

Naghtaneqed Elementary

Junior Secondary

HANDBOOK

and Code of Conduct

2024 / 2025

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Purpose

The staff handbook is an important document that includes information to the functioning of our school. It is updated annually. Each staff member is responsible for reading the staff handbook.

Each classroom, the library is required to have an up-to-date staff handbook that is visible and easily accessible. Teachers are required to refer to the staff handbook in TTOC day plans as a guide to access important emergency procedures and other common questions TTOCs have about the expectations throughout the day (ie. supervision areas, bell schedule, medic alert, class list)

Please bring your handbook to staff meetings so that useful and current information can be included throughout the year.

Teachers are required to keep up-to-date information that is pertinent to their classroom (i.e. up to date student lists) and the safety of students (i.e. up to date medical alert information) and organize it in a manner that important information can be easily accessed by TTOCs in the case of an emergency.

School Address & Principal's Contact Information

Naghtaneqed Elementary Junior Senior School

8350 Nemiah Valley Road

PO Box 100

Nemiah Valley V0L 1X0

Ph: (250)3947060

Principal – Heather Lamorie - 250-267-1476

School District Mission Statement:

Ensuring all students have meaningful learning experiences,

empowering them to succeed in an ever-changing world.

School Values:

Respect, Ownership, Caring & Kindness.

Bells

School Starts	8:00 am
Recess	9:45 – 10:00
Lunch	12:00 – 12:45
Dismissal	3:15 pm

Notes:

- Breakfast Program is available each morning in the primary room starting at 7:45 am *all students are welcome
- Students are dismissed from their class at noon hour. Students eat their lunches, clean up, take dishes to the kitchen. For supervision and student safety all students will be required to wait for Sharon before going outside to the playground.
- Any student leaving before end of day dismissal must sign out at the office (i.e. dentist appointment or home sick)
- For emergency purposes, if a teacher is leaving the school grounds during instructional hours, they are to sign out at the office and sign back in when they return.

Strategic Planning

UPDATE All schools in School District 27 will have action plans and school goals developed around the [7 Key Focus Areas](#) identified as pivotal areas of growth in the District’s [Plans For Learner Success](#). Plans For Learner Success are developed in response to the Ministry of Education’s process and policy outlined in [Framework For Enhancing Student Learning](#).

Naghtaneq School strives to build capacity with staff through intentional learning and collaboration to engage in more effective practices for enhanced school experience and outcomes. The school staff will develop school goals and pursue professional development opportunities that are in line with the District's Strategic Plan and enhances the learning environment and school success for all students. School goals and strategies will be reviewed and adjusted across the year and decision making will be informed by school specific evidence and data (ex. literacy, numeracy, and attendance).



Leading Learning

Life-long learning is a core value upheld by educators and School District 27. The school will support professional development and collaboration wherever possible. The school has Growth Funds that will be used to support professional learning. All staff members are expected to participate in professional growth relative to their assignment. For specific details regarding Professional Development days please reference the collective agreement and [CCTA Pro D Handbook](#)

Collective Responsibility

It is our belief, that 'it takes a village'. It is our collective responsibility to provide an optimal learning opportunity for all members of the community. School Based Team is a tool to bring invested individuals (teachers, support staff, parents/caregivers, outside agency, administration) to the table to work together toward problem solving strategies for learner success. Teachers who are experiencing difficulty with a student or who identify a student who is experiencing difficulty (academic, social emotional, self regulation, etc) have the responsibility to initiate a SBT meeting to explore a broad support network and strategies to meet the needs of the learner. Support Staff will be included in SBT meetings whenever possible and will be paid for their time. SBT meetings will happen outside of instructional hours.

Classroom Management

Teachers are responsible to build and maintain a positive and safe classroom culture. In the beginning of the year teachers will take time to include students in developing agreed upon norms that will ensure a respectful classroom community where everyone feels safe to take the necessary risks to engage in meaningful learning. Teachers are expected to be planned in their approach to dealing with misconduct. The plan will be based on progressive discipline and be restorative in nature. The principal will help to reinforce a restorative plan that helps to hold students accountable for their actions to the person with whom was wronged. Effective classroom management plans have clear expectations and consistent consequences that are actioned on primarily by the

classroom teacher as the formal leader in the classroom and are in line with code of conduct. In all cases of wrong-doing or disrespectful behaviour it is imperative that the student is held accountable to the person(s) who they have wronged and that restorative measures / consequences are followed up on by the adult who has witnessed or received the infraction. The classroom teacher should initiate a school-based team for complex behaviours. The principal can be part of the teacher's classroom approach to progressive discipline and instances of serious misconduct (Level 2 & 3 Behaviours).

The 'Think Paper' is an example that outlines the types of questions that students should be engaged in to work through consequences that are restorative in nature. The 'Think Paper' is intended to be done with students and not a stand-alone worksheet. The prompts engage students in a reflection period that is useful in identifying what was inappropriate (to whom / how) and involves developing an action to rectify the problem and plan for strategies to help in the future. The 'Think Paper' can be adapted for younger students and students of varying literacy abilities (ie – the student can draw a social story and the adult can help to label “what happened” or feelings and emotions, the questions can be used to help guide conversation with a student to talk through the incident, and/or can be scribed to document). In all cases the child's response must be reviewed and discussed by an adult. Progressive discipline – in the case that several infractions occur teachers or admin can file 'Think Papers' to track progressive discipline.

Classroom Management Planning Tool – teachers may be asked to provide a brief outline that describes their plan for classroom management that includes a stepped approach, tools and techniques. Teachers must have a clear sense of how they will proceed with maintaining an orderly classroom before the school year starts. Teachers who are unsure of looking for ideas must seek advice prior to the year start up. Teachers will have a fair but firm approach with students as they establish their classroom culture. Students will be provided clear expectations and steps that outline consequences for misbehaviour including communication with the child's caregiver that will be followed through with by the teacher. The principal will support where necessary. The teachers should reference the Inappropriate / Consequences behaviour chart provided in the School Code of Conduct when considering appropriate measures.

