

**HEALTH AND SAFETY PROCEDURES MANUAL
2010-2011**

Early Childhood
Grade School
High School

Ratified by the Pedagogical Carrying Group June 10, 2010
To be reviewed yearly

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Introduction

Please take time to review and familiarize yourself with the school's policies and procedures regarding class trips, first aid, health and safety procedures, and fire and earthquake drills. You are accountable for all steps that you make regarding safety issues. Please ensure that you always adhere to the established procedures and policies.

This document contains a number of forms which you can print directly from your digital copy of this manual.

Earthquake Emergency Plan

Teachers Role

The teacher's role in earthquake safety procedures is outlined below.

In brief you are responsible for:

- Holding regular earthquake drills.
- Checking your classroom hazards and working with the class parents on securing the classroom.

Classroom preparedness

Inspect the premises for hazardous situations and remedy where possible.

Each class or class teacher should inspect his or her room for safety hazards.

Hazards to be corrected

- Heavy loose objects on shelves or hanging more than one metre from the floor.
- Hazardous material, lab chemicals, paint thinners, cleaning supplies etc. should be stored in approved cabinets or designated storage room.
- All kitchen equipment should be secured against rolling or overturning.
- Exhaust hoods should be secured to the building.
- Shelves, bookcases, filing cabinets, storage racks, and piano's etc. more than 1 meter in height should be secured to structural members of the wall or floor.
- Clocks, heavy pictures, light fixtures etc., should be secured to structural members of a wall or partition.
- Covered walkways and play areas should be braced after consultation with a structural engineer.
- Glass lighting fixtures should be replaced with plastic. As it is not possible for our globe lights, the mechanism on top that secures the globe should be securely tightened.

Earthquake safety kits

A general kit will be held in the receptionist's office. It will include:

- First aid supplies
- Class lists
- Felt markers for writing ID on children
- Garbage bags, for emergency shelter
- Small amount of snack foods.

Parents of all children who come from Vancouver or far away should have arrangements with another family to take their children in case of emergency. Please, make sure the school office and class teacher have the latest information on emergency contacts.

Institute regular earthquake drills – 3 times per year

Inside the classroom

Explain to the students:

The hazards: shattering glass, falling ceiling tiles, light fixtures, chimneys, signs and objects on shelves.

The drill: take cover under desks or tables
face away from windows or glass doors
assume "crash" position on knees, head down, hands over back of neck
or head covered with book or jacket
count out loud to 60 - earthquakes rarely last longer than 60 seconds and counting is calming.

Teacher's role: give "take cover" order
take cover and count for 60 seconds
evacuate class to the field, same as for fire drills.

Outside the classroom

In areas other than classrooms, occupants should

- Move away from windows, shelves and heavy objects that may fall.
- Take cover under a desk or table, in a corner or in a doorway.
- In halls or stairways where no other cover is available, move to an interior wall, kneel with back to the wall and cover head with arms.
- In the library, move away from where books and bookshelves may fall, and take cover.
- Stay inside; the most dangerous place is just outside the building where debris may fall. Leave only after the shaking stops.
- In the science lab: extinguish all burners if possible before taking cover. Stay away from hazardous chemicals that may spill.
- In the workshop, shut off all machines.
- Outdoors - move away from away power lines or trees. Kneel or crouch and be aware of dangers that may require movement.
- On the bus, the driver should stop the bus away from power lines, bridges, buildings and overpasses. Occupants should assume "crash" position between the seats or in the aisles and count to 60.

Items for class discussion

- Earthquake hazards.
- What really happens in an earthquake (i.e. the earth does not open and swallow you up.)
- The noise of windows breaking, objects falling and the earthquake itself can be quite frightening
- Identification of hazards in the classroom that could be fixed.
- How students could help each other.

Earthquake Drill Procedure

This is the procedure to be followed for an earthquake drill

There are six (6) recognized components of an earthquake drill. These are:

The alarm phase

During this phase students and staff are alerted by a loud warning device, most likely the school bell. This must be a pre-arranged signal known by all so that the response will be immediate.

The response phase

In this phase everyone should head for cover - students should get under their desks, tables, chairs or under the door jamb. They should make sure to move away from windows, glass or light fixtures, which pose a serious threat to the student if broken or loosened. If there is no cover available then the student should crouch with back, next to an inside wall if possible and protect his/her head.

