

# FRANCES KELSEY SECONDARY SCHOOL

## NEW STAFF ORIENTATION



### About Frances Kelsey

#### Honouring the memory of Dr. Frances Oldham Kelsey

Born in Cobble Hill on July 14, 1914, she went to school in Victoria and then went to the USA to further her education. She was a medical doctor before moving to Washington to join the US Food Drug Admin in 1960... an opportunity she got because of the way her first name was spelled, they thought she was a man!

Her first assignment was the drug Thalidomide, which was already being used in Europe, to prevent morning sickness in pregnant women. Even though the drug companies and other government officials were pressuring her, she did not feel it had been proven to be safe and refused to approve it in the USA, against much pressure. By 1961 evidence coming in from Europe and Britain about how the drug was causing birth defects. She had prevented thousands of lives being affected in the USA... and unfortunately Canada continued to allow it for a few more months until 1962.

In 1962 she was put in charge of the new branch of FDA that regulated and tested drugs and this led the way for the modern laws that govern pharmaceuticals and how they are used. She had a distinguished 45-year career with the FDA as she retired in 2005.

She died at her daughter's home in London, Ontario August 7, 2015 at the age of 101. We are proud to have our school named after such a remarkable woman.

#### School Mission Statement:

***Frances Kelsey Secondary School, in partnership with the students, parents and the community, is dedicated to developing the individual potential of each student. By providing a co-operative, safe and caring environment, we encourage students to be self-motivated, self-directed, responsible citizens and life-long learners.***

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Find us on Facebook and Instagram @ Frances Kelsey Secondary School – FKSS

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## School Profile and Goals

### The Educated Citizen



- thoughtful, able to learn and to think critically, and who can communicate information from a broad knowledge base;
- creative, flexible, self-motivated and who have a positive self image;
- capable of making independent decisions;
- skilled and who can contribute to society generally, including the world of work;
- productive, who gain satisfaction through achievement and who strive for physical well-being;
- cooperative, principled and respectful of others regardless of differences;
- aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world.

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### The Principles of Learning

People learn in a variety of ways and at different rate  
Learning is both individual and a group process  
Learning requires active participation of the learner

### Framework for Enhanced Student Learning ([FESL](#)) for Frances Kelsey

- This is a working document found in the appendix at the end of this document that will be updated throughout the next years

## Structural & Pedagogical Practices

- Linear, teamed academics for both Grade 8 and 9
- Linear exploratory (elective) for Grade 8, rotating cycle
- Semester elective for Grade 9
- Semester academic and elective for Grade 10-12
- [FKSS web page](#) includes all links to [MyEd](#), [provincial assessment information](#), individual teacher's webpages, [pay online](#) and much more.
- Daily Advisor System - siblings are placed with the same advisor unless parent/guardian specifies otherwise
- Q block/Flex: this is a block on Wednesday mornings. In weeks where there are holidays, NIDs, or ProD, it is flex. In weeks without holidays, NIDs, or ProD, we have grade wide classes. Teams of teachers work with each grade. This time is partnered with the advisor time to meet curricular hours.

Grade 8 – CORE 8

Grade 9 – HACE 9

Grade 10 – CLE 10

Grade 11 – Leadership 11

Grade 12 – CLC 12

## Data Based Conversations

- District Reading and Writing Assessments through SSDAS - Grades 8 and 9 yearly assessments. Reading for meaning and organizing information from text was an area needing improvement in 2022.
- Our school's FESL (Framework for Enhanced School Learning) is available on request

Subpop	8	9	10	11	12	Others	Total
All Students	188.0	201.0	188.0	168.0	183.0	45.0	973.0
Diverse Needs	39.0	35.0	43.0	24.0	33.0	msk	174.0
Indigenous	32.0	23.0	28.0	19.0	12.0	msk	114.0

## Timetable and Daily Block Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Advisor 9:00-9:15	Advisor 9:00-9:15	Q Block or Flex* 9:00-10:00	Advisor 9:00-9:15	Advisor 9:00-9:15
A Block 9:18-10:34	B Block 9:18-10:34	C Block 10:03-11:07	D Block 9:18-10:34	A Block 9:18-10:34
B Block 10:37-11:53	A Block 10:37-11:53	D Block 11:10-12:15	C Block 10:37-11:53	B Block 10:37-11:53
Lunch 11:53-12:38	Lunch 11:53-12:38	Lunch 12:15-1:00	Lunch 11:53-12:38	Lunch 11:53-12:38
C Block 12:40-1:56	D Block 12:40-1:56	A Block 1:03-2:07	B Block 12:40-1:56	C Block 12:40-1:56
D Block 1:59-3:15	C Block 1:59-3:15	B Block 2:10-3:15	A Block 1:59-3:15	D Block 1:59-3:15

\*On regular 5 day weeks, we will have Q block, on short weeks (weeks that are not 5 days long) we will have Flex

## Code of Conduct

It is expected that all members of the FKSS community abide by the BC Human Rights Code by promoting a climate of understanding and mutual respect where all are equal in dignity and rights.

### AT FRANCES KELSEY WE VALUE **ORCAS**

#### **O**RGANIZATION:

- Attend school regularly
- Arrive on time with all necessary materials

#### **R**ESPECT:

- Behave in a manner that ensures the health, safety, and well-being of yourself and others
- Treat others with respect both at school and in the community
- Use polite language
- Use personal electronic devices only at discretion of staff, and it must not interfere with the learning environment or personal safety of students or staff; this includes not photographing or recording anyone without their explicit permission

#### **C**ITIZENSHIP:

- Build and sustain healthy relationships within the school and community
- Represent FKSS in a positive manner at all times
- Solve problems in peaceful ways
- Respect the rights and property of others

#### **A**CCOUNTABILITY:

- Behave in a manner that respects the learning environment
- Adhere to individual classroom rules and all school, district, and community rules and expectations
- Demonstrate personal responsibility in maintaining the physical environment of the school; keep our school clean
- Inform an adult in a timely manner of incidents of bullying, harassment, or intimidation
- Be honest and don't cheat or plagiarize
- Dress and appearance shall include footwear, but NOT include items, logos, or slogans that display vulgar language; that relate to the use of controlled substances (including but not limited to drugs, alcohol, or tobacco); are disrespectful to others' race, colour, religion, creed, national origin, gender orientation, gender identity, gender expression, or disability

#### **S**UCCESS:

- Ask for adult help when needed
- Put forth your best effort and be your best self, everyday



## Suspicion of Cheating

The younger the student, the less aware they may be of the expectations. Teachers adjust their response according to the situation and age of the student. There is currently no school-wide policy on how to handle cheating so each teacher should make their expectations clear at the beginning of the course. Discussion with your fellow teachers and department head is recommended first, and then admin if it continues or if your chosen consequence is challenged.

### Procedures to follow if cheating is suspected

Speak to the student privately about your concerns, never in public. State the reasons. Ask specific questions for clarification without being overly accusatory or intimidating. Listen carefully and sympathetically to the student's response. If the student admits to cheating or if he or she does not, but you believe your evidence to be conclusive, report to a vice-principal, [Penny Butler](#) or [Camila Bhandari](#).

AI or artificial intelligence "cheating" is becoming a concern with classroom assignments. Software solutions are being developed to detect AI generated responses, such as the Chrome extension from GPTZero, but there is not a lot out yet available for us that works well and is affordable. You are encouraged to work with colleagues, examine your pedagogy, and perhaps open up the conversation with students about AI while making your expectations very clear. We are only in the beginning of this journey and will have to work on it as a staff.



# Practices and Educational Supports

## Teacher Responsibilities

- Gradebooks: Use of MyEd gradebook or MS Teams is supported by the district, all others are personal choice and may or may not be supported by the District Tech Team.
- Attendance/progress issues – the ultimate responsibility lies with the subject teacher to have communicated issues to parents in a timely fashion. This means in the first few weeks of the course and then follow up. Late students report directly to class and teachers decide on consequences. Discuss lateness privately with students first and then reach out to counsellors and admin if it continues or there is a further concern. Please CC emails or communication home to the student's advisor as we always try to work together as a team to support success.
- Contacting home: It is suggested you check with the advisor before contacting home as sometimes they have historical family information that may be relevant or helpful having possibly had older siblings in the group and known the family for longer. CC any contact to the student's advisor.
- The [Code of Ethics](#) states general rules for all members of the BCTF for maintaining high standards of professional service and conduct toward students, colleagues, and the professional union. Please be familiar with and follow all 10 general rules.

## Advisor Responsibilities

Your advisor students stay with you from Grade 8 through to graduation and usually siblings are in the same advisor group. Every student needs to have an adult who knows him or her well. Teachers change every semester but Advisors stay the same. It is better if every student has a friend or familiar face in their group as it encourages better attendance on a long term basis so noting if that is the case is helpful. The most important function of the advisor is to encourage each individual advisee to become responsible for their own education and for their own personal and social well-being, and for you to be a consistent and welcoming presence over their years at FKSS in the hopes of building a mutually beneficial relationship. Be an advocate for the student where you can. Teachers, advisors, and parents act as resources together. If students are not attending advisor or are routinely coming late, advisors may notify the family to explain the importance of advisor time, and the school requirement that students be in attendance.

