHERS WILL:**

1. Issue “DROP AND TAKE COVER” verbal command
2. DROP AND TAKE COVER for 60 seconds. When the teacher takes cover, it reinforces the importance of earthquake drills. This positive action also assures children that adults will be safe and able to care for them.
3. Talk CALMLY to students about the absolute necessity to obey commands. Remind students to take deep breaths
4. to help them stay calm, or encourage them to count softly (in whisper voice). Also advise students to anticipate shorter or longer episodes of ground shaking during actual earthquakes and their aftershocks.

14.

**EARTHQUAKE OUT OF CLASS PROCEDURES**

(noon-hour, between periods, before and after school)

* **Drop and Take Cover**
* **Move to an Interior Wall**
* **Turn Away from Windows**
* **Assume Crash Position**
* **Stay Still Until Shaking Stops**
* **Do Not Evacuate Building Until Instructed to Leave**

**EARTHQUAKE EVACUATION PROCEDURES INSIDE:**

**TEACHERS WILL**:

1. Evacuate the building after shaking ceases
2. Evacuation will take place when the teacher decides the shaking has ceased sufficiently, and it is prudent to move out of the building
3. When leaving classrooms according to the pre-arranged plan, teachers should make every effort to take class lists (attendance sheet or seating plan), paper and pen with them. Check with your "buddy" class when evacuating. If seriously injured persons cannot be moved, arrange for one teacher to remain.
4. **Do not use the elevator** - Use the exit listed. Also, be prepared to use an alternate exit should your designated exit be blocked.
5. Once the classroom door is closed and locked, a large "X" should be placed on the door with chalk to indicate that no one is inside.

**OUTSIDE, TEACHERS WILL:**

1. **ASSEMBLE THEIR CLASS IN AREA DESIGNATED** - away from buildings, fallen trees and wires, etc...
2. **STAY WITH THEIR CLASS GROUP,** or report to Command Center if they do not have a class group.
3. Remain with the students in their class group until an emergency first aid station is established.
4. **ASAP - TAKE ROLL OR LIST STUDENTS.** Send notice to Command Center immediately, of any student who is not with the group who should be, noting possible whereabouts, i.e. at library, or absent from school. Take roll periodically throughout the disaster period. Take note of the location of injured people and the extent of injury as you may not be able to stay with the injured party. Send "Nil Report" to Command Center if no student is absent: every class and teacher needs to be accounted for.
5. **STAY ON SITE, AWAIT FURTHER INSTRUCTIONS AND DO NOT LET STUDENTS WANDER.** Note on class roster the name of anyone who for any reason has left the class group. NOTE the time the student departs the group, the circumstances of his/her leaving, and any information on current whereabouts. Record any first aid given to students.
6. **DO NOT** enter buildings unless instructed to do so.

15.

IN THE EVENT OF AN ARMED INTRUDER

This system protects staff and students from a threat such as an intruder, when it may be more dangerous to leave the building than to stay in a locked room.

**LOCK DOWN**

* If the intruder is inside the school, notify all students and staff.
* Calmly state: “ **LOCK DOWN”**
* **SECURE YOUR ROOMS.** THIS **IS A** FULL **LOCK DOWN.**

**HOLD & SECURE**

* If the intruder is on the grounds, notify all students and staff.
* Calmly state: “HOLD & SECURE. THE OUTSIDE DOORS OF THE SCHOOL ARE LOCKED. NO ONE MAY EXIT OR ENTER THE SCHOOL.HOLD & SECURE.”

**ALL CLEAR**

**CLASSES NOT IN SESSION: (before and after school, lunchtime, between classes).**

* Direct all staff and students to the nearest where space is available.
* Follow procedures under CODE RED or CODE YELLOW as appropriate**.**

**If you SEE an armed intruder:**

1. Dial 911 and tell us, if possible, two pieces of information

**WHERE** he is and **WHAT** he is armed with

1. Proceed to the lockdown steps above.

**SHELTER in PLACE**

IF there are unsafe conditions outside, staff and students my be asked to **“Shelter in Place”**