The evacuation phase

After remaining in each respective safe-place until the shaking stops, students and teachers should then evacuate the school building(s). The evacuation takes place through pre-determined safe routes and the evacuees should then gather outside in a safe area, away from buildings. For instance, this safe area can be the playground, the netball court or the basketball court, once the area is away from buildings, trees and even poles. This safe area is called the assembly point.

The assembly phase

At the assembly point the evacuees must be grouped in order. For example, classes are grouped together and even further grouped in alphabetical order or in order as they appear in their respective classrooms.

The head count phase - otherwise called the roll call phase

During the head count phase teachers determine if everyone is present. This can be done by calling from the register the names of students and ticking off those present. In the event of a real earthquake, a search and rescue team would have to be dispatched to look for those who are missing.

The evaluation

After the head count there should be an evaluation, where problems during or with the drill process are identified, and rectified for the future.

Keep calm at all times.

This drill must be done **once per term**. Document the earthquake drill and give to receptionist to be filed.

In the case of an earthquake, three designated regular staff members are to shut off the utilities. It is only necessary to shut off the gas and water if the lines are ruptured.

Fire Drill Procedure

- Teachers, upon hearing the fire alarm, close all windows and doors, assemble the students in an orderly fashion, and bring the class register with to the designated meeting place on the school field
- Proceed in an orderly and quiet manner out the nearest fire exit (map of fire escape exits should be on the wall next to the class door). Line up on the field
- Keep students quiet while exiting school and on field
- Take head count and report anyone missing to the Fire Marshall, including absentees
- Proceed back into the building only when the Fire Marshall has given the O.K.

In the event that the children cannot re-enter the building, the receptionist will arrange with Karen Magnussen Arena or the neighbouring church to accommodate the children until they can be picked up by their parent's or guardian's.

Fire Drills are done three times from September to December and three times from January to June.

The children are to be kept quiet during the Fire Drill.

Assisting Injured Children

Whenever an accident occurs in the playground, it is up to the supervising teacher(s) to make a first evaluation of the injury and to decide what level of assistance is required.

Level one

In the case of minor scrapes and bruises, the supervising teacher(s) may send the child to the office for first aid. For Grade 1-3 children always send the child with another student.

Level two

Where a child is in obvious pain, but is otherwise deemed able to move without risk of aggravating the injury, the teacher or friend will accompany the child to the office for first aid, leaving the child in the office or a child must be sent to the office for help and the teacher will await assistance.

Level three

Where the injury is such that moving the child could cause additional harm. Many head and back injuries fall into this category. Do not attempt to move a child if there is any indication of back or neck injury, or broken arm, foot, ankle or leg injuries or head injury.

N.B. With Level 2 and Level 3 injuries, office staff must advise the child's class teacher forthwith. All head injuries are reported to parents.

Classroom Safety Inspection Checklist

The following items need to be checked in the classroom. Any hazards or missing items should be remedied. Please return this checklist to reception after completion.

- Fire Extinguisher
- Escape Route Map for Fire and Earthquake Drills
- Lighting fixtures secure and functioning
- Aisles free of obstructions
- Doors/Fire exit in good condition and free of obstructions

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- First Aid kit (including Children's Emergency Information Forms)

These forms will be put in your mailbox in a red file folder upon receipt.

Please keep folder/forms in First Aid Kit.

- Earthquake Supply kit – please check expiry date and note here _____.
- Heavy objects secured. (They present a hazard in the event of an earthquake.)

Hazards noted: _____

Grade _____

Teacher _____

Date _____

Communicable Diseases Policy

Policy

Anyone (student or faculty member) with a diagnosed communicable disease (whooping cough, measles, mumps, scarlet fever or chicken pox etc.) will not be permitted to attend school. The student or faculty member should not come to school until he or she is past the communicable stage.

Procedure

Upon returning to school, the student or faculty member must have a doctor's letter that states that the individual may return to school.

