

### 3.01 FIRE EVACUATION AND EMERGENCY PROCEDURES

**General:** On locating a fire, ANY FIRE:

- 1) Sound the alarm immediately, even if it is a small fire.
- 2) Send location information to the office.
- 3) Extinguish the fire only if it is possible to do so safely, otherwise leave the building.

**Fire Evacuation:**

- 1) Always assume that you are facing a genuine emergency.
- 2) The safety of everyone is most important.
- 3) Quick, orderly and calm evacuation, followed by orderly assembly and reporting is the goal during drills or real emergencies.
- 4) Know the exits and reporting procedures.
- 5) Fire alarms during class time or out of class require different responses. Know both procedures.
- 6) Please familiarize yourself and your students with the exit path and meeting location for your room. Students assemble with their teacher in the designated area. Once on the field teachers will be lined up in a rough alpha plan with "A" starting closest to 12<sup>th</sup> street and "Z" being near the Chris Rose Center. Please line up under the alpha of the teacher you are in for.
  - A. FIRE ALARM SOUNDS DURING CLASS TIME:  
Students and staff exit the building according to the Fire exit Plan located next to the entrance door to each classroom. Teachers should ensure that equipment (IE, HE, SC., etc.) is secure and shut down. Classroom doors should be closed.
  - B. FIRE ALARM SOUNDS AT ANY OTHER TIME THAN DURING A CLASS:  
(During breaks, lunch, before or after the school day has begun.)  
Extra caution and discipline is required when students are not immediately under a teacher's supervision. In the halls, students must move in a calm and orderly fashion, directly toward the nearest exit.  
Students will assemble in their subsequent block class with their teacher in their predetermined meeting area in alphabetical order on the soccer field on the **north side of the school (Tranquille Road side)**.
- 7) Once assembled in your designated area, students should co-operate in maintaining order. Subject teachers are to send a runner, with a note identifying yourself and all absent/missing students to the checkpoint manned by the office staff, located at center field next to the fence identified by an orange flag.
  - Record only those students who are absent but were present during attendance at the start of class. In other words, they have gone missing since the start of class.
  - Teachers on prep periods, and part-time staff, and CUPE personnel are also to report to the checkpoint (even if they are not supervising students directly that block).

### 3.02

#### EMERGENCY PROCEDURES SUMMARY SHEET

From E.P. Manual

1. Violence in the classroom (ROOM CLEAR): Contact office. Send students to Library. Follow P.A. instructions.
2. Potential violence outside the building (DIRECTED RESPONSE): Follow P.A. instructions. Avoid use of classroom telephones.
3. Intruder in building (SECURED ROOM): school signal is "LOCK YOUR DOORS": Follow P.A. instructions.
4. Hazardous spill in building (DIRECTED EVACUATION): Follow P.A. instructions. Refer to school map for location of First Aid supplies and/or WHMIS. Evacuate after P.A. announcement. (Alarm will be sounded)
5. Suspicious/dangerous person on school grounds: Notify office. Follow P.A. instructions.
6. Suicide threat or disclosure. Report to Counselling or Administration.
7. Adult arrives at your class to pick up a student. Tell adult, "Please go to the office to sign them out through an administrator." Retain student until phoned from office.
8. Fire or explosion: Evacuate building. Assemble at McArthur Island Sports Centre. Remain with class.
9. Bomb, suspicious device or earthquake. Follow P.A. instructions. THERE WILL BE NO BELL. PROCEED QUIETLY AND CALMLY NOW TO MCARTHUR ISLAND SPORTS CENTRE.
10. Spilled body fluids. Advise office.

IF THE SCHOOL IS DAMAGED TO THE POINT THAT THE P.A. AND ALARM SYSTEM IS INOPERABLE, EVACUATE TO DESIGNATED ASSEMBLY AREA UNLESS DIRECTED TO MCARTHUR ISLAND SPORTS CENTRE.

IF A PROBLEM OCCURS OUTSIDE OF CLASS TIME, ALL STUDENTS REPORT TO THEIR PREVIOUS BLOCK TEACHER, EITHER INSIDE OR OUTSIDE AS DIRECTED BY THE P.A.