16**.**

**STUDENT ACCIDENTS, INJURY AND ILLNESS**

**The following is a summary of procedures in case of injuries that occur at school:**

* + It is primarily the parent or guardian's responsibility to provide medical attention for their children.
  + In the case of an injury that occurs at school, if the parent or guardian cannot be contacted and the injury is deemed to be serious, the school staff will be prepared to act in place of the parent or guardian.
  + The designated staff member with first aid training will handle all injuries. If the designated staff is NOT available the principal and staff members may provide first aid to the student.
  + If the student requires medical attention but the injury is not considered of an emergency nature, an effort will be made to contact the parent and someone from the school may accompany the student to the hospital/doctor/dentist.
  + In case of minor injuries, normal activities can resume after first aid has been administered.
  + If the injury is not severe, but the student is not well enough to stay at school, the school will attempt to contact the parents and ask them to come and pick the student up.
  + An effort will be made to contact parents in case of head injury, even if the injury appears to be minor.
  + Before a student leaves the school because of an accident or illness, permission from the school must be obtained and the parent or guardian must be informed.
  + The first aid attendant must report accidents involving severe injuries.
* Parents, guardians or an alternative adult will be contacted about any injury as quickly as possibleso they can assume responsibility for providing treatment to the students.
* If the student has been delivered to the emergency department, the hospital assumes responsibility for contacting the parents or guardians and the family doctor if the school cannot contact them.
* If follow-up treatment is anticipated, details of phone calls to parents or guardians (content, dates and times, and who made the calls), should be noted.
* If a parent/guardian has provided written information about a student's medical problem, the school administration should inform staff involved with the student about the condition and procedures that may be necessary in case of an emergency.
* The school administration should have the phone numbers of parents or guardians, an alternative responsible adult and the family doctor and dentist so they can be contacted in an emergency. The RBHS Contact Form, which should be updated by the school annually, serves this purpose and includes space for Medical Alert Information.
* The Community Health Nurse can assist the school administration in establishing health care guidelines for students with identified medical conditions.
* It is primarily the parents' or guardians' responsibility to ensure medical attention for

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* their children, but each case must be judged according to circumstances. If the parent or guardian cannot be contacted quickly, school staff should be prepared to act in place of the parent or guardian.
* The school is responsible for the student until he or she is delivered to the care of his or her parent or guardian or responsible, medically trained people, such as ambulance attendants or hospital emergency department staff.
* The designated staff member with first aid training will care for all sick and injured students. In this document, “illness” refers to short-term occurrences only. The school nurse, when available on site, may assist.
* If neither the designated staff member nor the school nurse is available, the principal or other staff members may provide care for sick and injured students.

**PROCEDURES FOR POTENTIALLY SERIOUS INJURIES**

**Serious injuries include:**

* breathing difficulties
* Head injuries with loss of consciousness
* Head injuries without loss of consciousness but with symptoms of neurological impairments
* eye injuries
* Possible harmful substances in the eye
* Suspected or definite fractures
* Teeth knocked out or loosened
* open wounds or cuts more than 3 cm long
* Suspected spinal cord injuries
* Any injury requiring more than minor first aid

**Call 911** if an ambulance is necessary to transport a student to a hospital emergency department. When calling an ambulance, this information must **be provided:**

* The name and address of the school
* nature of the illness or type of injury
* Whether the patient is conscious or unconscious
* If there is breathing difficulty
* The school office telephone number
* The location in the school of the injured person
* The school entrance the ambulance crew should use.
* If the child is deemed to require the attention of a physician/dentist for non-emergency care, an attempt must be made to contact the parent or guardian, and someone from the school may accompany the child to the hospital/ doctor/dentist.
* If the injury is severe, call an ambulance notify the parent immediately; someone from the school may accompany the child to the hospital.
* Accidents involving severe injury must be thoroughly documented.

**PROCEDURES FOR MINOR INJURIES**

Injuries are minor if normal activities can resume after first aid has been administered and no further signs or symptoms appear that require additional assessment or treatment.

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In case of minor injuries, an Accident Report should be filled out.

* Give the student a copy to take home
* File a copy in the school office
* A copy may be mailed to the student's home address
* If the injury or sickness is not severe, but the child is not well enough to stay at school, the school should contact the parents/guardians and ask them to come and pick the child up, if necessary.
* In cases of minor head injuries, the school should give the student a copy of Recommended Procedures Following a Head Injury and the school's Accident Report to take home.

**THINGS TO KEEP IN MIND WHEN PROVIDING ASSISTANCE TO SICK OR INJURED STUDENTS:**

* School personnel should not recommend treatment. This is the responsibility of the attending physician.
* RBHS pays ambulance or taxi costs for transporting injured students from school to a hospital.
* Taxi bills are to be paid by the school, and a request for reimbursement should be sent to the office.
* If follow-up treatment is anticipated, details of phone calls to parents or guardians (content, date and time and who made the calls) should be noted on the Schools Protection Program Incident Report form.

