

#  Student/Parent Handbook

## We are a community of motivated lifelong learners who are developing

##  the skills to be successful, productive members of a changing world.

***Updated November 1, 2023***

**2023-2024**

**FACTS ABOUT GSS**

**for Parents and Students**

1. There are about 340 students at GSS. The Principal is Ms. Kelsey Doolaar and our Vice-Principal is Mr. Mike Archibald. These administrators can be reached at 250-344-2201 or by e-mail if you have any questions about anything in this Handbook. The e-mail addresses are: kelsey.doolaar@sd6.bc.ca and mike.archibald@sd6.bc.ca. We also have a large number of teachers and support staff. In an effort to go paperless as often as we can, our School no longer uses a fax machine so please use the general email address instead: gssinfo@sd6.bc.ca.

2. Our School website is <https://gss.sd6.bc.ca>. It contains a great deal of information about GSS including links to teacher webpages, lunch forms, and school announcements/information items. VISIT OFTEN!

3. Our School Code of Conduct is called “GSS R.O.C.K.S.” It is posted in the School, and is also in our school calendar and on our website. R.O.C.K.S. outlines our **expectations for student behaviour** and means Respectful, Organized, Cooperative, Kind and Safe. Students who follow R.O.C.K.S. will be successful at GSS.

4. Lockers are assigned by School office staff. However for the time being students will not be using lockers because of COVID 19. Except in special circumstances, students are assigned individual lockers in designated areas; students are expected to use **only** the locker assigned to them for the year. Any change in locker location must be approved and recorded by the School administration. Combination locks are placed on all lockers by School staff and students are charged a $10.00 refundable fee. These locks are the only locks acceptable for use on the lockers at GSS. **Lockers belong to the School** **and are subject to inspection**. **Locks must be used (and locked) at all times.** Once the students no longer need to use the locker (usually after the last exam,) the students must ensure the locker is empty and clean. Grade 8, 9 and 10 students will need to leave their locks locked on their lockers while the Grade 11 and Grade 12 students will return their lock to the School office, in order to receive the full credit. This credit is rolled over to the next school year and is refunded when the student leaves GSS (graduates/moves).

5. School at GSS begins with a warning bell at 8:40 and the first class begins at 8:45 am. The school day ends at 3:15. There two classes in the morning (8:45 to 11:33) and two classes in the afternoon (12:27 – 3:15). We expect all of our students to be on time for all classes.

6. If students are going to be absent or late **for any reason**, parents must call the office to let us know. Failure to do this will mean that the student will appear truant on the daily attendance report.

7. If students have an appointment during the day (i.e. doctor, dentist, physio, etc.,) parents must send a note to the office, phone the office, or email the School in order for the student to be released. Students must always come to the office and follow the sign-out procedure.

9. **Picture Day** is at the end of September. This date is in the School calendar but is subject to change. Students will be advised as to when the picture is to be taken. Following picture day, students will receive 2 proofs, and will return the proof along with payment in the envelope provided. Photo packages will be received a few weeks later. Regardless of whether or not you purchase any pictures, the photos will be used in the yearbook, as well as student ID cards.

***\*\*IMPORTANT – RETAKE DAY INFORMATION:*** Prior to Retake Day, students who **did not** get their picture taken on the first picture day **must** obtain a picture envelope from the School office, select the package they want, enclose the payment for that package, bring it with them on Retake Day and give it directly to the photographer.

Students who **did** get their picture taken on the first picture day and are not happy with the proofs, must use the original envelope – write “RETAKES” over the original proofs. Students should select the package they want, enclose the payment for that package, bring it with them on Retake Day and give it directly to the photographer.

10. Our School has an Emergency Action Plan which is an in-depth plan for how we would respond in the event of an emergency. Should the School be evacuated during inclement weather, the plan calls for moving students to Alexander Park Elementary School. If, for some reason, we are not able to re-enter our building, students will be dismissed and bussed home if necessary. **Because it is not practical to phone parents in such a situation, it is imperative that each parent establish a protocol with their child (to contact you at work, to contact grandparents, etc.) to ensure their safe arrival home**. **This should be reviewed before school begins each year.**

11. Formal Student Progress Reports are issued after the end of each reporting period (there are four of these altogether.) All students will receive interim reports for each course they are taking in October. Some students will receive interim reports for their second semester courses in March. Students may receive an “I” (incomplete/in progress) report from a teacher (a copy will be mailed/emailed home) at any time during a term if progress in any course is unsatisfactory. Students who receive an “I” letter grade on a formal report will receive an “I” Plan at least once before the student receives a failing grade. These reports will indicate a specific time period available and a work plan to enable students to achieve a passing grade. Formal Parent-Teacher meetings are scheduled in October and again in March each year. The dates will be published in the newsletter and parents are asked to schedule appointments with teachers by calling the school administrative assistants during business hours (8:00 am – 4:00 pm.)