*\*Place Emergency Handbook Duo tang near the main exit of the classroom for easy access.*

3.03

**SCHOOL DISTRICT NO. 73 (KAMLOOPS)  
POLICY**

**Reference No. 1024.2**

**Effective Date  
October 6, 2008**

**PROCEDURE - BOMB THREAT**

1. The Principal should sound the alarm and evacuate the building upon receipt of an immediate bomb threat to the school. The R.C.M.P., the Fire Department and the Superintendent's Office should be notified immediately thereafter.
2. The Principal may choose not to evacuate the school upon receipt of a delayed bomb threat. The R.C.M.P., the Fire Department and the Superintendent's Office should be notified immediately.
3. The R.C.M.P. is responsible for the search of the building. No suspicious objects should be touched by anyone until investigated by the R.C.M.P.
4. The School should not be entered after evacuation until clearance has been given by the R.C.M.P.

**SCHOOL DISTRICT NO. 73 (KAMLOOPS)  
POLICY**

**Reference No. 1024.3**

**Effective Date  
October 6, 2008**

**FIRE DRILLS**

1. Principals are responsible to ensure that school fire drills are carried out on a regular basis in accordance with the *School Act* and in cooperation with the officials of the local fire department.
2. Principals must ensure that all staff members are thoroughly familiar with fire drill routine, that all escape routes are clearly marked, and that adequate procedures are in place to ensure the safety and accountability of students.

**SCHOOL DISTRICT NO. 73 (KAMLOOPS)  
POLICY**

**Reference No. 1024.4**

**Effective Date  
October 6, 2008**

**EARTHQUAKES**

1. Every school should have an earthquake informational manual as a guide for safety in the time of an earthquake.
2. Principals must assure that teaching and non-teaching staff are apprised of appropriate action to take in the event of an earthquake, and to conduct occasional drills to practice such action.

**3.03 cont'd**  
***Emergency Procedures***

**NorKam Senior Secondary School**

**EMERGENCY EARTHQUAKE PROCEDURES**

**The following are recommended procedures for teachers and students:**

- **TAKE COVER** under desks or tables
- **FACE AWAY** from windows.
- Assume **CRASH POSITION** on knees, head down, hands clasped on back of neck or head covered with a book or jacket.
- **COUNT OUT LOUD TO 60** -- earthquakes rarely last longer than 60 seconds and counting is calming.

**AFTER AN EARTHQUAKE:**

- Evacuate the building in single file.
- Report to the field for a student count.

## EVACUATION

1. Administration will announce. **“Everyone evacuate the building. Everyone evacuate the building.”**
  - i. **If directed to stay on school grounds.**
    1. Meet in the same designated area as the Fire evacuation procedure.
  - ii. **If directed to vacate the school property.**
    1. Our first muster location is the McArthur Island Sports Centre. Meet at this location, if directed to do so, and seat students in the spectator areas of rinks A and B. Then proceed through the following steps.
    2. Our second muster location is the Kamloops Christian School. Meet at this location in the gymnasium, if directed to do so, and proceed through the following steps.
    3. Students on study or in the halls evacuate the building and find your current class either at the designated (Fire drill) site or the appropriate muster location.
    4. Staff must take attendance and send a runner, with a note identifying themselves and all absent/missing students to the checkpoint occupied by the office staff.
    5. If the announcement is made long break, lunch or after school, locate your previous block teacher. If the announcement comes before school, all students should muster in the soccer field.
    6. Remain at the designated meeting area until directed to either return to the school or proceed with bus loading procedures at the designated muster site.

**NORKAM SENIOR SECONDARY SCHOOL  
LOCKDOWN**

**“School safety.....Everyone’s Business”**

**A. Contact Numbers**

- a. Administration cell phone numbers are:  
Tonya Perry (778) 220-1048     Derek Wales (250) 319-5886
- b. Classroom to Office Phone and Paging Systems:  
Dial 350 on classroom phone to call the main office.

**B. Lockdown Policy**

1. The procedures outlined are in the event of a **Dangerous Individual** being on the school grounds.
2. All visitors to NorKam must report directly to the main office.
3. Any person who staff views as a stranger to the school should be reported to the Main Office. Do not confront the individual.