**FOOD ALLERGIES**

Anaphylaxis is a severe allergic reaction that can lead to sudden death if left untreated. Examples of potentially life-threatening allergens include peanuts, shellfish, fish, cow's milk, eggs and insect venom. An anaphylactic reaction can begin with itching, hives, and nausea but can be quickly followed by severe breathing difficulties, a drop in blood pressure and shock, which are potentially fatal. Fortunately, such potentially life-threatening allergies are rare.

**RECOMMENDED STRATEGIES IN THE PREVENTION/MANAGEMENT OF ANAPHYLAXIS**

The following general recommendations assist in developing school-based policies regarding students with life­ threatening allergies.

**INFORMATION AND AWARENESS TO MINIMIZE RISK**

* Parents have the primary responsibility of informing school personnel regarding their child's severe allergy. RBHS needs to collect health information and establish medication protocols for individual students.
* Community health nurses consult school staff, students, and parents regarding severe allergies. They participate in the development of a plan of care and the training of staff in the use of epinephrine auto-injectors (such as EpiPens and Ana-Kits).
* All staff members in a school (teaching and non-teaching) should be aware or students who have potentially life-threatening allergies. This includes substitute teachers and school volunteers. School administrators should ensure that staff who may be in a position of responsibility for students with anaphylaxis receive personal training in the use of auto-injectors of epinephrine. This may include first aid attendants, teachers, noon-hour supervisors, bus drivers and cafeteria staff.
* The affected student's classmates need information on the allergy in a way that is appropriate to the age and the maturity level of the students. This should be done in consultation with the affected student and his or her parents.

**AVOIDANCE OF FOOD ALLERGENS**

It is impossible to achieve a completely allergen-free school as there can be hidden or accidentally introduced sources. However, school-based policies and strategies can be developed to help reduce the risk of exposure. Various factors need to be considered, such as the age and maturity of the student, the organization and physical layout of the school, and the properties of the allergen itself. Some suggestions include the following:

**Establish safe lunch room and eating area practices:**

* Require at-risk students to eat food prepared at home
* Provide an "allergen-free" eating area for the at-risk student.
* Avoid trading and sharing of foods, food utensils and food containers with students who have severe food allergies
* Clean eating surfaces with soap, water, and paper towels and encourage handwashing by staff and students (thus reducing the risk of exposure to any food allergen residue).

**Avoid exposure during school activities:**

* Cooking classes and crafts - the use of food in cooking classes and crafts may need to be restricted or modified depending on the allergies of the students
* Field Trips - Safeguards need to be in place to ensure the safety of at-risk students during school field trips, especially when travel time to an emergency ward is extended.
* Examples could include having extra EpiPens or Ana-Kits available and training additional staff to handle anaphylaxis emergencies. Holidays and special celebrations - Food is often associated with special occasions. Depending on the student's allergies, these foods may need to be restricted or modified. Recommending the use of non-food treats for students during celebrations can be helpful.

**EMERGENCY RESPONSE PROTOCOL**

Since it is impossible to reduce the risk of accidental exposure to zero, a student with severe allergies may require emergency life-saving measures while at school.

* Each at-risk student should have an emergency plan developed with the parents, the student's physician, and the school community health nurse. This plan should be kept in a readily accessible location.
* An up-to-date student should have an emergency plan developed in cooperation with the covered, secure, unlocked area of quick access. The location of the injectors should be known to all staff and classmates.
* If mature enough, students should be encouraged to carry an injection kit in a fanny pack at all times. All students, regardless of whether or not they are capable of epinephrine self-administration will still require the help of others because of the severity of the reaction may hamper their attempts to inject themselves.
* Further information on the use of epinephrine is available from the community health nurses.

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# APPENDIX A: MAJOR SCHOOL RULES

# UNACCEPTABLE BEHAVIOURS

To ensure a safe learning and living environment, all students need to know that the school cannot and will not tolerate any of the actions and behaviours described below. Direct involvement in any of these behaviours will result in disciplinary action from the school; indirect involvement in these behaviours may also result in consequences when required.