Think Paper & Behaviour Planning Tool



Think Paper & Behaviour Plan




Name: _____

Date: _____


Retell: What happened that was inappropriate?

Ripple Effect: List **Who** your behaviour has impacted and what it makes them **think** and **feel**.

Self Reflection:
What were you thinking in the moment?
What are you thinking or feeling **now** that you have had time to reflect?



Restoration:
Describe something you can do to make up for your mistake.
What strategies do you think you can use that might **help** you in the future.



Atrieve – HR Related Items

Calling in Sick or Applying for a Leave of Absence

The AtrieveERP link in the staff portal is used to report and apply for all leaves of absence. In the case that you fall ill and are unable to report to work you are message me the night before or in the morning.

Leave of Absence – You must apply to HR for a leave of absence.

[SD27 - Cariboo Chilcotin Communications Portal - SD27 CCTA Collective Agreement 2019-2022.pdf - All Documents \(sharepoint.com\)](#)

[SD27 - Cariboo Chilcotin Communications Portal - SD27 IUOE Collective Agreement 2019-2022.pdf - All Documents \(sharepoint.com\)](#)

Day Plans – it is expected that teachers leave a detailed day plan for the following day in the case that they are unexpectedly not able to come to work. The plan **MUST** make reference to the staff handbook and also highlight any special notes that are pertinent to safety and school routines.

Timesheets

IUOE staff enter complete timesheet entries through Atrieve. This includes submitting time for working extra hours. Human Resources will send out reminder notices at special times of the year (ie. holiday periods) when deadlines for entry are time sensitive. Please see the school secretary for help with completing timesheet entries for medical appointments or extra hours if necessary.

Student Attendance Policy

There is a strong correlation between attendance and success in school. In most cases, absences from classes have a negative affect upon achievement, and difficulties in learning or understanding concepts can be traced directly to poor attendance. Under the School Act of the Province of BC, parents of students attending school are entitled to be informed of their child’s attendance. It is hoped that when parents are made aware of the school’s concern over student absenteeism, measures will be taken by the parents to improve student attendance. If a student has missed three consecutive days that have not been excused the teacher is to make a concerted effort to reach the parent or caregiver. The teacher should also inform administration of extended unexcused absences. A plan should be developed to for chronically absent students. 10 % or more is considered chronic absenteeism (@ 2 days a month or 18 days a year). The school will develop general and target plans to enhance attendance in their school plan / goals.

Attendance Procedures

<i>Snapshot</i>	
Morning Attendance Send attendance to office by 8:30 am	Afternoon Attendance Send attendance to office by 12:40 pm
Class lists for attendance is kept in the folder on the wall outside the office. The secretary will enter the attendance into MyEd for teachers. Please remember to indicate if the student is Excused so that the office assistant can appropriate code for our Safe Arrival Program	

Safe Arrival – Automated System

All schools in the district are using the SchoolMessenger automated safe arrival system. The school will send out information to parents about to use the program. Teachers are asked to encourage parent to use this program where possible. If parents do not report their child's absence, they will receive automated messages from the system starting at approximately 8:50 am every school day. Parents can report an absence by using any of these three methods:

1. Using your mobile device, download and install the **SchoolMessenger app** from the Apple App Store or the Google Play Store (or from the links at <https://go.schoolmessenger.com>).
2. Use the SafeArrival website, <https://go.schoolmessenger.com>.
3. Call the toll-free number **1 (833) 582-6944** to report using the automated phone system.

These options are available 24 hours/day, 7 days a week. Future absences can be reported at any time. If a parent tells you directly that their student will be away, please remember to indicate "parent excused" in MyEd when you complete attendance. If you have questions or require assistance, please connect with our school secretary.

School Security – Locked Door Policy & Sign in Procedures

To increase the security of our building our School has a locked door policy during instructional hours. During recess and lunch the exit door beside our Strong Start classroom will be unlocked so students can use the washroom. During instructional times all exit doors will be locked with the exception of the main entrance.

Volunteers in School

All non-school district employees who are volunteering will be asked to complete a criminal record check. We will encourage volunteers and visitors to wear a 'Visitor' tag. Lanyards are available at the office. The tag will signal to staff that the volunteer has permission to be on the school premises. If you see an adult on our school grounds who you do not recognize you are encouraged to ask if there is anyway you can help them. A criminal record check is not mandatory for volunteers who are working directly under your supervision and who will NOT be responsible for child other than their own, and who are never left alone with students (i.e. a parent who is supervising their own child on a field trip for safety reasons).

The criminal record checks can be completed through the online criminal record check at:

<https://justice.gov.bc.ca/criminalrecordcheck> - Access code: 8PXZL5DNZ3

This year there is a new applicant-based online service (eCRC) using the BC Services Card as Electronic Identity Verification (EIV). Identity verification: In the new eCRC system, an applicant's identity is verified using their BC Services Card. If the applicant is using the BC Services Card to access the online service for first time, they will be directed to activate their card by video or in person through Service BC. Please note if applicants choose to activate their card in person, a mobile device is still required (iPhone, iPad, or Android).

There is no cost. The turn around is typically 5-7 days. – this has changed and I am waiting to hear more info from the district about if we are able to use this service and if so / how

Keyless Entry / After Hours Entry

Our school has a fob system keyless entry at two exit doors - One at the main entrance and one at the exit door closest to the playground. If you are accessing the school after hours you will need to check the alarm panel and disarm the intruder alarm. If the alarm panel is red / beeping, you will need to disarm the building before proceeding. If you are the last person leaving the school, it is your responsibility to set the alarm. Please, you are able to access the school 7 days a week from 7am to 7 pm. There will be some periods of time throughout the year where teachers will have restricted access to the school (ie. Spring Break, Summer Break). The dates of the restricted access will be communicated through school district email. The school principal will also provide this information as it becomes available.