**C. Lockdown Procedure**

1. Administration will announce:  
**“This is a lockdown. Secure your classroom”**
2. Staff are to go to their classroom doors and check the hallway outside.
  - Bring students regardless of which class they are from, from the hallway into your classroom.
  - It is important to clear the hallway/washrooms of students and staff as quickly as possible.
  - Teachers on the field should take their students to the far end of the field and remain with their class until the lockdown is terminated.
  - Should the Lockdown occur before or after school, at lunch or at break, the following procedure should be implemented:
    - i. Teachers move to the hallways and gather students into the classrooms quickly.
    - ii. It is important to stay away from doors and windows.
    - iii. Students in the washrooms should stay in a stall, stand on a seat and lock the stall. If your classroom is directly across the hall, return to it.
    - iv. Any students outside the school when the announcement is made should stay away from the school as far as possible.
    - v. If staff are not near their classroom they are to go to the nearest classroom, assist in gathering students and remain there until the lockdown is terminated.
3. Lock the door and move students away from the doors and windows.
  - Turn off the lights.
  - Students should be encouraged to remain quiet at all times.
  - Staff should take attendance as to who is in their classroom including names, grades, and any other staff present.

### 3.05 Continued

#### Lockdown Procedures

4. Remain in the classroom with students until advised that the lockdown is terminated.
5. If any situation arises where a staff member is unable to follow this protocol, the overriding principle is to remove the students to a safe area away from the building, remain with them and wait for further instructions. Attendance should be taken and recorded.
6. Lockdown continues until the Administration makes the announcement: **“The lockdown is terminated.”**
  - Staff and students are then free to return to school business as usual.
7. Administration will debrief the school via the P.A.

**POWER OUTAGE PLAN**

**DURING CLASS TIME:**

1. All classes stay in place until cause and extent of outage is determined.
2. Teachers need to maintain control and provide a calm atmosphere.
3. All teachers on Prep report to the office. Staff will be assigned washroom checks.
4. If the school needs to be closed for the day, an administrator will inform each class.
5. Staff will be posted at exits to prevent students from re-entering the building.

**OUTSIDE OF CLASS TIME:**

1. A public address announcement will give instructions to staff and students.
2. Staff will move into halls and maintain control of area.



### **ATTENDANCE PROCEDURE**

All staff members have an important role to play in tracking attendance and in the attendance discipline procedures.

Teachers are now able to enter period attendance directly into MyEdBC by teachers on their classroom computers. To do this you will need to log onto the MyEdBC site on your desktop. Enter your username and password (see admin if necessary) when prompted. Data is entered under the attendance menu option.

When direct entry is not available, attendance should be brought to the office at the beginning of each block, and no later than 3:15 of that same day.

#### **ROLE OF STUDENT:**

All students are expected to be on time and to attend all classes. Students who are late go directly to class. Students are expected to bring a written note from their parent or guardian for each absence. Students are required to present the note to each of their teachers and subsequently to the office.

#### **ROLE OF CLASSROOM TEACHER:**

- a. Consistently emphasize the importance of attendance.
- b. Make parent contact on any student with three unacceptable absences. Any parent contact should be documented by advising the appropriate Administrator who will record the contact in the computer.
- c. Submit a referral to an Administrator if, after having made home contact, attendance does not improve. A referral is requested if the student continues to have unacceptable absences.
- d. Once a student is on an "Attendance Contract", absences should be reported to the appropriate Administrator for action.

#### **ROLE OF ADMINISTRATOR:**

- a. Upon receipt of a referral the Administration will meet with the student and give a verbal warning. This meeting may be documented with a letter home. The letter home will include a review of the student's academic progress as well as specific information regarding absence and tardiness. Counsellor (and/or First Nations Support Worker) will be advised of this contact and should also meet with the student.
- b. If attendance continues to be a concern, a case conference with parents will occur at which time the student will sign a written contract which spells out the consequences of further truancy. Subject teachers, counsellors and the student file will receive a copy of the signed contract.

### **3.08 cont'd**

#### ***Attendance Procedure***

- c. If the student does not live up to the terms of the contract one of the following actions will occur:
  - i. review at the Superintendent's Office
  - ii. student withdraws from school
  - iii. student is screened for placement in an alternate program.
  
- d. A list of students on attendance contracts will be published at the beginning of each semester. Students on attendance contracts will be reviewed each June for September.
  