Policy For Suspected Head Injuries

If the child has received a bump or blow to the head the following procedure shall apply:

- If the child can walk, they should be accompanied to the first aid office. If they cannot move, and a teacher is not immediately present, another student should advise a teacher, other adult, or someone in the front office, who will come to the student's aid.
- The First Aid attendant/teacher will assess the situation. If the child cannot walk, he/she should not be moved. An ambulance should be called immediately. The injured student should be kept warm and sheltered.
- If prolonged symptoms such as dizziness, vomiting, blurred vision, confusion, disorientation or other signs of a serious injury are present, the parents and possibly 911 will be called.
- The parents must be notified of injury in all cases.
- Look up the child's medical history and give this information to the ambulance/clinic.
- A member of staff will contact the parent and/or accompany the child to the hospital or clinic if the child is safe to move and ambulance is not coming to the school. The ambulance operators give very accurate and precise directions about injuries and will give advice as to what to do.
- If the First Aid attendant determines that the injury is not serious, the child will be accompanied back to the classroom. The child's teacher will be informed of the incident and requested to watch the child carefully for post-accident symptoms.
- The First Aid attendant will record the injury in the First Aid Book

Head Lice

Notice Of Head Lice (to be sent to Early Childhood, Grade School, and or High School parents as appropriate depending on which children are affected, i.e classes, siblings classes)

Dear Parent/Guardian,

A case of head lice has been detected at school. Please check your child(ren)'s hair and scalp carefully.

In order to contain and interrupt the spread of lice, and in consideration for others, children will be sent home if live lice or nits are found. Children can return to school when all live lice and nits have been removed. Thank you.

The following link provides information on a uniquely designed lice comb that is proven to remove both lice and nits effectively, unlike any other comb on the market, it removes everything in its path from the hair shafts .

www.headlice.org/licemeister/index.htm

The lice of today have developed some resistance to the chemicals that are used to eliminate them, and also some people prefer to not use these chemicals on their children's or their own scalps (don't forget to check the adults for lice as well!). This comb, if used as instructed, will effectively remove live lice and nits from the hair.

If you choose to use the comb to remove lice and nits, please refer to the wet-combing method described in the material from Vancouver Coastal Health available at the following link:

www.vws.ca/2010/LS/HeadLiceManagementVCH.pdf

The information contains instructions for two options: "Option A or Option B Methods of Removing Lice and Nits".

Option 'A' kills the lice and nits but because lice and nits are becoming resistant to the chemicals that kill them the only way to ensure that there are no live lice or nits remaining is to remove them using the method described above.. A live nit is one that is close to the scalp and does not move easily and despite having been treated with chemicals these nits must be removed to ensure that your child does not become re-infected thereby restarting the cycle of infection in the class.

Option 'B' is a non-chemical approach to eradicating the lice and nits. If you choose this method you must keep your child home until you have removed ALL live lice and nits and you must ensure that all lice and nits have been removed before sending your child back to school. If live lice or nits are found in your child's hair, s/he will be sent home for further treatment.

Lice and Nit Removal

You will need:

your eye glasses (if you need them), a bright light, a metal lice comb (see above), a regular comb, hair clips for longer hair, Paper towels

Things to do:

- Explain to your child what you are going to do. Have them sit in a comfortable spot under bright light.
- Untangle long hair using a regular comb. Divide the hair into four sections and check one section at a time.
- You are looking for live lice and nits. Nits are the lice eggs that cement to the hair near the scalp. Nits are white, grey or yellowish and can be confused with fluff, dandruff or dirt – however - a nit will not move until you dislodge it.
- Comb lice comb through the hair close to the scalp and then wipe on a paper towel. Look at the paper towel for lice or nits.
- You must look through the entire head. Use hair clips to hold longer hair in place.
- If you find lice or nits – remove them using the lice comb, your fingernails or by cutting the strand of hair. Flush them down the toilet when finished.

Class Trips

This section contains procedures and guidelines put together by the Class Trip Curriculum Task Group. Please come to a task group member with any concerns.

EC Outings

The Kindergarten classes take occasional or weekly walks in the neighbourhood as a social outing. Once a year, in the spring, all the classes meet at Maplewood Farm to see the newborn animals. The End of the Year is celebrated as a picnic, often at a site where the children can use their pre-made boats.

Grade School Class Trips

The commonly held vision of the Trip Curriculum at the VWS is held by the Class Trip Curriculum Task Group, which is responsible for making recommendations to its committee (the Programmes and Curriculum Development Committee or PCDC) on the funding of VWS trips. This group consists of Dennis Scott and Andrea Balakova.

High School Outings

The High School curriculum is primarily an oral curriculum that is highly experiential in nature and as such field trips are a regular component of our studies. Students participate in various field trips related to outdoor education, main lesson work and track classes. Field trips range in duration from half day, day long, to overnight. Students are expected to participate in all field trips to fulfill curriculum requirements.