Classroom Newsletters & Parent Communication

It is expected that teachers communicate with their parents about what is happening in their classroom on a regular basis. A copy of the classroom and general parent communication **MUST** be forwarded, or carbon copied to the school principal. If sending electronic classroom newsletters and updates it is very important for privacy matters that **parent email addresses are Bcc'd**. MyEd is the easiest way to send classroom memos to your parents in a safe and secure way. If you need assistance with how to do this please reach out. Teachers are to inform parents of the best times that parents / caregivers can reach them and the preferred means of communication (school phone, email, etc). Teachers, including TTOCs are expected to be reasonably available before and after school for parent communication. Note: I would like to do one “Newsletter” per month.

The school will put out a newsletter approximately every month. Newsletters will primary be sent to families through email. Caregivers may request a paper copy if preferred. Newsletters will also uploaded on our school website - [Naghtaneqed \(sd27.bc.ca\)](http://Naghtaneqed(sd27.bc.ca))

Assemblies & School Performers

We will attempt to have school assemblies and gatherings on a monthly basis. At assemblies usually include the singing of Oh Canada, land acknowledgment, reinforcing of school expectations and learning goals, positive recognition and student presentations. As a general rule assemblies will be 20-30 minutes. Assemblies for school performances / Artists in Schools often last longer. Teachers are to talk to students about assembly manners prior to all assemblies (NO hats during assemblies, please) and plan ahead for the success of their learners (sitting in proximity, seating play, option for noise reducing headphones, allow student to use washroom beforehand, etc). Adults should model respectful audience manners so no food or drink in the gym during assemblies and leave paperwork in the classroom. There will be an usher helping to seat your class when you arrive at the gym. For the most part, the classes will be seated close to the teacher in 2 or 3 rows so that you can more easily monitor your students.

Staff Meetings

Staff meeting will be held on **the second Tuesday** of each month and start as close to 3:15 pm as possible. Location to be determined. Additional meetings may be called as required. All teachers are expected to attend the meetings. An agenda will be posted seven days before the meeting. Additions to the agenda will be considered if requested in a reasonable time in advance of the meeting. Meetings will be kept to one hour. At that time, if the agenda items are not covered, we can stay longer if it is agreed upon by the group. If we are unable to get through the agenda in a reasonable amount of time a second meeting will be called. There is to be no marking of students' work during staff meetings. Teachers who are excused from a staff meeting are expected to inform themselves of pertinent information.

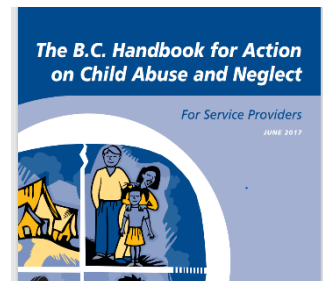
Annual Training - All staff members are required to get training annually on anaphylaxis, respectful workplace, duty to report, and hazardous material, conduct, Whmis). The principal will provide the training or the link/information to where you can take the training. Staff will be required to inform the principal when they have completed the training. Support staff will be paid for the training – see principal for how to enter on the timesheet if unsure. Annual trainings are part of CCTA contract.

Reporting Suspected Child Abuse or Neglect

The Child, Family and Community Service Act requires that **anyone** who has reason to believe that a child or youth needs protection under section 13 of the Child, Family and Community Service Act must promptly report the matter to a child welfare worker. Another adult cannot make the report for you. Ensure you notify the principal when you are making a report UNLESS the protection report is involving the principal.

HOW TO CONTACT A CHILD WELFARE WORKER: call 1 800 663-9122 any time of the day or night. The person who answers will make sure your concerns are directed to the right place. All staff members must be aware of their responsibility and be familiar with the following resource:

[The B.C. Handbook for Action on Child Abuse and Neglect: For Service Providers \(gov.bc.ca\)](http://gov.bc.ca)



First Aid / Medical Attention

There will be two staff members designated as First Aid Attendants that will have valid First Aid certificates. The First Aid Attendants are a WorkSafe requirement and intended to help adults. If a staff member is involved in an instance of violence in the workplace, they are to seek a first aid attendant. The attendants names are posted on our OH&S bulletin board in the staff room.

Student Injury

All staff are responsible to help students with minor injuries, cuts, and bruises and to contact/inform parents of injuries that may be of concern (bruising, cuts, etc). Teachers are expected to keep a supply band aids in their classroom for their students' needs. Please alert the principal for more serious concerns or injuries. The principal will fill out an incident report for more serious injuries (i.e. fractures). The witness or first adult on

scene will be asked to help or to provide pertinent information to the report. In emergency situations stay with the child, call 911, and send a runner to get the principal or designate.

In the event of **any head injury** the parent/guardian **MUST** be contacted. Office staff will help where they can with calls home, but the classroom teacher will be asked to call if admin is busy and cannot make the call in a timely fashion. If a staff member makes a call home, please report to the principal or secretary to avoid a second call regarding the same event. Never leave a child unattended if they are in distress or have had a head or neck injury. Serious injuries to the head/neck will be closely monitored and parent will be called to check/pick up on injuries of concern. Teachers should also call home to inform parents of any cuts or bruises that may have happened at school.

Medic Alert

It is the responsibility of the staff to be aware of the medic alert students in the school. These are students who may need extra support and/or require medical assistance (i.e. life threatening allergy, physical disability, or sever medical condition). Pictures of our medic alert students will be updated yearly and posted in the staff room, photocopy room and office. Under their picture will be individualized details of how to support this child if needed. If you have a medic alert student in your class, you will be given a medic alert picture to put in your handbook. In the case that you are away, **ensure that your TTOC has access to your staff handbook** and is aware of the medic alert student in your class. It is the teacher's responsibility to communicate with parents about special dietary restrictions that may be implemented in the classroom due to a student's severe or life-threatening allergy.

Staff members who have medical conditions that may impact their daily functioning (ie. Diabetes, Anaphylaxis) are encouraged to be open with staff so the adults in the building are aware of their condition and can help if necessary. If a staff member is willing to share confidential medical information, they are to let the principal know what they are comfortable sharing, and the information will be shared respectfully at a staff meeting directly by the staff member or by the principal.