- e. Attendance profiles will be available for staff and will be mailed to parents when requested.

**FIELD TRIP GUIDELINES**

The Board of Education supports field trips as co-curricular and extra-curricular activities for all schools. These field trips include visits to off-campus sites, outdoor pursuits, athletic and music performances and other excursions. The Board considers these activities a logical extension of classroom activities and an integral part of the school program. Therefore, student field trips are encouraged.

The accompanying regulations and School District No. 73 Field Trip Handbook have been developed to:

1. Provide definitions and expectations for various types of field trips.
2. Provide communication links between parents, teachers and school administrators.
3. Establish procedures for safely carrying out field trips with students.
4. Establish the responsibilities and expectations of the students, parents, teachers, field trip supervisors and school administration for specific types of field trips including the nature of the activities, risks involved and the level of supervision.

**REGULATIONS:****1. ROUTINE FIELD TRIP – LEVEL ONE**

ie: Parks, farms, museums, concerts, plays, sporting events, water slides, City Hall, swimming in supervised pools with certified lifeguards, ie: Canada Games Pool and other municipal pools.

- a) These field trips will have the following characteristic:
  - i) Of one day or less in duration.
  - ii) Takes place within the general Kamloops/Thompson region.
  - iii) Do not involve adventure hiking, snowshoeing, canoeing, kayaking, snow-boarding, skiing, rock climbing, mountain biking, road cycling or residential camping.
- b) Parents are to be informed of the proposed trip and the teacher is to obtain a signed **Low Risk Field Trip Parent Permission** form for each student involved.  
(Refer to the *Field Trip Handbook* for appropriate forms.)
- c) The teacher shall:
  - i) Obtain signed copies of the **Low Risk Field Trip Parent Permission Form** for each student involved.
  - ii) Take a copy of the **Low Risk Field Trip Parent Permission Form** for each student on the trip.
  - iii) Give consideration to having a male and female supervisor along on co-ed field trips.  
(This could include a parent supervisor)

### 3.09 Cont'd

#### **Student Field Trip**

- iv) Submit a Field Trip Application Form to Principal or designate at least five days before the activity
- d. The Principal shall ensure that the above requirements are completed before giving final approval.

#### **2. ROUTINE FIELD TRIP - LEVEL TWO**

le: Overnight sports tournaments or games, overnight field trips, ie: Aquarium, Science World, Barkerville, band retreats, music tours, overnight stays in school gymnasiums or libraries, retreats that do not involve outdoor activities within British Columbia.

- a) These field trips will have the following characteristics:
  - i) May be of more than one day in duration.
  - ii) Take place within the Province of B.C.
  - iii) Do not involve adventure hiking, snowshoeing, canoeing, kayaking, swimming, backcountry skiing, rock climbing, mountain biking, road cycling, residential camping and skiing.
- b) Parents are to be informed of the proposed trip and the school is to obtain a *signed Low Risk Field Trip Parent Permission Form* for each child who is participating.
- c) The teacher shall:
  - i) Obtain signed copies of the *Low Risk Field Trip Parent Permission Form* for each student involved.
  - ii) Take a copy of the *Low Risk Field Trip Parent Permission Form* for each student on the trip.
  - iii) Give consideration to having a male and female supervisor along on co-ed field trips. (This could include a parent supervisor)
  - iv) Ensure that students are appropriately prepared for specific activities.
  - v) Inform parents of the specific nature of the activity and its place in the school curriculum.
  - vi) Submit a *Field Trip Application Form* to Principal or designate at least five days before the activity.
- d) The Principal shall ensure that the above requirements are completed before giving final approval. Principals shall send (for information only) a copy of the *Field Trip Approval Form*, the parent information letter and a checklist to the appropriate Assistant Superintendent at least one week prior to the commencement of the trip.

#### **3. ROUTINE FIELD TRIP – LEVEL THREE**

le: Ice skating, road cycling, mountain biking, Downhill and Nordic Track skiing; snowboarding/snow-blading programs within controlled ski areas with ski patrols.