Planning a Trip

Any trip leaving the school premises needs all students to have permission slips. Curriculum-based trips by subject or grade-teachers/guardians should be planned with budgetary and safety considerations. The larger and longer fall or spring trips may require significant lead time and research on costs.

Cost

Attached to this memo is a list of past trips that are expected for each grade. You must work within this budget for the school year. Any expense beyond the assigned budget must be presented to the Task Group with *at least* two weeks notice; there is a contingency fund, and even the Parent Council can help with costs.

Remember that students and their families can be held responsible for providing the funding for their meals. The parents pay for all meals except in cases where an extra "catering" charge applies, i.e. at a camp (food cost means food, not other services).

If any parents are they may be offered to be reimbursed for gas costs.

Class Trip Task Group Approval

Standard trips done in previous years at the same grade level are implicitly pre-approved, given adequate chaperoning to suit the class size and dynamic. If it is a new destination or activity, please fill out the form included in this packet (available in the Faculty Room as well).

Contact information is required when away.

Parental/Guardian Approval

Each student must have his or her legal guardian sign a consent form for the trip. There is a standard blank form included in this manual. If the students do not bring a letter the day of the trip, a faxed signature of permission may be obtained; phone calls do not suffice and the student must remain in another class (please make arrangement with another teacher in advance).

Trip safety

You must have each student's emergency contact information with you on the trip. Any necessary medications (EpiPens, insulin, inhalers, etc.) should be provided to the student or teacher, depending on student's specific need. A first aid kit must be brought. The cell phone with the contact number you provided should be on so that you can be reached. Chaperones should be explicitly informed of their roles and responsibilities, with as many specifics as possible. Otherwise, use common sense precautions and obey the law: life vests must be worn on all small boats, helmets on bicycles, etc.

Specific Safety Considerations

Early Childhood

Irrespective of the size of the group, there are to be two adults on each outing, and a ratio of one adult to a maximum of nine children, one to eight for children in programs requiring this adult/child ratio.

One adult will carry the First Aid Kit, containing the Emergency Contact Form for each child with an identifying photo, and a cell phone.

The Main Office will be notified before each outing.

On occasional outings such as to Maplewood Farm, parents are invited to accompany the group. Parents who cannot come may arrange for another parent or the teacher to be responsible for their child. The "Authorization Form" will need to be previously signed by the parent

The Motor Vehicle Branch legislates that all children under 4'9", under nine years of age and over 40lb must have a booster seat. Please ensure that drivers and parents of children in this category adhere to this legal requirement.

Grade School

For Grade School Outings one adult for every six children is the minimum.

The Motor Vehicle Branch legislates that all children under 4'9", under 9 years of age and over 40lb must have a booster seat. Please ensure that drivers and parents of children in this category adhere to this legal requirement.

High School

For High School Outings one adult for every fifteen students is the minimum.

Attendance on Trips

As with any lesson, students are required to be present on field trips. Only medical reasons should prevent students from attending. This should be documented and on file in the student records, as should any other non-participation in trips. If notified in advance of a student's disinterest/unwillingness to attend a trip that is part of the school curriculum, conversation must be taken up with the class teacher so that meetings around the issue of trip attendance can take place.

Reimbursement of Receipts and Advances

Any costs incurred specifically for a trip will be reimbursed out of the trip budget of the class or program, providing preapproval for all such expenses has been obtained in advance of the trip and/or before submitting a request for reimbursement. The same form is used as for other reimbursements, 'Reimbursement of Receipts'; please indicate the class on the form. The same holds true for advances; use the 'Check Requisition Form'. Any Trip Curriculum Task Group member can sign as 'budget holder'. **But**, you must stay within your budget (see Cost, above)

Drivers Certification For Field Trips

Insurance And Vehicle Specifications

Drivers Name	
Drivers Address	
Drivers Phone Number	
Drivers License Number	
Vehicle Owners Name	
Vehicle Owners Address	
Vehicle Owners Phone Number	
Make & Model Of Vehicle	
Year Of Vehicle	
Insured Limit (3 rd Party Liability)	
Number Of Seat Belts In Vehicle	

To the best of my knowledge the vehicle identified above is in safe road worthy condition and my driver's license is in good standing.

I understand that each student transported must wear a seat belt. I have at least one year's driving experience.