Student Medication at School

The form **Request to Administer Medication** at school **MUST** be completed by the parent and the physician for medication to given at school. Medication cannot be administered without this physician's note. When medication is administered at school the medication is kept in a secure location in the office and each dose is documented. Medication is NOT to be kept in the classroom. Classroom teachers may not give or store medication for student to take medication (ie – a parent cannot send their child to school with antibiotics and ask a teacher to help administer at lunch time)

Field Trips and Student Travel

- Teachers are to stay up-to-date on the district's field trip policy posted on the website (AP 340 - [Section 300 - Students, Instruction and School Operations \(sd27.bc.ca\)](#))
- All field trips must be approved by the principal. Applications are submitted through the field trip approval link on **the staff portal (NO paper copies)** - [Home · Starter Portal \(powerappsportals.com\)](#)

- Teachers can send out a standing walking field trip for the year and then inform parents as best they can about when they will be taking students off site.
- Teachers are required to sign out at the office counter before leaving the school grounds. This is very important for *emergency procedures*.
- Teachers are to submit attendance to the office **before** leaving school grounds.
- Teacher’s responsibility to plan for medic alert students (asthma, anaphylaxis, etc) and take proper safety measures in case of injury or emergency (EpiPen, First Aid Kit, cell phone, etc)
- Parent chaperones who will be going on a field trip and will be directly supervising children other than their own **MUST** have a criminal record check on file.
- For student transportation other than on a bus please see district policy on transporting students
- Signed permission slips are filed in the office for *5 years after the trip*. Leave permission slips with the office when signing is complete with an attached copy of the field trip coversheet (location, date, etc)
- The secretary will provide the teacher with an emergency contact list to take on the trip.
- If taking the bus teachers must provide an attendance list for the driver

Type	Approval	Notice
In-District	Principal	2 weeks
Low risk	Principal	2 weeks
Out-of-District	Superintendent or Delegate	1 month
Moderate Risk Activity	Superintendent or Delegate	1 month
Special Field Trips	Approval	Notice
Student missing 5 or more days	Board	3 months
International	Board	10 months
Out-of-Province	Board	3 months
High risk activity	Board	3 months

Note: Extra-curricular sports travel in or out of district in BC is approved at the school level.

This is a guide. Refer to **AP 340** on district website for up-to-date information and regulations **BEFORE** planning your field trip

Supervision

Please be on time if you are on duty and ensure all students have gone inside **before** you do. If you are away, remember to indicate your supervision time and area in your day plan. While on supervision please circulate and be mindful of higher traffic areas and locations that may need more of your attention. **High Visibility Vests are mandatory** – each staff supervisor will be provided a vest (need a vest see the secretary).

Occupational Health & Safety

As per Work Safe BC, our school has a Health and Safety Committee comprised of four members – one from each union and administration. Committee members will be posted in the staff room on the OH&S bulletin board. The committee meet on a monthly basis and is responsible to do worksite inspections on a regular basis. If you have a Work Safe concern, please speak to the principal or a member of your school’s committee. Information regarding any hazardous material in the building is located in the Hazardous Materials binder (yellow) located in the office beside the intercom. If a staff member is injured at work, they are to report the injury through WorkSafe BC even if they do not believe the injury is serious or will result in loss of time at work. If you have been involved in a violent incident (student to staff) you must report it to the principal as soon

as possible and an investigation will ensue. See the [Health & Safety \(sharepoint.com\)](http://Health & Safety (sharepoint.com)) website for more information.

Fire Code

The School District Maintenance Department and the local Fire Chief do regular checks in our schools to ensure we are in compliance with fire code regulations. Fire code regulations stipulate that no more than 20% of a wall be covered with paper. The fire code also states that items can not be hung from the ceiling. Do not stack items on top of heating wall units and do not block exits or and keep the space around exits and doorways clear. The school is required to have 6 fire drills per school year (3 before Christmas and 3 after)

PROCEDURES FOR TTOCs & NTOCs

Welcome to Naghtaneqed School and thank you for coming!

Please read over the following expectations of a TTOC/NTOC and see the principal if you have any questions, concerns or require further clarification.

- _____ Please report to the office when you arrive and sign-in on the binder on the counter. Here you will also sign-out an inside door key and check for the day plan that may have been left at the office. Any supervision or special events will be shared with you at this time.
- _____ If you have never worked at the school before the principal or vice principal will take a few minutes to review the New Worker Site Orientation with you.
- _____ Read over the day plan and organize any materials. Please see another teacher of the office if you need help finding resources. We will all be happy to help.
- _____ Locate the Staff Handbook (required to be visible in each classroom) and check for any medic alert students that may be in your class. This will be posted directly in the front of the binder for any serious medical concerns – will have a picture of the student and ways to support.
- _____ Staff Handbook – also has information regarding the bell schedule and prep schedule, supervision map etc if this not left for you in the teacher day plan.
- _____ Ensure that you take attendance and have it delivered to the office by 9:20 am and 1:20 pm. There should be a paper attendance sheet in the Staff Handbook. If not, you can pick one up at the office.
- _____ Follow the teacher day plan as close as possible. Leave notes on the plan indicating what you were able to complete. If you were not able to complete an assignment please indicate why.
- _____ It is expected that our TTOCs / NTOCs stay at minimum 30 min after dismissal to ensure:
 - the classroom is clean and tidy
 - that a detailed note regarding student behaviour or other important messages is left for the teacher
 - that a skeletal day plan is left for the next day (very important if a different TTOC is in)
 - the ‘shape’ of the day is on the board for tomorrow (if teacher has it there)
- _____ Mark any work done during the day *if* asked to. This can be done during a prep or at the end of the day.

_____ If there is a scheduled prep time and nothing is requested of you in the day plan, and you are prepared for the remainder of the day you *may* see the principal or vice principal for direction.

_____ Remember to *sign the key back in* at the end of the day before you go home for the day.

At any time if you need help with the class for behaviors or resources do NOT hesitate to ask administration.