- Locker and all other information for their advisees at the start of the year
- Encourage the use of the agenda for organization
- Read out notices such as the daily Newsbreaker and Week at a Glance
- Have group and individual one on one conversations to build relationships
- Suggest students to the admin or counsellors who seem suitable for particular roles such as DSAC (District Student Advisory Committee) members, peer tutors, etc.
- Stay in touch with teachers via emails cc'd to home regarding progress and behaviour as supporting role
- Sometime in September, FKSS hosts an opportunity for parents to meet with their child's advisor and teaching staff at school in the evening. Voluntary for staff although strongly encouraged



## The Role of the Department Head

Each staff is placed in a primary department. This is also the structure for the emergency phone tree contact. Department Heads for 2023-25 are as follows:

English – [Rebecca Steele](#)  
 Math – [Terry Abbott](#)  
 Science – [Stu Hillyard](#)  
 Socials – [Mike Cosford](#)  
 PE – [Adrian Achurch](#)  
 Practical Arts - [Anna Roberts](#)  
 Technology – [Ian Grbavec](#)  
 Transitions – [Sarah Simmons](#)  
 Inclusive Education – [Alana Baker](#)

Department Heads meet once a month with the administration and then distribute information to members either through a department meeting or emailed minutes. The function of the department head is to work as a team member in providing service, leadership, and staff development, direction with and between specific subject areas, and consistent with the [School Act](#) and the [Collective Agreement](#). Questions about assessment, supplies ordering, room assignments, and resources used for particular grade levels should all be directed to your department head.

## The Role of the Education Assistant

**Summary:** Under the general supervision of the Principal, [Nicole Boucher](#), or her delegate, provides assistance in classrooms, resource rooms and to individual students defined by the Ministry of Education as having a designation with an IEP (Individual Education Plan). General duties include assisting the teacher with the supervision of students and in the delivery of special programs to designated students and classes; monitoring students' behaviour; conferring with the school-based team regarding IEPs; and assisting teachers to gather resource materials that support a student's IEP.

Current EAs for the 2023-24 year (subject to change):

[Christine Anderson](#)  
[Judith Belton](#)  
[Tricia Carder](#)  
[Brooke Chapman](#)  
[Emma Croasdale](#)  
[Annette Dawes](#)  
[Beth Eacott](#)  
[Chelsea Hasanen](#)  
[Helena Taggart](#)  
[Tarina Lewis](#)  
[Christine Lidston](#)  
[Shona Shadlock](#)  
[Caitlin Whittaker](#) – Science Kiosk  
[Bonnie Williams](#) – Kelsey Kafe

## Student Support

A counsellor is assigned to students based on the student's last name. Students with any concerns are urged to contact their advisors, the counsellors or administrator.

### Counsellors (across from Front Office)

Counsellors, [Rob Wright](#) or [Mary Kirchner](#), are able to assist students in a variety of ways. Parents can also contact the counsellors. They also refer students to community partners, who may visit the school, and professional services when appropriate. They are not involved in disciplining students and information shared with them is kept confidential.

Resources available:

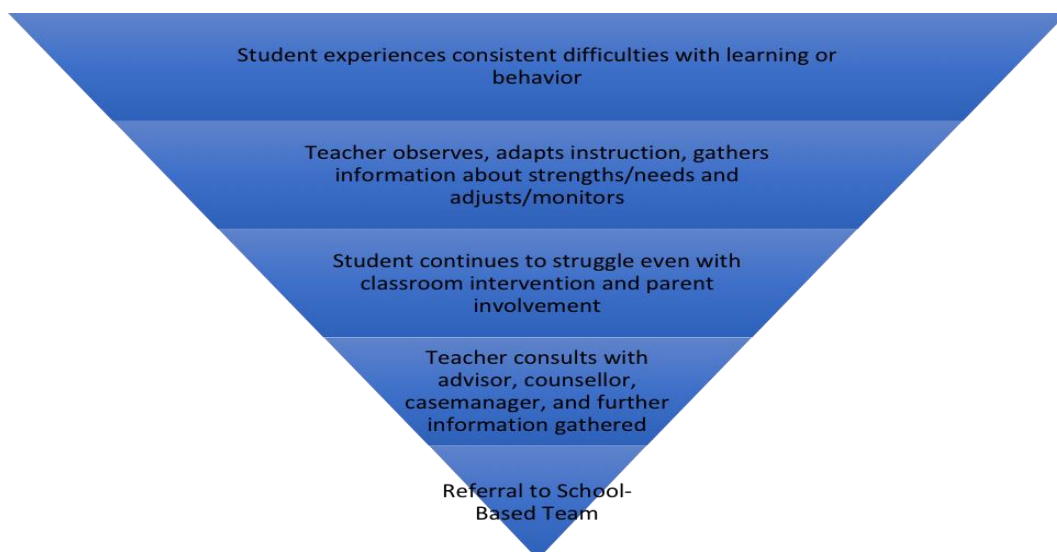
- Career Education in the Career Centre (back of Counselling) with [Mary Brinkman](#)
- Health Nurse – On site once a week in Counselling area. Students book an appointment through the Counselling or Career Center secretary.
- Indigenous Support Workers – Indigenous support based out of Room 124
- Learning Assistance – based out of Room 126 to support those with IEPs
- Peer Counsellors – students in need can be connected confidentially to a peer counsellor
- Peer Mentors – check with counsellors if you want to set this up
- School District resources such as Occupational or Physiotherapists, Speech/Language, Vision, and Hearing itinerant teachers
- “[The Grove](#)” (District online learning) and Alternate Education programs

### GRADE 7 to 8 TRANSITION

- Counsellors/Administration visit grade 7 classes. Often bring older students to join the meetings (April)
- Indigenous-Ed Department meeting with FKSS Admin about indigenous students of concerns. Toured students at FKSS site (April)
- Grade 7 Parent/Student evening information session (April) at FKSS – teachers encouraged to attend
- Grade 7 cohort (all elementary schools) visit FKSS for Showcase and Tours (May)
- Opportunities for FKSS student volunteers to work within schools and at extra events (Fun Fairs, Big Brothers, Track Meets, classrooms, band, etc) (mostly May)
- release time provided usually for Grade 7 teachers to meet with FKSS counsellors (June)
- FKSS Counsellors share those notes with Grade 8 teachers and meet to build homeroom groups (June)

**School Based Team – currently meets Monday mornings at 8am in the library**

<b>What is School-Based Team?</b>	The Student Success/ SBT is a formal problem solving group that meets weekly and consists of a core group of teachers and staff, including the Admin team. The core team includes: Administration, Counsellors, Education Assistants, Aboriginal Support Workers, Alternate Program teachers, Resource teachers, Learning Assistance teachers, and the Department Head of Inclusive Education.
<b>Who participates in SBT?</b>	Members serve a supportive role in the school; itinerant specialists in the district or from outside agencies may also be involved depending on the needs of the student and the team. Subject teachers and advisors are invited by email/ note by the Inclusive Ed Department Head who usually chairs the meeting.
<b>What function does the Team serve?</b>	The team serves four functions: -professional support and collegial problem solving -recommendation of strategies or actions to support student success -referral to extra support services or outside agencies or resources -decision-making: in terms of resource allocation, referrals, assessment
<b>How do I refer to the SBT?</b>	There is an <a href="#">MS Form</a> linked on the <a href="#">school website</a> on the top yellow action bar under the “Staff” drop-down menu. We encourage teachers to collaborate with the student’s advisor and other teachers for gathering information for a referral.
<b>How are decisions made?</b>	Input from all participants results in an action plan with a follow-up, as defined by the chair and recorded in the minutes. Minutes are shared with participants and educational staff who work with the student.



## Alternate Education and "The Grove" - Distance or Distributed Learning

There is an alternate education program run out of Portable 1 for select students who are sometimes referred by the SBT and depending on space available. [CJ Smith](#) is the current teacher. Students who are unable to attend school for a variety of medical or other reasons have the opportunity to enroll at "[The Grove](#)" and complete on-line courses. This is separate from Kelsey and run by the District. There are CVTU teachers assigned to Grove courses and FKSS teachers are not required to assist students in these on-line courses.

## Learning Centre (Room 126)

Teachers with IEP students needing accommodation can arrange help for them with the learning assistance teachers or case managers in Room 126. Every IEP student is assigned a case manager at the beginning of the year. A list of students and their case managers is usually found in the Entire Staff MS Team. If you have students that need assistance outside of your classroom accommodations, you should first approach the case manager for that student who will help arrange a plan for further assistance. As the Learning Centre time is in high demand, please do not send students without prior arrangement in the timetable block in which your student(s) require assistance. See the Teacher Locator (usually distributed at the start of each semester and posted on the website) for teaching schedules of case managers and resource teachers.

# Course Changes and Withdrawals

## Changes

Students wanting to make a course change should see a counsellor as soon as possible. Every effort will be made to complete the change before the course commences. Changes to programs are made for educational reasons only and require the approval of advisors and parents/guardians.

## Withdrawal from a course

Students must complete a Course Withdrawal Form, which they get from their counsellor or the counselling secretary, and it must be signed by parents, teacher, advisor, and the counsellor, before any changes are made.



# Grading and Assessment Practices

## Curriculum Delivery and Marks Management

Departments and teachers can choose appropriate methods of curriculum delivery depending on the students in the class. Project work, inquiry and cross curricular opportunities are encouraged. Questions about assessment and grading should be directed to your Department Head first and then Administration if needed.

*MyEd Gradebook* is available. Any questions regarding the gradebook can be directed to Tech Dept Head, [Ian Grbavec](#). Any general questions/concerns regarding MyEd at the school level can be directed to the data clerk, [Christa Webb](#), who will direct questions to the district level if necessary.

*Microsoft Teams* is also available. Any questions regarding Teams can be directed toward Tech Dept Head, [Ian Grbavec](#), or Teacher Librarian, [Alana Baker](#).

We post four (4) report cards on the MyEd Parent Portal: November (Q1), January (Q2 – end of semester one), April (Q3), and June (Q4 – end of semester two).

## Grading

Grade 8 and 9 students are assessed on a proficiency scale set by the Ministry: **Emerging, Developing, Proficient, Extending**. Grades 10-12 are assessed with percentage and letter grade using the Ministry standard scale.

Grade 10-12 students are assessed with letter grades and percentage. Following is a list of the Ministry-authorized letter grades.