I understand that extracts of my driving record may be requested from the Motor Vehicles Department.

I accept responsibility for notifying the school of any changes in the above information.

DRIVERS SIGNATURE

DATE

Lower School Camping Trip Rules

The following is a guide to planning and running a camping trip for children. The experience will be a happy one if everyone involved understands in advance what is expected of him or her.

Preparation steps for the trip

Camping Site

- The camping site must be visited by the person in charge of the camping trip before the student group goes on the trip.
- Book the campsite.
- Collect camp fees.
- Send deposit for campsite if needed.
- Get permission from the school for the proposed outing.
- Get the permission slips from the parents.

Parent Involvement

- Draw up a plan of all camping activities with alternates in case of bad weather that fully explains the outing to the parents.
- Meet with parents to discuss the planned outing.
- Get parent leaders. Stress to the parents that they are taking up position of authority
- One adult for every six children is the minimum.
- The adult is responsible for these children for the duration of the trip.
- If a teacher feels that a child requires the parent's assistance on the camping trip and the parent can not attend then the child may not be allowed to participate.

Planning the trip

- Planning meetings with parent leaders is essential.
- Plan and book transportation.
- Plan a budget.
- Plan activities with the leaders.
- Plan the menu
- Prepare an equipment and clothing checklist.
- Obtain first aid kit.
- Designate one person to be responsible for first aid.
- Contact camp caretaker one week before leaving.
- Have emergency numbers and contact person arranged. Duplicate the form and leave one copy at school. Take the other copy on the trip.

Important: It is essential that students are made familiar with the use of tents and cook stoves. This means that the students and teacher will set up the tents and camp stoves in the school yard before departure.

Teachers Instructions to Campers

The following subjects are important and must be thoroughly discussed with the students prior to departure.

- Safety Rules
- Distribute a checklist to all campers describing what items they must bring on the camping trip and what is not allowed.
- Comfort (clothes, bedrolls, packs, equipment)
- Shelter (tents, cabins), careful positioning of tents to avoid hazards.
- Keeping sleeping bags dry
- Food and Water (protection from animals)
- Fires (careful adult supervision at all times, putting out campfires)
- Sanitation (personal and the campsite)
- Sun Protection (hats are a must)

Rules during the trip

- The teacher/camp leader is in charge of the trip and must assert their authority with sound judgment at all times.
- The persons in charge must agree to activities of the camp. The group leader's word is final.
- Any student that behaves irresponsibly or with disrespect will be sent home.
- Alcohol is strictly forbidden for students and adults.
- The buddy system be used and respected.
- Students are not permitted to carry knives.
- Adults are responsible for the safe use and storage of matches and lighters.
- The teacher is responsible and must remain with the class. In the event of an emergency another adult can be designated to return with the child.
- If children are being removed from the campsite for disciplinary reasons, they will be returned to Vancouver during daylight hours at the parent's expense.

At the end of the trip

Clean the site thoroughly.

High School Year End Class Trip Guidelines

The following guidelines will assist in the planning and organizing of a year end class trip for High School students. The year end class trip is the final main lesson of the year for each class, and as such each grade has a pedagogical theme that guides the nature of activities and experiences that the class guardian will plan.

The themes for each grade:

Grade 9	working with the land,
Grade 10	moving with water,
Grade 11	high and wide (mountains or plains, with solo component),
Grade 12	out into the world.

Examples of recent trips:

Grade 9	biodynamic farming work at C-Dar (1wk)
Grade 10	sea kayaking the Southern Gulf islands, intertidal/rainforest/surfing Tofino, (alt. cycling Salt Spring Island) (1 wk)
Grade 11	hiking Juan da Fuca trail, desert explorations Osoyoos (1 wk)
Grade 12	Costa Rica (Sea turtle rehabilitation project) (2wk) Mexico (Rainforest architecture building) (2wk)

Planning the trip

- Schedule planning meetings with class during class meetings.
- Determine destination and activities according to yearly theme (see above).
- Coordinate with faculty second teacher to join the trip.
- Confirm year end class trip budget with Trips task group.
- Plan a budget.
- Plan and book transportation.
- Plan the menu, organize cooking groups with essential cooking/camping materials.
- Prepare an equipment and clothing checklist.
- Obtain first aid kit; class guardian is responsible for first aid on trip.
- Have emergency numbers and contact person arranged, confirm with Robert Adams.
- Prepare trips package for students to take home to parents (Outline and timing of trip & activities, equipment list, and forms: Permission, Drug and Alcohol, Waiver and Medical)

Transportation

Various methods of transportation may be employed for a year end class trip: carpooling, BC ferries and 15 passenger vans (teacher must possess a class 4 driver's license.)