- a) These field trips will have the following characteristics:
  - i) May be more than one day in duration.
  - ii) Take place within the Province of British Columbia

### 3.09 cont'd

#### **Student Field Trips**

- iii) These activities except Nordic Track skiing and snow shoeing all require the usage of a parent-approved helmet.
- b) Parents are to be informed of the proposed trip and the school is to obtain a signed **Higher Risk Field Trip Parent Permission Form** that includes the nature of the activities, risks involved and the level of supervision. (*Refer to the Field Trip Handbook for appropriate forms*)
- c) The teacher shall:
  - i) Obtain a signed **Higher Risk Field Trip Parent Permission Form** along for each student on the trip.
  - ii) Take a copy of the **Higher Risk Field Trip Parent Permission Form** along for each student on the trip.
  - iii) Give consideration to having both female and male supervisors on all co-ed trips (This could include a parent supervisor).
  - iv) Ensure that students are appropriately prepared for specific activities and that they are aware of all expectations including knowledge of risks involved.
  - v) Inform parents of the specific nature of the activity, its inherent risks and its place in the school curriculum.
  - vi) Submit a *Field Trip Application Form* to the Principal at least two weeks before the excursion.
- d) The principal shall ensure that the above requirements are completed before giving final approval. Principals shall send (for information only) a copy of the *Field Trip Approval Form*, the parent information letter and a checklist to the appropriate Assistant Superintendent at least one week prior to the commencement of the trip.

#### **4. OUTDOOR FIELD TRIPS**

le: Adventure hiking, canoeing, kayaking, retreats which involve outdoor activities, McQueen Lake, swimming in natural settings, wilderness orienteering, residential camping.

1. These field trips will have the following characteristics:
  - a) May be more than one day in duration.
  - b) Take place within the Province of B.C.
  - c) Involves one of the activities identified above.
  - d) Activities not listed above will be considered on an individual basis.
2. The teacher shall:
  - a) Give consideration to having both female and male supervisors on all Coed trips. (This could include a parent supervisor).
    - a) Ensure that at least one supervisor has a current first aid course (minimum Level 1)

**3.09 continued**  
***Student Field Trips***

- c) Ensure that students are appropriately prepared for specific activities and that they are aware of all expectations including knowledge of risks involved.
  - b) Inform parents of the specific nature of the activity, its inherent risks and its place in the school curriculum.
  - c) Obtain a signed **Higher Risk** Field Trip Parent Permission Form along for each student on the trip.
  - d) Take a copy of the **Higher Risk** Field Trip Parent Permission Form along for each student on the trip.
  - e) Submit a “Field Trip Application Form” to the Principal at least two weeks before the excursion.
3. All field trips are to be approved by the principal of the school. Principals shall send (for information only) a copy of the Field Trip Approval form, the parent information letter and a checklist to the appropriate District level Administrator (Director of Instruction) at least one week prior to the commencement of the trip.

**D. OUT OF PROVINCE FIELD TRIPS**

Any field trip for any length of time which takes place outside the Province of British Columbia (*including International travel*).

The Board supports curriculum-based field trips as a form of enrichment for students. School field trip programs shall be developed in consultation with the school’s PAC or representative group of parents.

1. The leader shall:
  - a) Give consideration to having both female and male supervisors on all Coed trips. (This could include a parent supervisor).
  - b) Ensure that students are appropriately prepared for specific activities and that they are aware of all expectations including knowledge of risks involved.
  - c) Inform parents of the specific nature of the activity, its inherent risks and its place in the school curriculum.
  - d) Obtain a signed **Higher Risk** Field Trip Parent Permission Form along for each student on the trip.
  - e) Take a copy of the **Higher Risk** Field Trip Parent Permission Form along for each student on the trip.
  - f) Confirm that adequate out of province/country medical coverage is obtained.
  - g) Submit a “Field Trip Application Form” to the Principal at least two weeks before the excursion.

### **3.09 cont'd**

#### ***Student Field Trip***

2. All field trips are to be approved by the principal of the school who will ensure that (for information only) a copy of the parent information letter and a checklist go to the appropriate district Level Administrator (Director of Instruction).
3. Out of province field trips require Board approval three months prior to the date of the trip. The Board may make allowances, in consideration of the timeframe, for specific circumstances.
4. Out of district elementary field trips require the Superintendent's approval.