We hope you have a lovely day!

EMERGENCY RESPONSE BOOKLET

Revised August 2024

Naghtaneq Elementary Junior Senior School

SCHOOL EMERGENCY/SAFETY PLAN

SEPTEMBER 2024

SCHOOL EMERGENCY/SAFETY PLAN

Naghtaneq Elementary Junior Senior School has developed emergency safety plans that address site location specific needs. Each of the following sections includes information gathered to meet the needs of children and parents of our school community. The planning involves school district emergency response policy and procedure and includes consultation with administrators, school staff, RCMP, fire department, and other emergency medical services who could provide assistance in emergency situations.

The school's role is one of prevention and safety of the students and staff and reassurance of parents. The plan provides measures for the prevention of emergencies that can be anticipated and for the general safety of students and staff. **It anticipates the district's role of intervention and management should an emergency occur.**

The telephones in the building are in the general office, and principals' office. **There are two telephone lines in the school (250 - 394-7060).** If the power goes out, the school telephone system will not function. In the event of an emergency, a cell phone will be used to dial out. The school uses MyEducation for keeping student

records, including attendance and discipline. In addition to the computerized student records, the school keeps a paper record for each student.

Access to the building is through the front entrance and the back entrance.

LOCKED DOOR POLICY & PULL STATIONS

School doors are locked while class is in session with the exception of the main entrance which is left unlocked until 4:00 pm. Student designated doors will be unlocked at recess and lunch for students to enter the building during breaks. There are numerous fire alarm pull stations located throughout the school and the alarm system is connected to a private alarm company (1-866-691-5037), which notifies the appropriate emergency agency in the event of a problem.

STUDENTS PERSONAL SAFETY

Visitors to the school are required to check in with the office

At the beginning of the year, parents will be informed of procedures for picking up students during regular school hours. This will be done in our Code of Conduct and Newsletters. Parents are told that they must come to the office if they are to pick up a student prior to the end of the day. A member of the staff will go to the child's classroom or call down to the classroom to get the child. **Under no circumstance will a teacher release a child to anyone except school staff or the parent or guardian that is known to the teacher. If a teacher is unsure about custody issues or child safety they are to enlist help from administration.** Parents should phone ahead to the school if they are allowing/sending a person other than their child's normal parent/guardian contact to pick up. If a person other than the regular contact attempts to pick up a child, the principal or the vice principal will hold the child until parents/guardians can be contacted to confirm arrangements.

EMERGENCY EVACUATION PROCEDURES

The procedures in this section are site specific for Naghtaneqed Elementary Junior Secondary – location and infrastructure – and in accordance with the school district's Emergency Response Plan. Please reference the full Emergency Response Plan for a complete list of emergency type situations and your response to.

Staff in-service activities provide information about evacuation of the building and other emergency situations such as school lockdown and bomb threat. In the event of an emergency requiring evacuation of the school, the following procedures will be followed:

ALARM SIGNALS: All students and personnel will be familiar with the alarm signals used for specific purposes:

Fire	A continuous ringing of the fire bell will signal immediate evacuation of the building. Muster point in front of the field house
Bomb	A continuous ringing of the bell will signal immediate evacuation of the building, (same procedure as for fire).
Phone Threats	If anyone receives a threatening phone call, dial *57 immediately after hanging up (this is a call trace which goes directly to the RCMP). Then call police.
Lock Down	“Lock Down” will be announced over the intercom. Hunker in place. Goal is out of sight and quiet.
Hold and Secure	“Hold & Secure” will be announced over the intercom. Everyone in the building and students engaged in calm activity under direct supervision of teacher.

VOICE AND HAND SIGNALS

All students and personnel will be familiar with the voice and hand signals used for specific purposes. Voice and hand signals may be particularly useful when an emergency occurs while students are outside the building. Drills and practice will be used to teach the signals and the appropriate responses to those signals.

Shout: When appropriate, a shout or a loud whistle can be used to get the attention of students. If a bullhorn or whistle is available, it should be used.

When shouting is NOT appropriate or might endanger students, the following hand signals should be used:

Waving arms: Waving arms back and forth over the head means to follow. The students will follow in the direction lead by the teacher.

Palms down: Moving arms up and down with palms toward the ground will signal the students to get down to the ground wherever they are at that time. Teacher models action so student can follow.

Palms out: Pushing palms out, moving arms forward and back, will signal the students to move away from the center of the playground and to take shelter toward the edges of the playground.

FIRE ALARM

1. At the sound of the alarm, students will stand and await further instructions from the teacher.
2. Teacher will get the class list from the designated spot in the room.
3. Teacher will lead students out the door and determine route (use the route posted on the map in classroom unless an alternate route is needed). Have the last person in the line close the door if possible. Do not go back to do this if you forget.
4. Teacher will lead the class out of the building in an orderly manner to the muster point – *the parking lot*- and **take attendance** – send a **student to report your attendance** to the secretary.
5. All members must stay at the muster point unless otherwise directed. Re-Entry of the building is NOT permitted until ALL CLEAR is given.
6. Teachers on a prep meet their class at the muster point and help to take attendance.
7. **Students working outside their regular classroom are to use the closest exit and rejoin their class at the field house** (do not try to find/catch up with your class in the building)

8. **Attendance – ALL adults** must also report to the secretary. ****This includes volunteers working in the building. Send a student or co-worker if you cannot leave your student(s).**
9. Building will be cleared with the support of the custodian if possible. Once building is cleared everyone waits until Fire Department has authorized. We will use our designated safe location off-site – Mile 108 Community Hall – if necessary.
10. If the fire alarm sounds during a recess or lunch break go immediately to the muster point and assume the above responsibilities.