<b>A</b>	(86 - 100%)
<b>B</b>	(73 - 85%)
<b>C+</b>	(67 - 72%)
<b>C</b>	(60 - 66%)
<b>C-</b>	(50 - 59%)

**F (Failed or Failing)** The student has not demonstrated, or is not demonstrating, the minimally acceptable performance in relation to the expected learning outcomes for the course or subject and grade. "F" (Failed) may be used as a final grade if an "IE" (Insufficient Evidence of Learning) grade has been previously assigned.

**IE (Insufficient Evidence)** The student has not provided sufficient evidence of learning in relation to the learning outcomes for the course.

**W (Withdrawal)** upon request of the parent and student, the counsellors and administration may grant permission to a student to withdraw from a course or subject.

## Final Reports Only

**SG (Standing Granted)** Standing granted may be used in cases of serious illness, hospitalization, late entry or early leaving, but may only be granted by an adjudication process authorized by the administrative officer in charge of the school.

**TS (Transfer Standing)** May be granted by the administrative officer in charge of a school



## Work Habits

<b>E</b>	Excellent
<b>G</b>	Good
<b>S</b>	Satisfactory
<b>N</b>	Needs improvement

## General Assessment Practice

Parents or teachers can initiate an interview at any time and are encouraged to do so at appropriate times. Involving the advisor is a suggestion to support the student.

“IE” (Insufficient Evidence) Reports – informal reports in the form of email or phone call are encouraged at any point when the student is at-risk. Parents and counsellors also appreciate contact when performance drops more than a letter grade. Contact the parents of the students and indicate what is required for the student to “PASS” the course and what date the work is required to be completed.

\*You are required to give the student opportunity to demonstrate learning outcomes, but you are not required to accept the same assignment given to other students after your published due date; an alternate assignment that allows the student to demonstrate the same outcomes may discourage future lateness and up the accountability once they realize the work they procrastinated on is no longer acceptable and they have to complete additional work to prove their competency.



# Monitoring Attendance

## General Guidelines

- **Daily [MyEd input/ attendance](#)** at the start of class. This helps when a counsellor is seeking a student or there is an emergency and we need to know if the student is in-class. This also helps office staff dealing with a parent call.
- **Parent contact is required for reason for an absence.** A parent call-in or email must be given to the office to have the absence excused in the system. If the absence is not excused it will result in the automated call-out to the home. Contact parents of students missing more than a few hours of your classes via email and/or phone, and cc the student's advisor.

Parents need to be reminded to contact the school office at (250) 743-6916 (press "1") as soon as possible to report any absences. This can be done AFTER the absence as well, so we can have an accurate record of attendance.

**If you notice a phone number or contact for a parent is wrong, please inform the counselling secretary or the data secretary. It is important information is updated as soon as possible in the system.**

## Excusing an Absence

Parents call in and leave a message or email [Julie at the front desk](#) to indicate a student is absent. The front office inputs this information into MyEd as soon as possible. If, as an advisor, you receive information that a student has an excused absence for that day, communicate that with the front office as soon as possible.

## Field trip guidelines

- Lists of field trip participants, including those who are attending 'in-school' field trips such as performances or contests must be submitted to the front desk secretary for recording. They may also be posted on the Staff Whiteboard in the staffroom by the mailboxes.

## Prior arrangements

Because it is critical that evidence of learning be demonstrated for successful completion of a course, students should arrange with teachers and parents and inform the office of an upcoming absence. While regular attendance is essential, it is understood that on occasion, an unavoidable absence of several days occurs due to a family emergency, medical problem, illness or injury. It's best that arrangements are made well before a planned absence or following an extended absence due to medical reasons.

## Late Arrivals

Students who arrive late to school go directly to their class and are to be recorded as late in MyEd by the teacher. Teachers should try to determine from the student the reason for consistently late arrivals and should refer to either the counsellor or administration, depending on the student's reasons.

## Early release

Students who need to leave the school during the day must have permission from a parent prior to dismissal. The office staff will make the necessary arrangements, and sign and stamp the agenda book. **Students must not leave the school before the regular dismissal times without signing out through the office staff.**

# Library Learning Commons

The Library is the information hub of the school and the only on-demand bookable tech lab. Our library currently curates the physical book collection, the audiobook collection, the webpage, the social media accounts, and helps with printing from mobile devices.

If you want the space for teaching or class wide computer use, you can request by sending an email to our current library clerk, or [Alana Baker](#), the Teacher Librarian, at [fksslibrary@sd79.bc.ca](mailto:fksslibrary@sd79.bc.ca) specifying the date, block and whether it is your whole class or only some students. You will receive a confirmation email when it has been added to the calendar or one giving other options if your request is not possible.

To book collaborative research or inquiry projects, either in the library or your classroom, using the resources available, see or connect with Alana Baker, [fksslibrarian@sd79.bc.ca](mailto:fksslibrarian@sd79.bc.ca). Online through the school website under the heading "Library Commons" you can find free access for students to the Digital Classroom [research databases](#) that the district pays for which are helpful for supporting both course and personal inquiry projects. Other more local and topical resources are linked on our [online research source page](#) which the Teacher Librarian updates regularly.

[Destiny Discover](#) (Follett/Titlewave) is our library software and under the "Collections" ribbon, you will see theme or class-based collections that include in-house books, weblinks, and uploaded documents. If you are looking for a visual way to store a collection of resources for a project, let the Teacher Librarian know and she can help you create your own linked collection that students can access from anywhere.

Laptops are also available for either TTOC or student sign out during class time but must be returned by the end of each day. Please DO NOT leave instructions for your TTOC to show a movie from Netflix or a streaming service for which you have a personal account as often it will not mirror or connect properly from our devices due to new copyright practices put in place by those services. The library does have a drive that will play a CD or DVD if you have a physical disc.

## School Webpage Links

- check out the school webpage if you need to buy a staff Kelsey Kafe lunch card, to find a link to MyEd, to access online databases like CBC Curio, and much more! The top yellow menu bar is mostly for staff.
- have your own website? We can link it through the school's page for easy navigation. One stop shopping for students!

## Your own personal web curator

- have or want to have a series of online resources, or a themed mixture of PDFs, library books and online resources for a unit or club in one place? *Collections* is a great feature through *Destiny Discover* made just for this! Send me a list of links and docs, or ask me to create one, and I can upload to create a visually appealing collection! Check out the Indigenous one I've already done! Click on "Library Catalogue" in the top yellow menu

## Resource Reservations

- you can browse and reserve ALL district resources such as lit circle novel sets, Coast Salish knitting kits, posters, etc. through *Destiny Discover*, our library software. Head to the Kelsey website and click on "Library Catalogue" in the top yellow menu bar. Browse what we have on site without signing in, or sign in, go to "Back Office" and click "District Learning Commons" to see what you can order from our SD79 shared resources

## Need more space or digital access for your whole class?

- book the library space for a block or a series of blocks. We have a large screen TV, 28 desktops and access to laptops. If you need to send a student or group of students down to work, please phone ahead or write in their agendas for permission
- we lend out laptops to students also

## Seminars for Students!

- Take a break and let Ms. Baker teach your class plagiarism, citing, fake news/information pollution, or how to use the apps and features of Office 365 (Teams, Outlook, Word, PowerPoint, etc.). I can team teach with you too!

## How can I Support You?



## Tech Trouble

- Mr. G and I work together to solve these! Come to the library or I can come to you

## Colour Printing for Teachers Only!

- have reference pics you need in colour to show students? Sponsor a club and need posters printed? I can create a poster for you too! Specify letter or legal size, copy number, and email to [fksslibrarian@sd79.bc.ca](mailto:fksslibrarian@sd79.bc.ca).



## Social Media Promotion!

- doing a lesson that is interesting or newsworthy we can share with our community? Student complete a project that shows initiative? Take a pic with your phone, jot down some point form details, and send it to [fksslibrarian@sd79.bc.ca](mailto:fksslibrarian@sd79.bc.ca) to be posted on our social media accounts - or give me a heads up and I can come take photos! (We always verify media permission first)

## And of course we have books!

- come browse for your own reading pleasure or bring your class to find that perfect silent reading book!



## Kelsey Kafe

A cafeteria service is available at lunchtime offering a nutritious and varied menu at reasonable prices. Teachers can pre-order by filling out an order slip and tacking it onto the bulletin board in the staff room. \$30.00 punch cards are available for purchase online under the “Staff” drop-down menu on our website. The Kafe is closed on Tuesdays and Pizza is sold as a fundraiser for clubs. There are also separate punch cards available for pizza through the same drop-down menu as the Kafe cards. They are NOT interchangeable due to accounting practices as they are two separate budgets.

## Student Engagement

Kelsey Administration, Staff and Student Parliament support student clubs at the school. Clubs exist for many purposes, but all add to the positive environment of Kelsey. They also provide an opportunity for leadership and a means to give back to our community through volunteering and fundraising.

### Club Sponsor or Starting a new club

Teachers or students can fill out the Kelsey Club form in the front office. A teacher sponsor must sign it and then it is submitted for administrative approval. [Already established clubs](#) that are likely to continue can be found on the school website.

A list of the clubs that includes the names of the clubs, the staff sponsor (s), meeting day and time, and room number or area where the club meets will be published on the school website and posted within the school, usually in the main hall on the bulletin board just down from the office photocopier.

### Fundraising and Advertising Opportunities

Club leaders can apply for start up funds or to supplement their own fundraising from the Student Parliament. To avoid “fundraising fatigue” and multiple clubs competing with each other, Parliament offers clubs the opportunity to help on pizza Fridays to raise money. There is an [MS Form](#) to fill out and each Wednesday when Student Parliament meets, they review the request and vote on how funds are distributed. They then

**PA announcements:** announcements are for special events only (ie contest, fundraiser, trip reminders). They occur at the start of lunch and at the end of the day. Submit requests, with sponsor approval, to the [front office](#) via email or the form available from the front office.