A student must know, understand and follow these rules to the best of their ability. If students have questions or are unsure about a particular rule, they must ask school staff for more information. If students have concerns about their safety or the safety of others as it relates to these rules, they need to inform a staff member as soon as possible**. We have zero tolerance for Bullying, Harassment, Violence or any form of Prejudice.**

# VIOLENCE & FIGHTING

Students are expected to refrain from acts of violence toward their peers, which include anything meant to cause physical harm (punching, slapping, kicking and the like); intimidation (making someone afraid); verbal abuse (including using sexual, racial, homophobic or other offensive slurs); and hazing (an activity expected of someone that abuses, shames, or puts them in danger). If a student is physically violent **toward a staff member**, the student may be expelled immediately.

Students are not to resort to fighting with one another to solve problems. Students should be willing to participate in mediation to resolve conflict between both parties. Factors critical to decisions include physical violence, degree of harm, damage to property, timely resolution of the conflict, etc.

# WEAPONS

Weapons are expressly forbidden, including any object used to simulate a weapon or cause harm, such as but not limited to: sharpened objects, projectiles, high-voltage electrical devices, blunt objects, objects used to choke, etc.

# DEFIANCE

Students are expected to follow the lawful instructions of staff to ensure the safety and well-being of the school community. If students are defiant, they will be given consequences (which can exclude suspension and expulsion). Defiance includes refusing to listen to staff, arguing angrily and consistently ignoring staff recommendations. Repeated defiance will result in more severe consequences. Intimidation or threatening behaviour toward any staff member will be treated very seriously.

# HARASSMENT & BULLYING

**Harassment** is seen as troubling, bothering and/or annoying someone continually. It is any type of behaviour that is not wanted, offensive or intrusive. **Bullying** can be defined as using strength and/or power to frighten or hurt others. It is usually aggressive, intimidating, and used to gain an advantage over someone else. **Sexual Harassment** can be defined as unwelcome sexual advances (i.e. gestures), unwelcome requests for sexual activities, and other unwelcome verbal or physical conduct of a sexual nature.

Some examples of bullying and harassment are as follows:

* Demanding favours (through pressure or force), exercising verbal threats and excessive play fights, or intimidation by physical proximity, circling or pushing;
* Ignoring, isolating, or excluding from what is going on
* Teasing: constantly criticizing others' differences such as gender, racial or language background, sexual orientation, body shape, etc.

Students who experience or witness bullying, or harassment need to seek help from a staff member as soon as possible. Taking or sharing sexual images of any student is not tolerated at the school. It is important to note that the Canadian Criminal Code views the following as “child pornography”, an illegal offence: possession of any image that shows a person who is under the age of 18 years and is engaged in explicit sexual activity, the depiction, for a sexual purpose, of a sexual organ of a person under the age of 18 years, and so on.

# OBSCENE BEHAVIOR

Students are not to engage with one another in sexual activity on campus. Possession or viewing of pornography is not allowed. Sustained and inappropriate public displays of affection (e.g. kissing, sitting on each other’s laps, etc.) will result in consequences depending on the nature and frequency of the behaviour. Students are not to access the halls of students of the opposite gender and should not seek to isolate themselves in out-of-bounds areas of campus.

**DRUGS**

Using, possessing, or supplying drugs (including marijuana) or direct drug paraphernalia is extremely serious and will result in the student being expelled. As possession of drugs (such as marijuana) is illegal in BC, the school police liaison may be involved or contacted to advise in the matter. Students abusing pharmaceutical drugs or other potentially dangerous substances will also face serious consequences. Students attending events where drugs are present will be given severe consequences based on the circumstances.

**Royal Bridge High School Policy on Marijuana (Cannabis) Usage**

Although non-medical marijuana is now legal in Canada for recreational use, there are some facts you must know:

* You have to be 19 to buy, use or possess - this is the same for alcohol purchase and usage
* If you are under 19, it is not legal to possess or use
* Even if you are 19, marijuana use at or around the school is not permitted
* Showing up at school smelling of marijuana (which means usage) may lead to suspension or dismissal from school
* Driving while using marijuana could result in criminal charges
* Dismissal from school for marijuana, alcohol, or any drug abuse will part of your permanent record.  This could impact your study visa.
* Serious issues may be reported to the consul of your country.  It is important to note that drug use/abuse is not tolerated in many countries, like China.
* Please Do NOT make this an issue that impacts your study in Canada and perhaps even your life and ability to travel or go to school abroad.

# ALCOHOL

The legal drinking age in B.C. is 19, and anyone under that age is considered a ‘minor’ under the law; however, for safety reasons, Royal Bridge students of any age should not consume alcoholat any time (including for students aged 19 or older). Students found using, possessing or supplying alcohol will be put on behavior probation and given appropriate consequences. Students attending events in which alcohol is present will also be given serious consequences based on the circumstances. For safety reasons, students will be subject to a breathalyzer test if they are suspected of being under the influence.