Rules during the trip

- The class guardian(s) is(are) in charge of the trip and must assert their authority with sound judgment at all times.
- Any student that becomes ill on trip or behaves irresponsibly will be sent home at the parent's expense.
- Alcohol is strictly forbidden for students and adults.
- The class guardian(s) is(are) responsible and must remain with the class in the event of an emergency.

At the end of the trip

- Class guardian(s) debrief the trip with the class, either on site or back at school.
- Classes present a vignette of their year end class trip to HS at whole school assembly.
- Class guardian files useful contact information for future use by HS.

Class Reps Checklist For Field Trips With Parent Drivers

Before trip

- Ensure drivers have filled out required 'Parent Driver' forms in Front Office.
- Provided maps for all drivers
- Collect all cell phone numbers of parent drivers and any other adults going as passengers and hand out to all drivers. Include VWS phone number on sheet. Include contact person from class on sheet (see below).
- Inform drivers to fill up their vehicle with gas just before leaving and fill again just after return to get a true cost of gas. Advise driver to keep all receipts for reimbursement. Before handing in receipt write drivers name on it.
- Assign a contact person from the class who is not on the class trip. This person will phone all other parents not on the trip to notify of modified return times in case something happens (i.e, car break down, construction delays, ferry missed etc, etc - It happens!)

Long trips (outside of city)

- Have Medical Information (Class teacher has the forms) in the car for each child that the driver has. These medical forms include emergency contact numbers, allergy info, etc

During the trip

- suggest to drivers to drive in convoy if possible
- suggest that drivers not stop for treats for their car to avoid problems!
- suggest because we are a Waldorf School that media during car rides is off or limited and singing encouraged!

After trip

- collect all receipts from drivers for teacher if they want that help

Camping Trip Form For Parents

The Class teacher is to fill out the following form and give it to the parents/guardians to complete. The parents should fill out the bottom half and return the top half to the teacher.

Date _____ Class _____

Camp _____ Phone Number of the Camp _____

Phone or cell of Teacher or Attending parent(s) _____

Location of Camp _____

Departure Point, Date and Time _____

Return Point, Date and Time _____

Teacher in Charge _____ Cell _____

Adults Assisting _____



Camping Trip Permission Form

Student's Name _____

Parents or Guardians _____

Parent's/Guardian's Phone Number (home and work) _____

Alternate Contact Name and Number (emergency) _____

Does the student have any allergies to food, medications or other substances (bee stings)? _____

Action taken: _____

Student's Doctor's Name and Telephone Number _____

Student's Medical Insurance ID Number _____

I/We give permission for my child _____ in class ____ to participate in this class camping trip.

Print Name _____ Signature _____

Date _____

Please return this form to the teacher!

“New” Trip Permission Form

Trip Rationale: in what way does the planned excursion meet the needs of your class/grade (both as an individual class, and as it arises out of the curriculum)?

What are the direct learning outcomes (experiences) that connect to the Waldorf curriculum?

What are your pedagogical expectations for this trip? _____

History: How does this trip relate to other class trips you (or others) have taken the class on?

Please use a separate page if preferred or necessary.

Teacher Trip Planning Form – Camping Or Day Trips

Teachers please note: This form must be submitted to VWS or VWHS Reception at least two days in advance of the trip departure date.

Trip destination _____

Phone Number of Destination: _____

Date/Day of proposed trip _____ Estimated time of departure _____

Date/Day of return _____ Estimated time of return _____

Cell Number of attending teacher or adult: _____

Class Meeting was/will be held on: _____

Letter was sent to parents outlining the trip plan on: _____

Transport arrangement(s): _____

Number of students needing booster seats .._____

Number of students making the trip _____

Number of adults accompanying class _____

This is a trip commonly undertaken at VWS

This is a new trip destination with approval from the Trip Group

SIGNATURE OF TEACHER

DATE SUBMITTED

Approved

Not Approved

Reason(s) _____

TRIP COMMITTEE SIGNATURE

DATE

Local Outing Authorization Form

(PE, Trips within walking Distance, and Boundaries of the School)