**Facebook/Instagram Posts:** email a photo and write up to [Alana Baker](#).

**Posters:** Submitted to administration for approval first. Remember - What goes up must come down! Any posters you have put up you must take down when the event is over.

**Club members:** Teams is a great way to make sure you communicate with club members internally so everyone in the club knows of changes and updates.

**Messages to families:** the Week at a Glance bulletin goes to the entire Kelsey community so email the front desk secretary with your info or most families are also hooked into our social media so email the librarian who can post it for you.

## Athletics

Contact the current PE Department Head, [Adrian Achurch](#), to volunteer for coaching a BC school sport. [Regularly offered sports](#) can be found listed on the school website.

Teams will be organized for all ages of athletes. Games are usually played after school or on weekends. Junior and Senior, Service, and Sportsperson Athletic Awards are also given at our June Awards assembly.

## Awards

There are 5 Major awards nominated yearly, by the whole school staff so keep note of those students you teach who show themselves to extending level in any area. These are awarded in mid-June. Self-Directed, Leadership, Service, Most Improved, and Citizenship. There is also a Frances Kelsey Community Award for an outstanding community member. Nomination forms come out in May. Department Awards (subject awards) are discussed and chosen by teachers in each department. The 5 Major awards as well as school awards, are acknowledged at a day-time assembly where all parents of students nominated are also invited. On the evening of the same day, there is a Scholarship and Bursary event for grade 12s.

## Scholarships and Bursaries

Students will be provided with additional information and help regarding eligibility for each scholarship and bursary in their CLC 12 class. In general, bursaries are presented on the basis of citizenship and need for financial assistance; scholarships on academic achievement and community leadership. Applications are made in the spring and usually require references, a resume and an indication of an educational goal. All [local scholarships](#) and how to apply can be found at our website under the Graduation drop-down menu.

The Ministry of Education sponsors several [District Scholarships](#) of \$1250 based on excellence in fields other than academics.

## Assemblies

Students are re-learning since the pandemic how to be a good audience. Teachers can be tremendous assistance at assemblies by supervising students as they would in their classrooms. Please remind students of expectations before the assembly, especially about phones on silent and out of sight. On Remembrance Day, we have traditionally expected students to remove outdoor hats as a show of respect but are not as strict otherwise. Assemblies will be conducted and organized in the following manner:

- Students report to class for attendance and a reminder from the teacher about audience manners.
- A P.A. announcement will call classes to the theatre or gym.
- Teachers lead classes to the assembly.
- Teachers remain near their class. Talk to the administrator if you have a mixed grade class.
- Monitor students during the assembly. Be prepared to remind students of inappropriate behaviour and putting phones away if necessary.



# Teacher Professional Learning

## Non-Instructional Days (NID) and Pro D

There are traditionally six in all non-instructional days. Three of these are for the purpose of Teacher-organized Professional Development: the October province-wide PSA (Provincial Specialists' Association) Day, one in February and one in May. Three NIDs are District-designed. Professional development is not time spent with students for the purpose of instruction, observation or supervision and is not meant to be used for marking or assessment.

Over the year there are five PLC or Professional Learning Community days. On these days there are 2-hour early dismissals - for the purpose of professional collaboration, for example for school inquiry and school initiatives to benefit students.

## Reporting Teacher Absence

Notify the School District by using the [EasyConnect Dispatch online submission](#) (Make a Future – Careers in BC Education). You will receive email confirmations for all submissions and/or updates. This link can also be found under the Staff dropdown on our school website or under Staff-Human Resources-EasyConnect on the district website.

It is also helpful to let the front office know you will be away by sending your TTOC plan in an email to the head secretary, [Wendy Lawless](#), who can print it out in the event your TTOC does not have it upon arrival. Any absences **for same day AFTER 7:00 AM – MUST be reported directly to the head secretary**. You can do this either through email or leave a message 250-743-6916 ext. 225. Otherwise the school at start up may not be aware of your absence and due to shortages we may not have a TTOC.

## Preparing for a TTOC

- Reminder to let the Head Secretary know if you are going to be away and also email lesson plans.
- Each teacher has a TTOC folder in the main office and your plans will be added to it and given to your TTOC when they arrive.
- The TTOC folders include: Advisor and class lists; bell schedule/map of school/teacher locator; bus supervision schedule; staff list of rooms and extension numbers; emergency placard for drills; pink emergency drill advisor attendance list; field layout for emergencies or drills. If you would like to leave anything more specific in the folder, please bring to the main office.

### Forms from Individual Teachers:

- Your teaching schedule
- Your routines and procedures
  - Location of your prep area/office
  - For a planned absence, please leave your keys in your mailbox.
  - Your schedule
  - Bus supervision and other duties
  - Advisor routines – e.g. announcements, attendance, agenda books
- An emergent lesson plan (for use when you are unable to make a lesson plan) is recommended but not required

## Textbook Distribution and Ordering

**\*It is important to have all textbooks signed out through Destiny (library software). Accountability and follow up for replacing lost books is impossible without it and a significant budget concern in the last few years.**

Students pay a \$25 textbook deposit when they first come to Frances Kelsey. If there is nothing outstanding when students graduate, this fee will be used to defray graduation expenses. If they leave before graduation, the fee is refunded once textbooks are handed in. Further charges will be assessed for lost or damaged books or pieces of equipment.

### Distribution

**Math and Science:** The Science Kiosk (inside the science lab) is open to both students and teachers to sign out Math and Science textbooks, calculators, and science supplies during regular school hours. [Caitlin Whittaker](#) is the current Kiosk clerk.

**Humanities and Languages:** Humanities Kiosk/Bookroom (top of the stairs/back door off Room 212) is *only open for set hours during the first and last week of each semester* for class sign out of textbooks. Socials, English, and Language teachers are encouraged to either bring classes or send students during this time. After the first week, teachers need to arrange with the library clerk or [Alana Baker](#) (Teacher Librarian) usually via email, what block they would like to sign out class sets of books. The library tries to keep at least 5 copies of each book on hand for students who were absent during class sign out or who need to switch books; so they can be directed to the circulation desk in the library after class sign outs. **\*\***[Caitlin Whittaker](#) may also help out with Humanities sign out this year – it is an ongoing process with staff cuts.

### Ordering

Teachers wishing to order new textbooks should go through their Department Head who, on approval, will put in an order through either [Wendy](#) in the front office if it order-ready, or through [Alana](#) in the library if it requires requesting a desk copy, price searching for cost efficiency, or any other related task before ordering.

## Supervision and Staff Meetings

### Staff Meetings

These take place on the second Wednesday of each month starting at 3:30pm in the library.

### Supervision Duties

#### Ministry Assessment Supervision

Assessment invigilation schedules are prepared by the data clerk, currently [Christa Webb](#), and usually supervised by the administrator responsible, [Camila Bhandari](#); however, teachers may be asked to cover. Ministry assessments take place 4 times a year, for one week, in the library (November, January, April, and June), except for students who require an alternate space as specified in their IEP. The library is closed for booking and computer use during these periods.

## Bus/Building Supervision

All teachers are required to perform 30 minutes of supervision a week either before or after school as per union contract. A schedule of bus and building supervision is produced at the beginning of each year and each teacher is assigned supervision either out the front or back of the school for bus pick up and drop off or inside the building where students may congregate. If you wish to change your day or time for supervision, see [Penny Butler](#), the vice-principal responsible for the schedule.

# Emergency Procedures

## First Aid

Board Policy and regulations in case of illness to persons on school premises:

1. Notify the office immediately- request an ambulance if needed
2. First Aid-trained member of staff will be dispatched by the office to the accident site
3. Accidents resulting in any injury to ANY STAFF MEMBER must be reported as soon as possible (within 3 days) to Worksafe BC. See [Wendy in the front office](#).

Students who become ill during the school day should report to the office. [Julie, the front office secretary](#), or [Norma, the counselling secretary](#), will make arrangements for students to use the medical room, be driven home or in the case of an emergency, taken to a doctor's office or the hospital. Students wishing to go home must call for parent permission from the main office and the secretary will complete sign-out procedures. All accidents resulting in injury must be reported to a staff member immediately. First-aid treatment and emergency services will be provided as required.

## Health and Safety

The FKSS team consists of reps for the teachers, currently [Stu Hillyard](#), CUPE and USW along with an Admin. Forward any concerns to the reps for the monthly meetings.

## Fire or Earthquake

- Lead or follow your class out onto the top front field
- Line up in alphabetical groupings by teacher last name – you should have a placard to hold up
- Beside Macleod Court is where the alphabet starts – Abbott, for example
- Take attendance and send to office staff up on hill by parking lot
- Do not go back in until all clear is sounded

## Intruder Alert/Lockdown

- Follow protocols for closing and locking windows, doors, etc.
- Tell students not to use cell phones to call home while threat is in progress
- Stay silent and hidden
- Wait for all clear to resume or exit building

## Clerical Duties

### Head Secretary ([Wendy](#)) 8:00- 3:30

1. Accounts and budgets
2. Keys
3. Monitor main office and provide support
4. Work Orders
5. TTOCs
6. Front Desk Support
7. Lockers

### Front Desk ([Julie](#)) 8:30 – 4:00

1. Attendance – enter excused and TTOC attendance in MYED
2. Sign Out of Students/ Field trip excused in system
3. Newsbreaker
4. Weekly Memo and TV monitor
5. MYED autodial Valet procedures
6. Student Parking
7. Lockers
8. New club forms, collection of various teacher/club info
9. Suspension Forms

### Counselling ([Norma](#)) 8:30 – 4:00

1. Counsellor appointment management
2. 1701 upload
3. Student Demographics
4. Student Registrations
5. Course Selection – collects forms
6. Scholarship and Bursary
7. SPED files – organization and maintenance

### Data Secretary ([Christa](#)) 8:30 – 4:00

1. Report Cards
2. Ministry Uploads – TRAX
3. MyEd Parent Portal – uploads and manual course changes, passwords
4. Provincial Graduation Assessments
5. Awards
6. MyEd – Grade 8 scheduling, print out of all grade attendance sheets
7. Course Selection – creation of booklet and forms

### Careers - ([Anne](#)) 8:15 – 3:15

1. Applications and Careers data management
2. University Liaison Days
3. Curricular Support - Take Kids to Work, PARTY trip, DPA
4. Grad Gowns, Write Ups and Seating Charts

### Library (TBA) 9:00 – 1:00 Mon-Wed & Fri, 9:00 – 2:00 Thurs

1. Circulation management – Destiny (Follett), book processing
2. Technology management – Ipads, library laptops and desktops
3. Textbooks – management and distribution
4. Agenda Book
5. External Scholarships – post and record

# Office Procedures

## Keys

All teachers will have classroom keys and prep room keys for most of the building. The shops, theatre, labs, and some storage/smaller admin areas are keyed separately. See [Wendy](#) to get keys

## Front desk

*Switchboard is open from 8:00 – 3:45 daily.*

During class time, office staff will put messages through to staff members' extensions. Please check for messages and respond when convenient. We try to limit PA announcements but may request a staff member to call the office in emergent situations.