#### **E. REQUIREMENTS FOR FIELD TRIP SUPERVISORS**

1. Supervisors shall give consideration to having both male and female supervisors on all Co-ed field trips. (This could include a parent supervisor.)
2. Supervisors are considered to be on supervision throughout a field trip and are expected to provide reasonable supervision. Reasonable supervision is that which a careful and prudent parent would provide.
3. Supervisors will ensure that students understand that school rules for conduct and behaviour are to be maintained throughout the field trip.
4. Supervisors will make students aware of procedures by which supervisors can be contacted if necessary.
5. The responsibility for organizing proper supervision belongs to the teacher(s) in charge of the field trip. The teacher(s) in charge must ensure that all supervisors are aware of their responsibilities. These teacher(s) in charge may not relinquish responsibility, but they may schedule specific times when they are free of supervision duties and able to pursue meeting individual or personal needs.
6. The consumption of alcohol by supervisors for the duration of the field trip is strictly prohibited. This includes cases in which students are billeted.

#### **F. COMMERCIAL/INTEREST BASED EXCURSIONS AND DRY GOODS**

1. The Board will not assume any responsibility for commercial or interest based field trips or excursions (including Dry Grads) that have not been approved or endorsed by the Board and that are either provided by companies specializing in student travel, or for trips that provide an excursion for students based on a common interest.
2. Teachers may, as individuals, participate in student-packaged tours or interest based excursions, provided that it is made clear to the parents and students that the teacher is taking part on a personal basis and that the school or Board is in no way involved.
3. The principal shall ensure that any advertising of or recruiting for these trips, which may occur within the school, must clearly indicate that there is no Board approval or endorsement of the excursion.
4. The Board does not endorse or assume responsibility for Dry Grad activities for any secondary school.

### 3.10

## TEACHER ABSENCE

### 1. TEACHER ON CALL PROCESS

It is the responsibility of all staff to report any absence from the work place (whether or not a teacher-on-call is required). Absences should be reported to the automated dispatch system at Oasis via the computer. Please refer to the Oasis brochure given to each teacher.

- Teaching staff requiring a teacher-on-call must ensure that adequate lesson plans and directions regarding any other responsibilities (such as Supervision) are communicated to the teacher-on-call.

## PERMANENT STAFF

### WEB ACCESS

Absence entry using AMS Web  
from School Site or Home Computer:

- Go to the School District no 73 (Kamloops/Thompson)  
Home Page - [www.sd73.bc.ca](http://www.sd73.bc.ca)
- Click on the Link (at the bottom of the page) OASIS

- Enter your user name and your password.
- Click on the tab for My Absences on drop down and select Absence Entry
- Choose a reason for the absence (from the drop down box). Click next.
- Choose either a single day or range of days (if it is more than one day). If it is a single day, only one calendar will appear. If it is a range of days, you may choose the start day from the first calendar on the right. Click next.
- Check the details. If they are correct, click next. You may enter multiple days and change the time and/or the replacement for each day if necessary. Click on the help icon (top right hand side of the screen) for a more detailed description for multiple day entries.
- Do you need a replacement? Yes or No. If yes, does that person work the same hours as you? Yes or No. Do you want to request a particular person to replace you? Yes or No. Click next.
  - If you have indicated to request a particular TOC click on the binoculars and type in the first three letters of the person's last name. Choose from the dropdown list. Click next.
  - If you have pre-arranged a replacement TOC you will need to answer the following questions. Do you need a replacement? Yes or No. If yes, does that person work the same hours as you? Yes or No. Do you want to request a particular person to replace you? Yes or No. Click on the binoculars and type in the first three letters of the person's last name. Choose from the drop down list. Click next. Is this pre-arranged? Yes or no. Click next.
- If everything looks correct click Submit Absence.
- Write down your job number and/or you can print off a receipt. You must have a job number.



**WHEN YOU CALL THE SYSTEM TO REPORT AN ABSENCE**  
**ADS Phone Number (250) 372-0917**

1. Enter Your Employee Number and Personal Identification Number (PIN) followed by the # and press 2 to Inquire on an absence  
  
You will hear your name.
2. Press 1 and enter your job number followed by the # key.
3. Press 1 to listen to the details of the absence. Press 4 to find out who your replacement is.

**CANCEL AN ABSENCE**

Note you can ONLY cancel an absence that has not begun otherwise it will have to be cancelled through your school office or through dispatch (250-372-7531) in Human Resources.