Kindergarten through Grade 12

Date _____

Time Leaving _____ Time Returning _____

Destination _____

Number of Students _____ Grade _____

SIGNATURE OF TEACHER

DATE SUBMITTED

SAFETY COMMITTEE SIGNATURE

Lower School Outing Permission Slip For Parents

Destination _____ Date _____

Departure Location _____ Time _____

Return Location _____ Time _____

The students will be transported by the following arrangements:

TEACHER'S NAME

GRADE

DATE OF SLIP



I, _____ hereby give permission
NAME OF PARENT OR GUARDIAN

for _____ to attend the trip as described.
NAME OF STUDENT

*The Motor Vehicle Branch legislates that all children under 9 years old, under 4'9" and over 40 pounds have a booster seat. Please provide the following information:

Age of child _____ Weight _____ Height _____

If my child meets these restrictions I will provide a booster seat for the trip.

SIGNATURE OF PARENT OR GUARDIAN

DATE

Please return this permission form by _____ to _____
DATE TEACHER

High School Outing Permission Slip For Parents

Destination _____ Date _____

Departure Location _____ Time _____

Return Location _____ Time _____

The students will be transported by the following arrangements:

Additional comments: _____

TEACHER'S NAME

GRADE

DATE OF SLIP



I, _____ hereby give permission
NAME OF PARENT OR GUARDIAN

for _____ to attend the trip as described
NAME OF STUDENT

SIGNATURE OF PARENT OR GUARDIAN

DATE

Please return this permission form by _____ to _____
DATE TEACHER

Policy And Procedure For Injury On Field Trips

If there is a serious accident on a school outing that 911 be called immediately as well as advising the Pedagogical Administrator.

Policy

If a student has temporary loss of consciousness, an injury to the head which causes confusion or mild to severe concussion, possibility of broken bone(s), excessive bleeding, unsteady gait and/or vomiting, the teacher in charge should call 911. Once Paramedics have assessed the situation, the student may be safely removed from the accident at this time or upon the recommendation of the paramedic.

Procedure

Follow ABC's of First Aid (Airway, Breathing, and Circulation) and do not move the student until help has come. Teacher in charge should phone 911- Ambulance, and phone the Vancouver Waldorf School's Pedagogical Administrator. The Pedagogical Administrator will call the parent/guardian of the student.

Procedure For Injury In The Workplace

- All injuries are to be reported to the Pedagogical Administrator or Business and Facilities Manager immediately.
- Worker must fill out a report with the WCB (Form 6).
- The employer must file Form 7 – to be completed by the Business and Facilities Manager.
- If any first aide is given Form 7A is to be completed by the first aide attendant

Playground And School Building Rules

Playground rules

- Bicycle riding, skateboarding and riding scooters in the parking lot is forbidden.
- When on the school grounds, children may not at any time climb trees, roofs or fences.
- Students may not kick, punch, or otherwise cause bodily discomfort to any other student at any time.
- Sticks and pieces of wood may only be used in constructive play. Conscious use of sticks as weapons is unacceptable.
- Students may not throw rocks, sticks or stones, dirt or sand under any circumstances.
- Once a student has gone out of doors for a recess break he or she may only re-enter the building with the permission of the teacher on duty.
- Students may not play with hard balls in the playground unless a teacher directly supervises them.
- At times of snowfall, students may not throw snowballs, take part in snow fights or 'face washing'.
No snowballs!
- Students are expected to respect Lindsay Gordon's Memorial Garden.
- No use of tobacco allowed in the school building or entire school site.

School building rules

- Students are expected to be on time for lessons.
- Students are expected to stand and greet each teacher at the beginning of each lesson and to close similarly.
- Students are not allowed to leave the classroom during lesson time unless the teacher gives permission. Visits to the washroom should take place in the transition time between lessons.
- Students eat their snacks and lunches sitting down in their classrooms. Sometimes a teacher will supervise an out-of-doors eating time.
- Students are required to complete their homework as required by their teachers.
- Students are required to walk in the hallways and to respect the garden in the courtyard as a quiet haven.
- Mutually respectful behavior is of paramount importance.
- Students are expected to remain silent while the teacher is speaking or when another student is contributing verbally to the lesson. All students must raise their hands if they wish to speak.
- Students are expected to respect the building and its contents and care for them appropriately.