If you have an **emergency** in your classroom please call the office "0" and if it is a medical emergency call **911 as well as report the emergency to the office.**

## Daily Newsbreaker

Items for the next day bulletin are to be submitted to [Julie](#) for typing by no later than **12:00 noon**. The preferred method is to e-mail the front desk ([fkssfrontdesksecretary@sd79.bc.ca](mailto:fkssfrontdesksecretary@sd79.bc.ca)) your notice or use the forms available in the office. Usually, **notices are for two days maximum**. The *Newsbreaker* will be emailed to staff each afternoon to read to your Advisory group the next morning.

The *Week at a Glance* weekly bulletin is posted to the school website and is in place of the *Newsbreaker* on Mondays.

## Daily PA announcements

PA Announcements are made as rarely as possible, but typically 1-2 minutes before the lunch bell and again before the last bell of the day. *We would like to restrict announcements to this time only, so please DO NOT submit announcements at other times.* Due to volume, notices put into the bulletins are not usually read over the P.A.

## Staff Room Whiteboard (right side wall before the mailboxes when you walk in)

Any updates are made on this board regularly and there is a weekly table for staff on the left side to check upcoming events. Education Assistants absences are also posted in the morning on the right side of the board.

## SD79 District Internal Mail

The *Interschool Mail* bin is in the small copier room and the *external mail* bin (*Canada Post Mail - needs postage*) is on the counter behind the head secretary desk. Personal mail must have postage on it. The interschool mail is picked up/delivered **Monday before noon**.

Courier Service - please see the Head Secretary if you require courier service

## FAX/SCAN/PRINT

Incoming faxes will be placed into staff members' letterboxes. Staff members use any of the Konica Minolta copiers to scan, print, email and/or fax. If you require assistance, please ask one of the office or library staff for help.



## Mail Boxes

Each staff member has a mail box located in the staffroom. Students are not allowed access to staff mail boxes and should not be allowed into the staffroom as confidential information is often present.

## Supplies

Office supplies for teacher's personal desk use can be requested through Wendy. Supplies for students and specific department resources are ordered through the Department Head on behalf of department teachers.

## Photocopiers

On the main floor, two photocopiers are located in the office area, one in the library, and one in counselling. On the second floor, one photocopier is in the Humanities Kiosk and one is in Room 229. Each staff member logs in to Papercut using their employee ID or email and password. Please see the office or library staff for assistance on photocopier use. *Please inform the office immediately if the photocopiers are not working properly.* The library photocopier is a colour copier, but the colour option is not available to students or through teacher laptops; if you require colour copying, see [Wendy](#) (front office), the library clerk or [Alana](#) (library).

## Laminating

The school has a small laminator but most requests are sent to the District Learning Centre (DLC). Please see the front office regarding laminating.

## Lost and Found (Office)

The school has a lost and found area outside of the office in a canvas cart. The office keeps valuable items (phones, wallets, etc.) in a drawer in the office. Belongings not picked up by the end of a semester are usually taken to the Salvation Army.

## Locks and lockers

Locks and lockers are assigned to students through their Advisors. Lockers or locks may not be changed without permission from the main office. Report problems with locks or lockers to [Julie](#) in the main office.

## Motor Vehicle Insurance

Staff members should have third party liability insurance if using a personal vehicle to transport students. Call or go online to contact ICBC for your driver abstract; this and a copy of your drivers' license and valid insurance is needed by the office annually.

## Student files (red folders)

All permanent records and files are in the counselling office. Teachers can access confidential files but **MUST NOT** remove any confidential file (red) from the counselling offices area. See [Norma](#) for access.

## Field Trips

- **Teachers discuss and submit a “Field Trip Plan”** at least two weeks prior to the field trip. This is important if you are planning on arranging a TTOC for example.
- **Teachers post a list of names of students** participating in field trips of one period or more on the Staff White Board in the staffroom. (If it is one period the students are missing, and it is the sponsor teacher’s class, this is not necessary.) It is not necessary to post names in the bulletin.
- **Teachers will submit an attendance form of planned field trip participants with their student # to the front office the day of the trip.** If some students on the day are NOT present for the trip, mark them "absent" as you leave. Teachers will see the absences in MyEd.
- **Students shall not be prevented from participation** in a class field trip for financial reasons. Students unable to meet the costs of a field trip must inform their teachers prior to the trip. Teachers report to the administrator students who are unable to meet these expenses.
- **As an important part of a student’s educational program**, teacher-sponsors of field trips expect students to attend planned field trips as authorized by the parent. In those rare occasions when a teacher has a concern about a student missing another class to attend a field trip, the teacher with the concern should contact the field trip sponsor to discuss his/her concerns. If consensus cannot be reached on the student’s participation in the field trip, the matter should be referred to the administrator.
- **All students taking part in a trip** must submit a completed Field Trip Form to the teacher.
- **Field trip forms must contain space for parents/guardians** to list any medical concerns.
- **Teachers will mark students on field trips as ‘absent’.** The front desk secretary will have already entered the names excusing the absence in MyEd, so the parent will not receive a call re the absence if names have been submitted.
- **Satisfactory arrangements must be made** for the instruction of any students not participating in the trip and other classes taught by the teacher involved in the field trip.
- **If the point of dismissal is not the school**, parents/guardians must be informed of the time and place of dismissal on the parent consent form. If the point of dismissal is the school, arrangements must be made to supervise the groups while classes are in session if students do not return to regular classes.
- **For ‘high risk’ and overnight trips**, please see the detailed district policies and procedures on the district website. Note that any trip involving water activities is considered high risk.
- **If it is necessary to hire School District buses**, be aware of cost. Complete the form for arranging bus service well in advance through the Head Secretary.
- Notify the office of the time of arrival and the contact person for the bus driver.

## Staff Reps and Staff Committee

Staff reps for 2023-24 are [Mary Brinkman](#), [Alana Baker](#), and [Pascal Pimenta](#). Any concern about your contract or questions about union business, talk with your rep. Staff Committee meets on the Monday of the Staff Meeting week (2<sup>nd</sup> week of month usually). We usually invite an administrator to attend every second meeting to allow for a balance between open communication amongst union members and collaboration with administration. Student behaviour/consequences and learning assistance were the main topics of 2022-23. We pride ourselves in being a positive, solution-focused group.

## Outgoing Communication

Method	Main Audience	Purpose	
<b>Web Page</b>	Parents, Community, Students	Repository: teacher webpage links, pay-online, district info, scholarships and bursaries, registration for new students, research databases	
<b>Whales Tale Newsletter</b>	Parent and school community	Celebrates events, shares successes, calendar for parents, PAC news, principal news	
<b>Dome TV</b>	Students	upcoming student events	
<b>Week at a Glance</b>	Advisors and Parents	<b>Overview of Week's events.</b> M-F ex. Report cards, assemblies, early dismissals, team acknowledgements, thank yous.	Get items to Julie by noon Fridays.
<b>Daily Newsbreaker</b>	Students and Staff	Daily info sheet, last minute/immediate items not regularly scheduled <b>Max 2 days due to volume-limit length where possible</b>	Get items to Julie by noon daily for the next day.
<b>Reporting Systems</b> <ul style="list-style-type: none"> <li>MyEd</li> <li>MyEd Parent Portal</li> </ul>	-All school staff / attendance to parents.  -Parent/student must sign in to see report cards.	<b>Teachers report</b> attendance in MyEd (all teachers and staff then can see who is absent) <b>Parents receive a call</b> re MyEd absence so they know same day. Block # identified. <b>Teachers input report card info</b> and data secretary posts for parents, advisors, students to view.	
<b>0365 MS Office</b> <ul style="list-style-type: none"> <li>Outlook</li> <li>Calendar</li> <li>Teams</li> <li>Word</li> <li>PPT</li> </ul>	All district staff and students	District messages, department sharing, individual queries, direct teacher/parent communication, administrative memos, assessment and communication of assignments between teacher and student, email calendar that is shared with our school site staff	
<b>Teacher Locator</b>	Teachers and Students	Published for each semester, lists all teachers for every block, gives room numbers	
<b>Public Address (PA)</b>	Noon Announcements/ Between class PA On-the-day for Students and Staff	Messages from parents for students, office items and reminders for all ex. re lunch/afternoon. Limited use during class time unless urgent.	
<b>Agenda book</b>	Student, parents, teachers, advisors, office.	Goal planning, communication between home and teachers mainly in Grade 8, communication between teachers for flex block, planning for families with school calendars and block order for the year, resources of periodic table/wifi connection info, etc.	