- EACH ROOM IS TO HAVE A FIRE ESCAPE PLAN POSTED ON THE WALL IN A HIGHLY VISIBLE AREA.
- REVIEW THE EMERGENCY EVACUATION PROCEDURES WITH STUDENTS REGULARLY.
- REFER TO EMERGENCY PROCEDURES IN TTOC DAY PLAN

IF YOU DISCOVER A FIRE:

- ACTIVATE NEAREST FIRE ALARM PULL STATION
- FIGHT THE FIRE ONLY IF IT IS SMALL AND YOU ARE NOT ALONE
- EVACUATE THE AREA BY THE NEAREST SAFE EXIT
- ASSIST MOBILITY IMPAIRED PERSONS
- GO TO MUSTER POINT – FIELDHOUSE

WHEN YOU HEAR THE ALARM:

- EVACUATE THE AREA BY THE NEAREST SAFE EXIT
- ASSIST MOBILITY IMPAIRED PERSONS
- GO TO MUSTER POINT

ASSIGNED ROLES – EMERGENCY EVACUATION

Principal/TIC: The Principal or Teacher-in-Charge will coordinate and supervise emergency management activities at the school until intervention by the superintendent or other designated district staff. When district staff have begun the management process, the Principal/TIC will supervise specific activities relating to the needs of the school, staff, and students. The principal will alert the superintendent or assistant superintendent as soon as possible.

Principal: The principal will clear the bathroom, gym area, lower classrooms and head upstairs to clear rooms along corridor 121 (counsellor’s room, lab, library, etc) and continue until meet custodian who is clearing rooms along corridor 128. If the custodian is NOT on shift principal clears entire school. Once the building is clear the principal will go out to meet the secretary on the field to supervise the emergency procedures.

Custodians: In the event of an evacuation while the custodian is on shift, the custodian will clear classrooms. The custodian will meet the principal at the muster point and confirm their area.

In the event of a ‘fire drill’ the custodian will clear their designated area, check in with the principal to ensure all emergency systems are functioning properly, silence the alarm and then reset the alarm panel and intruder alarm. They will conference with the principal about the effectiveness of the drill and submit the report to maintenance.

Secretary: The secretary will collect attendance records (including staff and volunteers sign in) and head out to muster point. The secretary will take the attendance of all persons in the building. In the case of ‘missing’ persons she will inform the principal asap. If needed, the secretary will help in contacting parents or other communication as needed.

Teachers: All teachers are to maintain their students at all times. Teachers will lead their students to -the muster point – front of field house. The teacher should not release students to anyone until ALL CLEAR has been announced. If the teacher is on a prep block when the evacuation occurs, they are to immediately meet their class at the muster point and relieve the ‘prep’ teacher of his/her duties and maintain their students.

Support Staff: If in a classroom support staff assist the teacher with the class evacuation. If working with a student outside the class, accompany the student to meet their class at the muster point and help the teacher with maintaining the class. Support staff are required to report to the secretary. If it is in the best interest of the student that they are supporting they should request another adult or student report in with the secretary on their behalf.

Prep Teachers/Librarian/Other: If you are relieving a teacher for their prep and the alarm sounds follow the same procedures as the classroom teacher. The classroom teacher will meet you at the muster point and relieve you of your classroom duties. Then report to the secretary to assist with other duties. All remaining staff who do not have responsibility for students at the time of the emergency should report to the secretary and support students as needed.

Lockdown Procedure - Goal – hunker in place / out of site / complete silence

This school-wide security alert protects staff and students from a threat such as an armed intruder and when it may be more dangerous to leave the building than to stay in a locked room. Lockdown will be initiated when:

- we have strong evidence of a dangerous situation.
- it is safer to stay in a secured area than to move through the building where threat may be encountered.

Lockdown Procedures and Policy:

1. Announcement - “**Attention all staff, students and visitors – Lockdown – Follow procedure**” and repeat.
2. Gather students into nearest room – check hallway and direct students into NEAREST room.
3. Lock classroom doors (school policy - interior doors remain locked throughout the day)
4. Close windows and blinds and turn off lights.
5. Hunker down in place out of sightlines and keep silent.
6. Ask students to shut off or silence all cell phones (complete silence is needed) / collect phones if necessary. Discuss why it is important to not use phones and practice procedure in advance.
7. Remain calm, reassure students, and wait for further direction.
8. If you are outside at the time of the Lockdown do NOT enter the building. Go to a protected area where you can hunker down and get out of site. Remain in place until the ‘all clear’ signal is given (3 bells)
9. If you are in a washroom at the time of the Lockdown STAY in this room, stand on the toilet seat so your feet can not be seen under the partition and remain silent until you hear the ‘all clear’ signal.
10. If you are in the gymnasium gather students into a change room or equipment room (preferably a room that will fit everybody). Lock the door behind you, hunker kids down and wait for the ‘all clear’ signal.
11. Remain in your designated area until you are direct by the principal – **ALL CLEAR is given over intercom followed by 3 consecutive bells.**
12. If the fire alarm sounds do NOT move unless directed by principal.

After ALL CLEAR:

- a) Teachers will take attendance. If students were in an alternate area (i.e. bathroom, LST room, gym, etc) they are to go directly back to their homeroom classes so teachers can include in attendance.
- b) Teachers and support staff remain with their students for a class debriefing and allow students to ask questions. A calming / low stress activity is to follow (trauma informed approach) Teachers and support staff are to concentrate on helping students process the experience and remain calm..
- c) Principal or available staff will come to your classroom to collect attendance and check-in and assist with students requiring support.
- d) This experience will be triggering and stressful experience for some. Be mindful / soft eyes. If you have an immediate concern, call the principal or secretary on their cell phone as the school phone may be busy. If you can't connect go directly to or send runner to the office.
- e) ALL available staff (not directly caring for students) are to report to the office to see how to help.
- f) A staff debriefing will be scheduled before the end of the day. This will be stressful staff as well and we will work together to support each other as needed.
- g) Administration will inform parents of the incident and

Hold & Secure Procedure

Goal – all in the building / doors locked / blinds closed / minimal movement through building / calm activity under direct adult supervision.

This school-wide security alert protects staff and students from a threat that is outside the building or an RCMP incident that is in progress in the community. In this case it is important that staff and students are in the building and out of the way of emergency response or dangerous activity that may be in the local area. Hold and Secure will be initiated when:

- we have strong evidence of a dangerous situation outside of the building or in nearby community.
- it is safer to stay in the building in a closely monitored and more controlled environment.