1. Call the ADS system phone number; enter your employee number and PIN followed by the # and press 4 to Cancel and Absence.
2. Press 1 and enter your ADS job number followed by the # key.
3. Press 4 to cancel absence.

**CHANGE YOUR PHONE NUMBER**

1. Call the ADS system phone number; enter your employee number and PIN followed by the # and press 5 and then 2.
2. Press 2 to enter your backup phone number followed by the #.

**RE-RECORD YOUR VOICE**

1. Call the ADS system phone number; enter your employee number and PIN followed by the # and press 5 and then 3.
2. Speak your full name followed by the #.

### **3.11**

#### **STAFF SIGN IN AND SIGN OUT**

A sign-in book is located in the office. Notices and reminders are placed in this book or on the notice board directly above it. (Early birds are advised to check the book for late notices.)

The names of absent teachers and T.O.C.'s are recorded on the white board in the office.

Teachers who leave the premises during the school day should check with Administration, inform the office staff and record this information on the white board in the main office. Exceptions would be Physical Education classes.

Generally, prep time is to be used on site.

ALARMS

**IF YOU ACCIDENTALLY TRIP AN ALARM, PHONE SAGE SECURITY AT 374-2677 IMMEDIATELY!!**

**THIS NUMBER IS ALSO INSIDE THE ALARM BOX AT MAIN ENTRANCE.**

1. You have an assigned code, which must be used to activate or deactivate an alarm box.
2. There are three alarm stations: inside the front door, the gym entrance and the cafeteria entrance. Note, therefore, that if enter the gym or cafeteria area from the main classroom area, you will have to ensure that the alarm is off.

**WHEN DO I NEED TO BE CONCERNED ABOUT THE ALARMS?**1. **During the week after 11:00 p.m.**

The last custodian usually leaves at 11:00 p.m., so inform him if you wish to be in the building later than that, otherwise, he will turn on the alarm when he leaves. Unless someone stays later than you do, it will be your responsibility to turn on the alarm when you leave. If you stay past 1:00 a.m., however, you must phone **Sage Security at 374-2677**, to let them know you are in the building (see #4 below).

2. **On Weekends – When you Enter the Building:**

- Listen for the sonic noise to alert you to whether the alarm is activated.
- With your front door key, open the alarm box inside the front door.
- If the alarm is on, the readout will say “Ready to Disarm.” On the right hand side of the panel there will be a red light beside **“ARMED”**.
- Punch in your code to deactivate the alarm. The readout will then say “Ready to Arm” and the red light beside **“ARMED”** will go off. The green light marked **“READY”** will light up.
- Sign the sheet inside the alarm box door (name, time or arrival) so that other people leaving the building can see that you are in the building.

3. **When You Leave:**

- If you have opened any doors while in the school, close them before you leave.
- Check the sign in sheet to see whether you are the last person in the building. **If you are, use your code to turn the alarm on.** Sign the sheet (departure time).
- NOTE – If doors have been left open, the readout will say “Secure System Before Arming.” You will have to recheck and close doors in order to turn the alarm on. When the system is secure the readout will say, “Ready to Arm.”
- If the system is successfully armed, the readout will say, “Exit Delay in Progress” and the red light beside **“ARMED”** will go on. You have sixty seconds to leave. Make sure the front door is secure.
- If you are not the last person in the building, just sign the sheet inside the alarm box indicating your time of departure.

4. **Between 1:00 am and 5:00 am:**

Notify Sage Security that you are in the building, or the alarm will be tripped and the RCMP will be dispatched.

An assembly is a way to celebrate success, to challenge students' thinking, to encourage students in their endeavours, or to honour members of the community. In addition, students learn to behave appropriately as part of an audience, and to respect the feelings of others.

**A. PROCEDURE TO REQUEST AN ASSEMBLY**

1. Proposed at Coordinators or Staff Meeting after consultation with the Principal. If time does not permit, then staff response will be sought via memo on sign-in book.
2. Educational leaders are to discuss at first meeting possible dates for assemblies:
  - Honour Roll Assemblies
  - Scholarship and Awards
  - Remembrance Day
  - Christmas Assembly
  - Athletic Award Assembly
  - Year End Assembly

**Optional Assemblies: to be discussed as per #1:**

- Fine Arts
- Pep Rallies
- Guest Visitations
- Issue Related

\*Staff does not have to attend optional assemblies with their classes.