## Student Cards

All students and staff will have a colour photograph taken for an ID card. The date for taking photographs will be in early September. Re-takes are in October. Teachers are encouraged to participate in the photo day as our staff composite is posted in the office and it can be very helpful in identifying your colleagues.

## Student Parking

All students must complete a registration form (available in front office) and display a valid decal for parking on Kelsey property. Student parking for cars is in the lower parking lot and in the far east lot at the side of the building on a first come first serve basis. Vehicles that are not properly registered or improperly parked may be subject to tow away. **Students may only leave the property in a vehicle during instructional time after signing out of the Main Office with parent permission.**

## Graduation Information

### Grad behavior

It is extremely important that Grade 12 students take a leading role in demonstrating responsible behaviour both as a graduating class and as individuals within the graduating class. Any student who violates the Code of Conduct may lose the privilege of participating in the banquet, the graduation ceremony and other graduation activities. Only students who are “citizens in good standing” may participate in graduation activities.

### Grad Class Committee

The Grad Class Committee organizes the grad fundraising activities and other grad social activities. It is made up of volunteer council members and is sponsored an administrator. Grads are urged to get involved. This committee is completely separate from the Parent Dry Grad Committee but often helps out with communication notices.

### Graduation

The FKSS graduation commencement ceremony is traditionally held on the second to last Friday in June. Students must have met all the requirements for graduation and have a minimum of 80 credits to be part of the ceremony. A list of potentially eligible candidates will be decided before the ceremony by administration and counsellors. Staff are encouraged to attend and wish our grads well as they go on to the next stage of their lives.

The “Red Carpet” or banquet (prom) is organized by a parent group that establishes itself at the beginning of each year. All graduating or “almost graduating” students are welcome as it is a general celebration with their peers. Staff are welcome to attend the red carpet arrival which takes place at the school entrance approximately 2 hours before the students get on buses to head to their banquet venue. It is always entertaining.

# Administrative Responsibilities and Board Policies

The administrative team work together to support all learners. Responsibilities are shared.

## FRANCES KELSEY SECONDARY Administration Organization Chart

### Admin Team

Assemblies	Attendance	Behaviour	Budget Allocation and Ordering	Code of Conduct
Committees	Community Relations	Curriculum and Assessment	Department Head Meetings	Emergency Procedures
Framework Enhancing Student Learning	Graduation Program	Long Term Planning	Ministry of Education Forms	PAC/SPC
Parent Nights	Personnel Contract Implementation	Rentals	Report Cards	Reports to Parents/Newsletters
School Based Team	School Culture	Staff Handbook	Staff Meetings	Student Agenda
Student Enrollment and Withdrawal	Student Evaluation and Records TRAX	Student Instruction Program		

Camila	Nicole	Penny
Awards	Advisor	Athletics
Clubs	Building and grounds	Bus Supervision
District and Provincial Assessments	CLC 12	Careers/TASK/WEX
HCE 9	Communication Student Learning	Emergency Drills
Immunizations	GRAD	Health and Safety
Literacy Intervention	INED	Indigenous Support/INED
Mental Health/Wellness	PAC	Leadership 11
SPED – paperwork/case managers	Remembrance Day	Photo Day
	Scheduling	Scholarships/Bursaries
	SPED - EAs	Surveys
		Technology

[Administrative Procedures](#) can be found on the SD 79 website. Some forms related to policies are available from the front office.

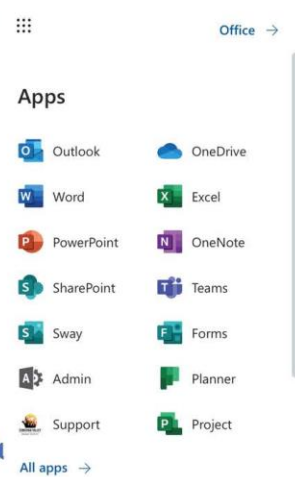
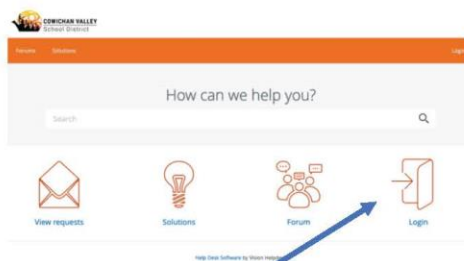


# APPENDIX

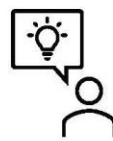


## Submitting a Technology Support Ticket Request

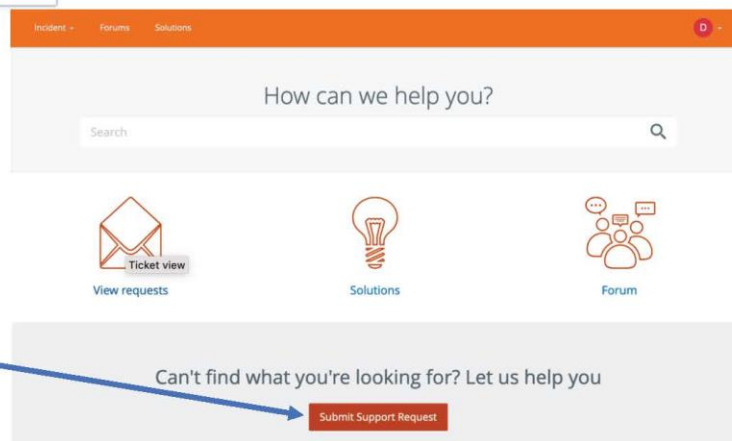
1. In Office 365 click on the App Launcher (looks like a waffle on the top left).
2. Click **All apps** and locate **Support** from the list.
3. Click  **Support**
4. This will take you to the Ticket System.



5. Once there click the login button and then
6. click the SSO icon and you will automatically authenticate.



You can search for support documents before submitting a ticket. The search also searches for open incident tickets you have submitted.



7. Click on **Submit Support Request**



8. Complete the fields with a clear description of the issue.

9. Click Submit.  
You will receive an email with a ticket identifier in subject line.

How can we help you?

Search

[Home](#) / [Submit Support Request](#)

### Submit Support Request

Department: Technology Services

Priority: Low

Category: Select

Subcategory: Select

School Information

Schools: Alex Atkin

Room \*

Names

First Name \*

Last Name \*

Subject \*

Message \*

Attach file

Submit

Help Desk Software by Vision Helpdesk

A member of the Technology Services Team will respond to your request as soon as possible.

#### Priority Guidelines

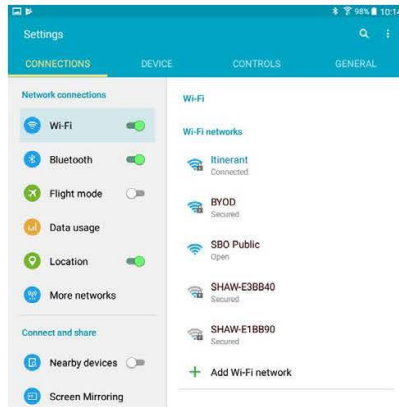
- Low:** Little impact on daily work, but would like an answer. eg unable to print to a specific printer, but other printers are accessible.
- Medium:** Moderate impact on daily work. Resolution needed in 3-5 days. eg unable to connect 3 of 12 robots for a lesson next week.
- High:** Big impact on daily work. Resolution needed within a day. eg wifi not working in classroom.
- Critical:** Health and safety concern or issue impacts most of a building. eg network down across entire school with no MYED or phone access and no online resource access for students.

## Connect to BYOD Wireless Android

This network is intended for personal devices

Please use the following steps to connect an Android device to the Bring Your Own Device (BYOD) Network.

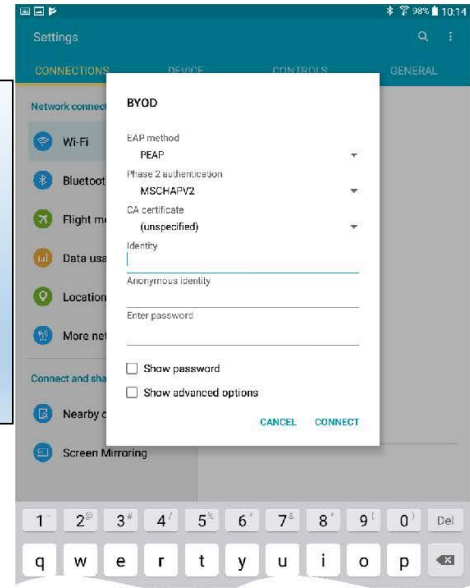
Select the BYOD network at your school  
e.g. CSS BYOD



Match the setting below in the authentication window that pops up

**EAP Method:** PEAP  
**Phase 2 Authentication:** MSCHAPV2  
**CA Certificate:** Unspecified  
**Identity:** Enter your username it is the same as you use for Printing and OwnCloud  
**Anonymous Identity:** Leave this blank  
**Password:** Enter your password it is the same as you use for Printing and OwnCloud

Click Connect



Welcome the to the BYOD network!

Your device should now remember the network and automatically rejoin in the future.

## Connect to BYOD Wireless MacOS

This network is intended for personal devices

Please use the following steps to connect a MacOS computer to the Bring Your Own Device (BYOD) Network.

Select the BYOD network at your school  
e.g. CSS BYOD



Enter your username and password. This  
is the same as you use for Printing and  
OwnCloud



Click the Continue button to accept the certificate.



Welcome the to the BYOD network!

Your device should now remember the network and  
automatically rejoin in the future.



## Connect to BYOD Wireless iPhone/iPad

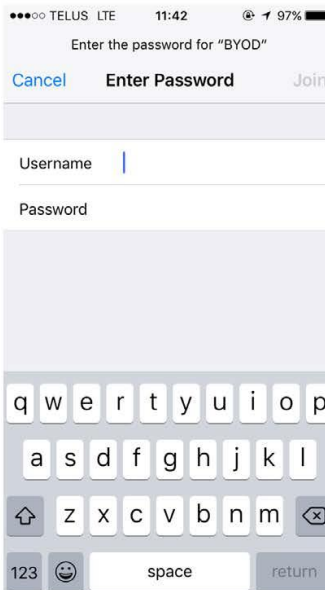
This network is intended for personal devices

Please use the following steps to connect an iPhone/iPad device to the Bring Your Own Device (BYOD) Network.