Hold & Secure Procedures and Policy:

1. Announcement - “Attention all staff – the school is entering a hold and secure” and repeat.
2. Staff gather students in the classroom. Close door and ensure it is locked (school policy - interior doors remain locked throughout the day)
3. Close windows and blinds. Lights can stay on as normal.
4. Check the hall for passing students and direct them to immediately go back to their classroom.
5. If you are working one-on-one or with a small group, take your student(s) back to the classroom and check in with the teacher. Goal is to keep the class together. If you are working with a student who will be calmer in an alternate setting, do so after you have checked in with the classroom teacher.
6. Have an age-appropriate conversation about why the alert has been called and discuss behaviour expectations in a calm manner. Focus on using language that explains that the procedure not only helps to keep kids safe but also allows emergency responders to do their job.

7. Behaviour expectations: **stay in the school**, remain with your class or designated adult, limit movement in the hallway, carry on with daily routine as closely as possible if able to do so safely.
8. If the Hold and Secure goes over lunch students will be directed to play quietly in their classrooms. Teachers may be **asked to stay** with their students or closely supervise so students safe.
9. If Hold and Secure happens during recess or lunch three consecutive bells will signal quick entry into the building and to the classroom.
10. Ask students to NOT use their cell phones. The school will communicate with parents as soon as possible when it is safe to do so.
11. ALL available staff (not directly caring for students) are to report to the office and check in with the administration to see how they can help.
12. Remain in Hold and Secure until ALL CLEAR is announced.

After ALL CLEAR:

- a) The principal will check in with classrooms to answer questions and help to debrief students / help with concerns.
- b) A debrief will be planned with staff before the end of the day.
- c) Administration will inform parents of the incident.

EXTREME WEATHER CONDITIONS – BACK UP SAFE LOCATION

If an emergency happens during extreme weather conditions parents/guardians will be contacted to come and pick up their child.

POWER OUTAGES, PHYSICAL SCHOOL PROBLEMS

Principal or TIC will contact Williams Lake SD27 Board to get an estimated time re-connection. If it is expected that the outage will last multiple hours, the principal will call the superintendent or assistant superintendent for a direction.

TRAINING / REVIEW AND REVISION

Staff and students will be trained in carrying out the emergency activities described in these emergency plans. This emergency plan will be reviewed prior the start of each school year and near the beginning of the second semester. The review will be made to determine the need for revisions based on changing situations, staff, or resources.

PHONE TREE

We have a phone tree that is updated each year. In the case that we need to get information out as quickly as possible we will engage the use of our school phone tree. There will be designated individuals on the phone tree who have the phone numbers, or a staff pod and these designates will contact the staff on their list and share pertinent information with staff.

Code of Conduct

Naghtaneqed Elementary Junior Senior School

Our Code of Conduct is designed to encourage students to respect themselves and others and to strive to do their personal best in all ways. The purpose and goal of this Code of Conduct is to promote a safe, caring, and orderly school environment. **Naghtaneqed Elementary Junior Senior School** promotes the values expressed in the BC Human Rights Code respecting the rights of all individuals in accordance with the law - prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, or sexual orientation. It is expected that there should be no acts of discrimination in any regard, including publications, accommodation, service, and facility in the school environment. The board and the school community will take all reasonable steps to prevent retaliation against a student who has made a complaint of a breach of this *Code of Conduct*. Efforts will be taken to maintain the dignity and right to privacy for members of our school community. Students, staff members, parents and coaches are required to meet the expectations outlined in this Code of Conduct.

Circle of Courage



Our code has adopted a medicine wheel concept, “The Circle of Courage,” which emphasizes social and emotional growth in one’s life. As the Circle of Courage proposes, it is important for children to grow and develop through the spirit of belonging, mastery, independence, and generosity. Research shows that children who are healthy both socially and emotionally are the best learners; children who display positive social-emotional traits are successful in school. (source: Brokenleg, Dr. Martin. 2007. *Reclaiming Youth at Risk: Futures of Promise: Reclaiming Youth Network*. “The Circle of Courage Philosophy”).

The general standard of behaviour for students falls under the following guidelines: Students must behave according to a Code of Conduct which recognizes the rights of,

- All students to learn.
- School staff members to perform their duties.
- Staff and students to work and learn in a safe environment.
- Staff, students, and parents to be treated respectfully.

The expectations of this code of conduct are intended to include all school related activities while students attending school, travelling to and from school, and while attending any school function at any location.

Naghtaneqed Elementary Junior Senior School community members...

- are RESPECTFUL,
- are ACCOUNTABLE,
- are INCLUSIVE and WELCOMING.

Expected general guidelines for behaviour of **Naghtaneqed Elementary Junior Senior School** students:

<p>Belonging - <u>I can be a respectful part of a group.</u> Belonging is an understanding that you are significant and that relationships of trust are important, so that you can say, "I am loved."</p>
<ul style="list-style-type: none">- Care about the feelings of others and help those who are hurt or in need- Respect the feelings, rights, and boundaries and bodies of others- Give people their space when they need it for thinking, learning, and working- Be inclusive and welcoming, make sure no one feels left out
<p>Mastery - <u>I can set and achieve goals.</u> Mastery is an understanding that you are capable and that you are learning to cope with the world, so that you can say, "I can succeed."</p>
<ul style="list-style-type: none">- Learning takes time and patience- Achieve through a growth mindset- Set personal goals and make plans to achieve them- Take pride in your achievements and celebrate growth- See mistakes as opportunities to learn
<p>Independence - <u>I can be independently responsible.</u> Independence is an understanding that you are powerful on the inside and that you have the will to make choices, so that you can say, "I have the power to make decisions."</p>
<ul style="list-style-type: none">- Be mindful of the consequences of your actions- Lead by example- Know yourself - be a self-regulated learner- Be a creative, critical, and flexible thinker- Make safe and healthy choices
<p>Generosity - <u>I can contribute positively to others.</u> Generosity affirms that you are a genuine human, and that your character is nurtured by concern for others, so that you can say, "I have a purpose for my life."</p>

- Be generous with your talents
- Be willing to share
- Respect and take care of our environment
- Be helpful and cooperative
- Stand up against injustice
- Solve problems in a fair and peaceful manner

Consequences for failing to comply with behavioural expectations:

When students demonstrate behaviour that is not in keeping with the ideas described above, a discipline response that is based on learning and restoration (making amends) is implemented. At **Schools** we reflect upon our choices, take responsibility for our actions, and make amends through a restorative action plan with consideration of the developmental levels, age, maturity and diverse needs of students.