**B. ORGANIZATION OF ASSEMBLIES:**

1. Blocks selected for the assembly should be coordinated with P.E. class where applicable.
2. Discuss necessary equipment and set-up with gym staff and custodians.
3. Hats are removed at door.
4. Set-up and clean-up accomplished during non-instructional times without inconveniencing P.E. classes. Set-up and clean up is the responsibility of the assembly organizer.

### 3.13 cont'd

#### *Assembly Procedure*

#### **C. BEHAVIOUR IN ASSEMBLY:**

1. Administration will send a memo to staff outlining the type of assembly, learning outcomes or purpose of assembly, times. They will describe the type of behaviour expected as per our PBS model.
2. Teachers will share this information with students a day or two ahead of time with a reminder closer to the assembly itself.
3. On the day of the assembly, classes will be called to the gym individually so that the halls are not too crowded and classes can be kept separate. Each teacher and class will be met at the gym door by a teacher or senior student and directed to their area of the gym. Teachers sit in the bleachers with their classes.
4. At the beginning of the assembly, a member of administration will outline the purpose of the assembly and remind students of the expected behaviour, ie: "In a moment, I shall ask you to stand without talking for the National Anthem." She/he will not talk until the students are quiet.
5. During the assembly, members of the administration and teachers will monitor student behaviour. If necessary, they will move students or send students out in order to establish the appropriate behaviour.
6. An administrator will dismiss students from the bleachers a portion at a time. Teachers will ensure that students remain seated until asked to move.
7. In classes, students will reflect on the assembly.

**REPORTING TO PARENTS PROCEDURES**

The School Regulation states:

**Duties of Teachers**

"4. (1) The duties of a teacher include the following:

(j) regularly providing the parents or guardians of a student with reports in respect of the student's school progress....

(2) Reports referred to subsection (1)(j) shall be made at least five times during the school year as follows:

(a) three written reports, one of which will be at the end of the school year

(i) on a form approved of by the minister, or

(ii) on a form approved by the board containing information and, when required, using reporting symbols ordered or approved by the minister;

(b) at least two informal reports."

NorKam has four reporting periods: two per semester.

There are two parent-teacher interview opportunities: one afternoon and evening session in the fall semester and one afternoon and evening session in the spring semester. Students are encouraged to accompany their parents or guardians to these interviews.

Teachers at the mid-point of each semester may also send interim reports home. Interims are required when a student appears in significant difficulty, or where there has been a marked change in performance/achievement, and when failure is probable or possible. Interims may also be sent home for exceptional working students.

If a teacher has a concern regarding a student's progress, contact should be made with a parent or guardian. If a concern persists, teachers should inquire at the counselling office for further information about the student, or they might request the counsellor to send out a "Round Robin" on the student. A "Round Robin" is an anecdotal report that is issued to all teachers of a particular student; it gives a more holistic look at the student's total progress. These reports are helpful for both referrals to L.A.C. and administration.

**District Policy No. 500.1 - Student Reporting and Placement**

Guidelines governing the conversion of the "I" letter grade as follows:

i) When an "I" is assigned on the first term or semester report, the "I" must be converted to a term letter grade before the next formal report card is issued. This process must be followed in each subsequent reporting period. At the discretion of the principal, an "I" letter grade may be carried over in the next term or report.

ii) If an "I" is assigned on the year-end final report, the "I" must be converted to a final letter grade in a timely matter and no later than the first day of classes in the following September.

iii) For grade 10, 11 and 12 provincially examinable courses, an "I" letter grade must be converted to another letter grade before submission to the Ministry of Education for inclusion on a student's transcript of grades .

### **3.14 cont'd**

#### ***Student Reporting and Placement***

- iv) Principals may determine a timeline for conversion of the “I” grade to a letter grade.
- v) Any student who transfers to another school during the school year must have any “I” from the original school changed to a letter grade for the receiving school.

#### ***Reporting to Parents Procedures***

When reporting grades to parents or guardians it is expected that any incomplete or failing grades will be accompanied by a hand-written comment.

Staff at NorKam may use the MyEdBC grade computer program or Jupiter Grade to report their student's marks.