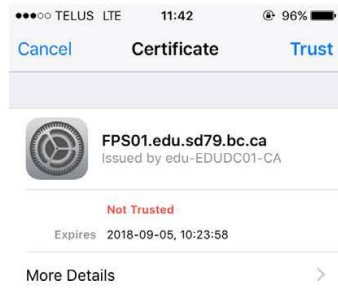
Select the BYOD network at your school  
e.g. CSS BYOD



Enter your username and password. This is the same as you use for Printing and OwnCloud



Click the Trust button to accept the certificate.



Welcome the to the BYOD network!

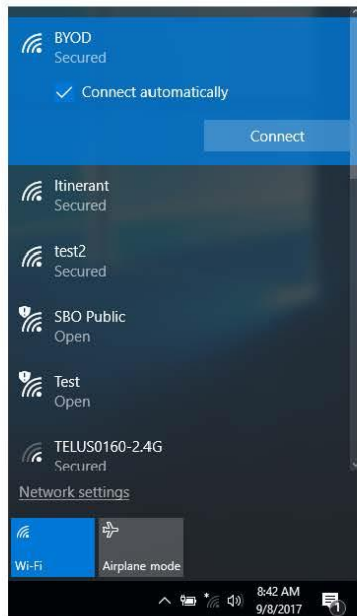
Your device should now remember the network and automatically rejoin in the future.

## Connect to BYOD Wireless Windows 8/10

This network is intended for personal devices

Please use the following steps to connect a Windows 8/10 computer to the Bring Your Own Device (BYOD) Network.

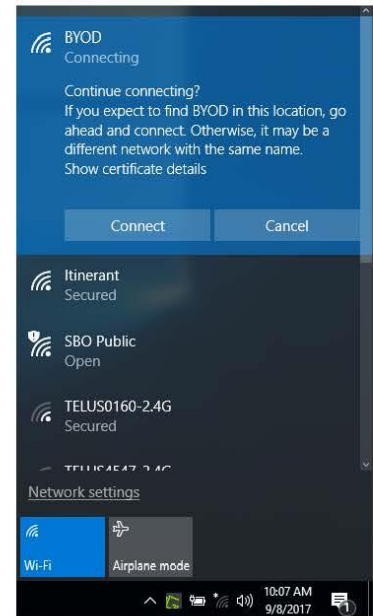
Select the BYOD network at your school  
e.g. CSS BYOD



Enter your username and password. This  
is the same as you use for Printing and  
OwnCloud



Click the Connect button to accept the  
certificate.



Welcome to the BYOD network!

Your device should now remember the network and automatically rejoin in the future.

## How to access audiobooks for students from Overdrive/SORA



- 1. Download SORA app**
- 2. Search for Cowichan SD 79**
- 3. sign in** student email & password
- 4. search book and hit “borrow”**

This is a shared SD 79 DLC account, but each school has a local Advantage account run by the librarian. We have copies of books bought in our Advantage account that only FKSS students have access to. When logged in and searching, FKSS students should see all the shared district books as well as the ones only available to those with a FKSS student login. Please see the librarian if you don't see a book you are wanting for a student.

**\*\*We also have an Audible account, but this can be problematic as it is not intended to be a multi-user platform and Audible has yet to create such access. Please see the librarian for more info.**



Framework for Enhancing Student Learning  
Frances Kelsey Secondary





## Our Story



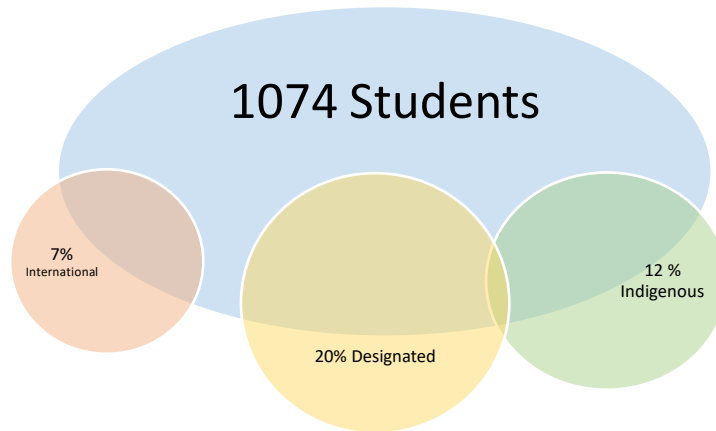
Frances Kelsey secondary school is an 8-12 high school for 1074 students, uniquely positioned in a rural community on the traditional lands of the territory of the Malahat first people. We are between Duncan and



Victoria, in Mill Bay, B.C. The area hosts many recreational and sport activities and draws tourists to the area year-round in order to enjoy the beautiful lakes, rivers, and amenities here in the Cowichan Valley.

Originally a self-paced school designed in 1992, we have evolved to become a student-centered learning environments with many choices for courses and special academies. Our beautiful learning spaces lend themselves to cross-curricular and cross-grade learning, and provide us with everything that we need to come together for community celebrations and shared learning.

## Our Learners



As a school community, we have many **strengths**, including:

- A staff that is willing to come together and do the work to improve the learning agenda and the high school experience for students
- A student body who wants to be involved in moving the learning forward
- Lots of opportunities for students voice
- A positive and vibrant community that loves to come together to celebrate and connect – we have a great sense of community and strive for a culture of belonging

We also have many **stretches**, which are addressed throughout the goals section of this document

This year, we are focusing on 3 key areas:

- 1. MEANINGFUL LEARNING EXPERIENCES**  
*Sub-Categories: Literacy and Numeracy, Engagement*
- 2. INDIGENOUS CULTURE AND WAYS OF KNOWING**
- 3. MENTAL HEALTH**
- 4. INCLUSION**

*Sub-Categories: SOGI, Cultural Inclusion, Positive School Culture*

## GOALS

### # 1 MEANINGFUL LEARNING EXPERIENCES

<b>SUB CATEGORY: LITERACY AND NUMERACY</b>	
<b>WHAT THE DATA IS TELLING US:</b> <ul style="list-style-type: none"> <li>- 34% of students in Grades 8 and 9 have been identified as struggling readers in at least one of the following domains: comprehension, vocabulary use, and word choice. Tier 1, 2, and 3 reading interventions are needed.</li> <li>- Only 21% of students in Gr 10 are achieving at the proficient level on their Numeracy 10 provincial assessment, and 76% of students in Math 10 are Developing or Emerging</li> <li>- We need a diagnostic assessment for Grade 8 and 9 Numeracy</li> </ul>	
<b>WHAT IS GOING WELL:</b>	<b>STRATEGIES TO ENHANCE STUDENT LEARNING / EXPERIENCE</b>  <b>LITERACY:</b>

<p>We are successfully screening and identifying students who require literacy intervention</p> <p>Staffing dedicated to targeted tier 3 literacy intervention using UFLI program</p> <p>Department Heads have reviewed the District Literacy Framework and are beginning to use this resource with their departments</p> <p>Staff has engaged in pro-d during PLC to reflect on ways in which all teachers in all departments are teachers of literacy</p> <p>Opportunities for silent reading in all grades</p> <p>Choice and adaptations in academic classes</p> <p>Have designated literacy room in the school</p> <p>'Currently Reading' posters that show students what staff are currently reading</p>	<p>Work with the district literacy framework as a whole staff and provide more opportunities for in-service for all teachers around literacy and literacy strategies (tier 1 and tier 2)</p> <p>Build capacity for more non-enrolling teachers to learn how to deliver tier 3 literacy intervention</p> <p><b>NUMERACY:</b></p> <p>Implement a numeracy diagnostic / screening assessment to determine students' baseline and identify individuals who require tier 3 intervention</p> <p>Staff development around tier 1 and 2 numeracy intervention</p> <p>Development and delivery of a tier 3 numeracy intervention plan</p>
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<b>SUB-CATEGORY: ENGAGEMENT</b>	
<p><b>WHAT THE DATA IS TELLING US:</b></p> <ul style="list-style-type: none"> <li>- Not all students engaging in a meaningful way during Flex Block</li> <li>- Students want to feel that their learning is relevant to their interests</li> <li>- Students want to feel that their learning is relevant to real world experiences</li> <li>- Students appreciate and want feedback</li> </ul>	
<p><b>WHAT IS GOING WELL:</b></p> <p>Clubs that reflect so many interest areas</p> <p>Academies and TASK</p> <p>Varied elective courses</p>	<p><b>STRATEGIES TO ENHANCE STUDENT LEARNING / EXPERIENCE:</b></p> <p>Design and implement showcases where students can display and show off their learning and be celebrated by a larger school community</p>

<p>Science labs</p> <p>Performances at school and outside of school time</p> <p>Student choice during Flex</p>	<p>Explore ways to provide students with opportunities to engage in more project work</p> <p>Dedicated time for interdisciplinary conversations about strategies that are working to engage students in classes</p> <p>Establish a Flex committee that includes students to develop an inquiry around Flex (why is it not working for everyone and what can be done to make it more meaningful for more learners)</p>
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## **# 2 INDIGENOUS CULTURE AND WAYS OF KNOWING**