It is essential to know that according to BC laws, minors are illegal to be caught with liquor, buy liquor, or try to buy liquor using false ID. Minors must also not go to establishments that sell liquor for consumption unless with a parent or guardian.

# SMOKING & VAPING

Royal Bridge is a smoke-and vape-free school. No smoking or vaping is permitted on campus for all Royal Bridge students. Royal Bridge High School recognizes that smoking and using tobacco products present a significant health and safety hazard that can have severe consequences for the smoker and non-smoker and the safety of the school. It is essential to know that, according to BC laws, a person must not smoke or use tobacco in or on school property. It is also illegal to sell or give tobacco to anyone under 19.

IF you are caught SMOKING or VAPING inside the building, you will be fined and may be asked to leave the school.

**This is VERY SERIOUS. It is against the Law.**

IF you smoke or vape outside the school, it must NOT be on the property our school building sits on.  You CANNOT be near the restaurant, the corner of Lincoln & Westwood or in front of any shops or stores.  Remember: we have young kids and families entering our building.

**Fines & Penalties**

**IF you are caught Smoking or Vaping INSIDE the school:**

First Time: $125 Fine

Second Time: $250 Fine

Third Time: $375 Fine + Potential Removal from School

**IF you are caught Smoking or Vaping OUTSIDE on School Property:**

First Time: $50 Fine

Second Time: $100 Fine

Third Time: $150 Fine + Suspension from School

**PLEASE NOTE:  A** suspension or removal from school could occur at any stage if the circumstances are severe enough.

# THEFT, VANDALISM OR PROPERTY DAMAGE

Students who damage, vandalize or steal the property of the school, their homestay or others must pay for replacements or repairs and will be given serious consequences depending on the circumstances. Anyone who accidentally damages something around the school should tell a staff member immediately.

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**APPENDIX C: CHILD PROTECTION**

**PART 1: Child, Family & Community Services Act**

**Section 13: When Protection is Needed**

1. **A child needs protection in the following circumstances:**
   1. if the child has been, or is likely to be, physically harmed by the chiId's parents;
   2. if the child has been, or is likely to be, sexually abused or exploited by the child's parent;
   3. if the child has been, or is likely to be, physically harmed, sexually abused or sexually exploited by another person and if the child's parent is unwilling or unable to protect the child;
   4. if the child has been, or is likely to be, physically harmed because of neglect by the child's parent;
   5. if the child is emotionally harmed by the parent's conduct.
   6. if the child is deprived of necessary health care.
   7. if the child's development is likely to be seriously impaired by a treatable condition and the child's parent refuses to provide or consent to treatment.
   8. if the child's parent is unable or unwilling to care for the child and has not made adequate provision for the child's care.
   9. if the child is or has been absent from home in circumstances that endanger the child's safety or well-being.
   10. if the child's parent is dead and adequate provision has not been made for the child's care.
   11. if the child has been abandoned and adequate provision has not been made for the chiId's care.
   12. if the child is in the care of a director or another person by agreement and the child's parent is unwilling or unable to resume care when the agreement is no longer in force.
2. **For the purpose of subsection (l)(e), a child is emotionally harmed if the child demonstrates severe**
   1. anxiety,
   2. depression
   3. withdrawal, or
   4. self-destructive or aggressive behaviour.

**Section 14: Duty to Report Need for Protection**

1. **A person who has reason to believe that a child:**
   1. has been, or is likely to be, physically harmed, sexually abused or sexually exploited by a parent or other person, or
   2. needs protection under Section 13 l(e) to (k)

must promptly report the matter to a director a person designated by a director.

1. **Subsection (1) applies even if the information on which the belief is based:**
   1. is privileged, except as a result of solicitor-client relationship, or
   2. is confidential and its disclosure is prohibited under another Act.
2. **A person who contravenes subsection (1) commits an offence.**
3. **A person who knowingly reports to a director, or a person designated by a director, false information that a child needs protection commits an offence.**
4. **No action for damages may be brought against a person for reporting information under this section unless the person knowingly reported false information.**
5. **A person who commits an offence under this section is liable to a fine up to $10,000 or**
6. **to imprisonment for up to 6 months, or to both.**
7. **The limitation period governing the commencement of a proceeding under the *Offence Act*** does not apply to a proceeding relating to an offence under this section.

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