Level 1: Initial, Minor Incidents:

Students can make mistakes; it's a natural part of the learning process. At these times we aim to acknowledge and learn from these mistakes. Most of these choices are minor and can be solved with the teacher and student(s) and may involve a small group or class meeting. A review of the Circle of Courage's qualities may be part of the restorative plan along with a decision - made with the student and the teacher - about appropriate restorative action (ex. apology, act that gives back to the individual/classroom/school).

Level 2: Repeated Behaviour:

At this point a discussion takes place with the student, teacher and principal or designate. The qualities from the Circle of Courage are reviewed with the student so they can assess their mistakes. A collaborative decision will be made about appropriate restorative action and the student completes a "Make Amends Plan" and a copy is sent home. The teacher or principal/designate may also request a meeting with the parents (or vice-versa).

Level 3: Serious Problems/Refusal to change:

The Circle of Courage presents opportunities for children to learn how to deal with conflict effectively. It is often during these bouts of conflict that children act in ways that are inappropriate or unacceptable.

Responses to escalated breaches of the Code of Conduct will vary based on the severity and context of the violation. There will be communication between the teacher(s), parent(s), student, and principal. The principal or designate will determine the level of intervention for the student(s) to succeed in school. There will be consideration for others impacted in the school community. There may be the possibility of in school/out of school suspension.

Rising Expectations: Students are expected to learn and mature as they move through successive grades, and as such the expectations progress towards increasing personal responsibility and self-discipline, as well

as increasing consequences for inappropriate conduct/unacceptable behaviour.

Serious breaches of the Code of Conduct

Suspensions: In accordance with the School Act, Sec. 85(2)(ii) and (d), and SD27 AP 320, the Board authorizes the Principal or designate of any school in the district to suspend a student from attendance at school for up to five days. Suspensions may be for the following reasons:

- a. A student is willfully and repeatedly disrespectful to a teacher or to any other employee of the Board carrying out responsibilities approved by the Board.
- b. The behaviour of the student breaches the District Code of Conduct or policy and/or has a harmful effect on others or the learning environment of the school.
 - For example, (POLICY – 311 ILLICIT SUBSTANCES) Students who are under the influence of, possess, use, gift, provide to other students or sell illicit substances will be the subject of appropriate disciplinary action and their conduct may be reported to the authorities.
- c. The student has failed to comply with the School Code of Conduct.

Suspensions over five days are made in consultation with the appropriate Director of Instruction as per District Policy. Serious breaches of conduct that threaten the safety and welfare of others will be referred directly to an indefinite suspension including a review from a representative of the Superintendent.

Family involvement

Under the Freedom of Information and Privacy Protection Act and/or other relevant legislation, it may be necessary to advise other parties of serious breaches of the District Student Code of Conduct.

School's Code of Conduct was established to ensure each child and staff member's safety. We ask for student and parental support in honouring our commitment to ensuring the safest learning environment for all. Parents can help in the following ways:

1. Discuss the Code of Conduct with your child.
2. Be in close contact with your child's teacher.
3. Should you have any further questions, please phone the school **(your phone number)**.

Special considerations may apply to students with diverse needs if these students are unable to comply with a code of conduct due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature.

Dress Code

Dress Code Guidelines

At our school, we strive to create a respectful and conducive learning environment for all students. To support this goal, we kindly ask that students adhere to the following dress code guidelines:

1. **Dress Warmly:** In our commitment to comfort and practicality, students are encouraged to dress warmly by wearing a t-shirt paired with a sweater. This combination ensures that everyone can stay cozy while engaged in their studies.
2. **No Hats or Hoods:** To maintain a clear and inclusive atmosphere, we request that hats and hoods be removed upon entering school premises. This helps us foster open communication and a sense of community.
3. **Properly Worn Pants:** Please ensure that pants are worn at the waist and fit appropriately. This contributes to a neat appearance and supports our focus on a productive learning environment.
4. **Appropriate Attire:** Clothing should reflect respect for oneself and others. We ask that students wear garments with appropriate words and images, avoiding anything that may be deemed distracting or offensive.

Thank you for your cooperation and understanding in upholding these guidelines. Your adherence helps us maintain a positive and respectful school culture.

Digital Devices:

We recognize that limiting personal device use while at school helps promote a focused learning environment and increases online safety. Our general expectation is to **please leave all electronics and valuables at home**. The school will not be responsible for any missing items.

Devices should not be accessed or used during school hours and will remain secured away. Specifically, students are not permitted to leave the classroom with their device during class time or break times and are not permitted to have them in bathrooms. Classroom teachers may set an appropriate range of classroom strategies for restricting use of digital devices. There may be times when devices are used specifically for instructional purposes and digital literacy; allowing for students' ages and developmental stages. Considerations will be made in regards to accessibility and accommodation needs, medical and health needs, and equity to support learning outcomes.

Students who fail to adhere to the school and classroom guidelines for digital devices may:

- Have their device taken away
- Be prohibited from having a device on school property
- Be suspended in accordance with AP 320—Student Suspensions

Development and regular review:

The School Code of Conduct is reviewed annually with stakeholders to ensure it meets the ministry requirements and the needs of **Naghtaneqed Elementary Junior Senior School**.

Medic Alert Students / Positive Behaviour Support Plans

Supervision

Phone Tree