<p><b>WHAT THE DATA IS TELLING US:</b></p> <ul style="list-style-type: none"> <li>- 12% of our Indigenous Learner were identified as struggling in one or more of the following domains in the Fall of 2022: academics, attendance, social-emotional well-being</li> <li>- 8.3 % of our Indigenous Learner were identified as struggling in one or more of the same domains in the Spring of 2023</li> <li>-Our indigenous learners indicate that they value having a support room, an Indigenous Support teacher and an Indigenous support worker</li> <li>-Students indicate that they value indigenous content in subject areas and that they value special cultural events</li> <li>-There is a need for language instruction</li> </ul>	
<p><b>WHAT IS GOING WELL:</b></p> <p>Coast Salish Studies 8 provides opportunities for all grade 8s to learn about history, language and culture</p> <p>English First Peoples 11 taught to all grade 11s this year. It has gone very well</p>	<p><b>STRATEGIES TO ENHANCE STUDENT LEARNING / EXPERIENCE:</b></p> <p>Implement a Hul'q'umi'num' language program (we are in the very beginning stages)</p> <p>Expand carving class to include Indigenous Art and make the class linear (all year instead of one semester)</p>

<p>INED teacher supports all teachers in implementing content across the curriculum</p> <p>Métis CTA visiting school and getting into classrooms regularly</p> <p>Carving class has tripled in size this year</p> <p>Newly developed Indigenous Support Room has been a great place for students to drop in for academic support and social-emotional support</p> <p>We have had staff visit Malahat and meet their team and some parents</p> <p>Journey of a Generation went well with the Grade 10s</p> <p>Monthly check-ins with Malahat Nation</p> <p>Currently working with Malahat on the Vignette Project</p>	<p>Provide opportunities for staff to connect with Malahat Nation on a more regular basis</p> <p>Increase frequency of Indigenous presenters in classroom</p> <p>Actualize the canoe project (this has been in discussion for years, and we would like to see this project launched next year)</p> <p>Staff will plan and model actionable reconciliation</p> <p>Staff development using <i>Wayi Wah</i> by Jo Chrona</p> <p>Build time into classroom routines so that students can take advantage of Hul'q'umi'num' lessons from the district</p> <p>School-wide Hul'q'umi'num' word and teaching of the week and month</p> <p>Create an Indigenous plant garden as part of horticulture class. Invite Malahat to help develop this project</p> <p>Hul'q'umi'num translations in hallways and in classrooms</p> <p>Enhance school-wide teachings and activities around Orange Shirt, Red Dress, Moose Hide and National Indigenous People's Day</p> <p>Teach all students how to do a proper land acknowledgement</p>
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### **# 3 MENTAL HEALTH**

<p><b>WHAT THE DATA IS TELLING US:</b></p> <ul style="list-style-type: none"> <li>- Most students report feeling connected to an adult in the school</li> <li>- Many students struggle with mental health</li> <li>- Students would like to see more presentations about mental health</li> <li>- Students report that they want opportunities to make connections through clubs and teams</li> </ul>	
<p><b>WHAT IS GOING WELL:</b></p> <p>Dedicated time (PLC and staff meetings) for staff to work with the schools Mental Health Literacy Plan</p>	<p><b>STRATEGIES TO ENHANCE STUDENT LEARNING / EXPERIENCE:</b></p> <p>Implement school-wide lessons with guest presenters on topics related to mental health. Include student input in the planning of presentations</p>



<p>CLE 10 Mental Health Module being taught to all Grade 10</p> <p>Offerings of Yoga, Meditation, Outdoor Education, academies of choice.</p> <p>Staff practice uses a trauma-informed lens</p> <p>Recognizing and talking about it openly (students and teachers)</p> <p>Advisor as support and “go to” adult</p> <p>Many clubs</p> <p>Rooms open at lunch/before school</p> <p>We have a breakfast program this year and Nourish Cowichan is supporting our school</p>	<p>Grade 11 and 12 student consultancy on CLE 10 Mental Health Module and how it can be improved</p> <p>Schedule ongoing staff development around trauma-informed instruction</p> <p>Re-establish the Mental Health Committee. Include students</p> <p>Re-administer Mental Health Survey to update data and baseline. Use new data to update school Mental Health Literacy Plan</p> <p>Develop advisory activities to enhance and teach Social Emotional Learning strategies</p> <p>Any new staff to complete Social Emotional Learning module</p>
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**# 4 INCLUSION**

<b>SUB-CATEGORY: SOGI</b>	
<p><b>WHAT THE DATA IS TELLING US:</b></p> <ul style="list-style-type: none"> <li>- Many students have preferred names and pronouns and would like to be addressed properly</li> <li>- Not all students are provided with opportunities to engage in and learn SOGI curriculum</li> <li>- Representation at GSA is proportionately low given the population of our school. Some students chose not to attend GSA, and we need a mechanism for these students to have a voice</li> <li>- Not all members of our queer community feel safe in all areas of the school (this is addressed in the ‘school culture’ area of development)</li> </ul>	
<p><b>WHAT IS GOING WELL:</b></p> <p>Active GSA (7 years running) that meets weekly with 4 teacher sponsors</p> <p>Projected plan for student leaders to speak at staff meeting (have in past)</p> <p>Guest speakers at GSA meetings</p>	<p><b>STRATEGIES TO ENHANCE STUDENT LEARNING / EXPERIENCE:</b></p> <p>Provide an opportunity for students, in confidence, to let us know their preferred name and pronouns.</p> <p>Compassion Week – Planned by students with staff support. Lots of lead time and lots of build up ahead of time. Creating opportunities for students to understand why we have compassion week, and why it is important to us as a school.</p>

<p>Student voice and support for SOGI initiatives</p> <p>GSA participated in development of the Mental Health Literacy Survey</p> <p>English dept. book room growing with 2SLGBTQIA+ characters, issues, content – being taught 9-11 with certainty</p> <p>Library includes 2SLGBTQIA+ content (some recommended by GSA in past years)</p> <p>Single stall “every body” bathrooms x 3</p> <p>Compassion week happens every year</p> <p>Staff using preferred pronouns when asked (apologizing when slipping up)</p>	<p>Dedicated time for staff to engage in SOGI professional development</p> <p>Learning activities around SOGI topics at different times throughout the year</p> <p>Admin to attend GSA meetings on a regular basis</p> <p>Admin to connect regularly with students who do not attend GSA to ensure that their voice is heard</p> <p>Repaint the Rainbow Crosswalk</p>
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<b>SUB-CATEGORY: CULTURAL INCLUSION</b>	
<p><b>WHAT THE DATA IS TELLING US:</b></p> <ul style="list-style-type: none"> <li>- Not all students see themselves reflected in our school</li> </ul>	
<p><b>WHAT IS GOING WELL:</b></p> <p>Wide variety of clubs and groups that hold appeal to a wide range of students</p> <p>Vibrant International Program</p> <p>Variety of books in library about different cultures</p> <p>Vignette project under way</p>	<p><b>STRATEGIES TO ENHANCE STUDENT LEARNING / EXPERIENCE:</b></p> <p>Images around the school to reflect our multicultural society</p> <p>Acknowledge cultural celebrations from different cultures as they occur throughout the year (make the multicultural calendar more public and enhance each celebration with information for students)</p> <p>School wide learning around big theme times of the year – Holocaust Memorial Day, Black History Month, Asian Heritage Month, National Indigenous Peoples Day, etc</p>

	Acknowledge the countries and cultures that are represented by all of our International students
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**SUB-CATEGORY: POSITIVE SCHOOL CULTURE****WHAT THE DATA IS TELLING US:**

- Staff and students see a need for more events that bring everyone together
- Staff has identified a need for a common approach to addressing concerns and working with students
- Not all students feel safe in our washrooms

**WHAT IS GOING WELL:**

Regular school check-in via Zoom and time for dialogue

Washroom surveys have given us a huge amount of feedback and student voice has provided many suggestions around how to mitigate issues in washrooms, and we are seeing a MARKED decrease in washroom issues (with work still to be done)

Many coaches and sports teams this year

16 Lunch Clubs

BBQ/Meet the Advisor

Meeting for Grade 7 parents

Special guests

School dances

Special events such as Terry Fox Run are always very successful

School performances (drama/band)

Lunch/breakfast program

Fun Grad activities

Teacher Advisor program

**STRATEGIES TO ENHANCE STUDENT LEARNING / EXPERIENCE**

Quarterly (or at least more than once a year) 'Meet the staff BBQ'

Hold Showcase of Learning and invite parents

Advisor groups dividend into House/School Colours/Teams and design regular House activities and challenges throughout the year

More seating in the school so that students don't have to sit on the floor

More whole school activity days - or by dept., grade, etc.

Try to entice more coaches so that all students in all grades can play the sports they want to

Staff and students continue to work together to develop norms that aim to see all spaces in the school as safe spaces. Include parent voice

Staff development in the area of Restorative Justice

Revisit our school vision and work to co-create a stronger definition of who we are

Whole school end of year celebration

Bring whole school to a hockey game once a year a Kerry Park

Introduce Intramurals

Whole school end of year celebration	Clubs Days where all students chose a club to participate  School Mascot
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### Our Story is Beyond...

At Frances Kelsey, we value and celebrate relationships, diversity, belonging, engagement, and student voice, to name a few key areas.

Student voice is a key part of the driving force that is moving our school forward. Student voice was brought into each of the goals that were set in this 2023-24 FESL, and we will be monitoring progress throughout the year, and including students in the conversation.

One great example of the power of student voice at Frances Kelsey can be seen in our vibrant and robust club program...

Last year, we had over 30 student-led clubs, including a very active Student Parliament. FKSS clubs are initiated, organized and run by students with the support of a volunteer staff mentor. Students experience a variety of ways they can lead, and be a part of something special; students find others with common interests and passions, and many do philanthropic work in the community through club involvement. Many of our clubs raise awareness, and students devote themselves to helping those in need. Other clubs are simply there to provide opportunities for students to meet and connect. Example clubs include Interact Club, Me, Red Cross, Dead Musician's Society, Yoga, Badminton, Choir, Horticulture, Baking, Student Parliament, and so much more.

The following are words that students came up with when talking about their school and the school community that they help to create.