12. The process for distributing report cards is:

1. The School administrative assistant will email a notice out to all parents advising them that report cards are ready for pick up at the School office.
2. If a parent does not wish their child to pick up the report card to bring home, they are to phone the school to advise the administrative assistants of this.
3. Otherwise, report cards will be handed out to students with the direction that they bring them home to their parents.
4. If the report card does not successfully make its way home, a copy will be made available for you to come and pick up.

13. Final assessments are held in most subjects, in January for first semester courses and in June for linear and second semester courses. Grade 10, 11 and 12 students will have designated days at the end of the first semester. On those days, Grade 8 & 9 students will attend school as usual, but Grades 10, 11 and 12 are only required to attend school to write an exam if they have one or if they are scheduled in a Grade 9 class. At the end of the year, ALL students will have designated final assessment days.

14. We have a School Lunch Program that provides nutritious meals daily. Lunches must be **pre-ordered** and **pre-paid**. Forms are available at the office, as well as the on the GSS website. $10 and $25 lunch cards are also available and can be purchased at the School office.

15. Sports Teams – There are numerous sports teams that run practices and try-outs for students in all grades. Bantam is for Grade 8s, Juniors for Grades 9 & 10, and Seniors for Grades 11 & 12. Students must listen to announcements or watch the message board in the forum for dates and times.

**GSS Block Schedule**

|  |  |  |
| --- | --- | --- |
|  | **DAY 1** | **DAY 2** |
| **HOMEROOM** |  |  |
| **1st Period** | **A1** | **B2** |
| **2nd Period** | **B1** | **A2** |
| **LUNCH** |  |  |
| **3rd Period** | **C1** | **D2** |
| **4th Period** | **D1** | **C2** |

This schedule rotates between Day 1 and Day 2.

**Golden Secondary School & Golden Alternate Program Staff**

**ADMINISTRATION**

Ms. Kelsey Doolaar Principal

Mr. Mike Archibald Vice-Principal

**TEACHERS**

Mr. Ron Ainslie Personal Counsellor/Outdoor Ed/Support Services

Mr. Rhys Badenoch Home Economics/Athletic Director

Ms. Kyla Hambly Socials Studies

Mr. Steve Benty Physical & Health Ed. /Strength & Conditioning

Ms. Amanda Craigie Support Services

Ms. Nori Depretto English/FSL

Ms. Brianne Hagardt Digital Media/English/Social Studies

Ms. Tanya Hobbs Teacher Librarian

Mr. Leo Keefer Math

Mrs. Heidi Kimber Physics/Science

Ms. Rebecca Labonville Art/English/Drama

Mrs. Gloria Lowe Math

Ms. Marie-Eve St. Laurent French Immersion

Mr. Dave McPherson Band / Carrere FI

Ms. Evelyn Morett-Egener Learning Support Teacher

Mrs. Jennifer Petrovics Math/Science

Mrs. Rebecca Pilon Golden Alternate School

Mr. Jens Seidemann Technology Education/Science

Mrs. Lena Spicer Science/ Auto Mechanics

Mrs. Holly Turner Math/Psychology/Science

Mrs. Amy Angheluta Counsellor

**SUPPORT STAFF**

Ms. Poppy Bradburry Education Assistant

Ms. Nicole Case Custodian

Mrs. Jackie Franzen Custodian

Mrs. Christine McCarthy Education Assistant

Mrs. Wanda Anderson Lunch Program Aide

Ms. Angie McKinnon Youth Care Worker

Mrs. K. Bowne Mrs. Ann Purvis Education Assistant

Mrs. Navneet Rondeau Administrative Assistant

Mrs. Bridget Munroe Administrative Assistant

Mrs. Dana Setter Aboriginal Education Support Worker

Ms. Elizabeth Selby Education Assistant

Ms. Mineko Spring Youth Care Worker (GAS)

Mrs. D. Setter Mrs. Kim Strickland Library Clerk Typist

 Ms. Yvonne von Cznarowski Education Assistant

 Ms. Scout Wiebe Aboriginal Education Support Worker

Mrs

# Student Code of Conduct

In accordance with the School Act, School District #6 Board Policy, and the BC Human Rights Code, the GSS Student Code of Conduct has been developed in order to establish and maintain a safe, caring and orderly environment for learning by outlining expectations for student conduct, consequences for inappropriate student conduct, and the process for communication with parents. School officials are expected to act ‘in loco parentis’, therefore making decisions to ensure the safety of all students as would a judicious parent.

We believe that the conduct of students should, at all times, contribute to a safe and positive learning environment. Each student is expected to respect the rights and property of others, and to adhere to Board and school regulations and rules.

**The Golden Secondary/Golden Alternate Code of Conduct will:**

* Direct students toward responsible behaviour
* Maintain an orderly and positive school community conducive to learning
* Protect persons and property

**Scope of This Code of Conduct**

Except where a rule is expressly limited to time and place, this Code of Conduct applies to students of Golden Secondary/Golden Alternate School going to and from school, and to students engaged in or present at:

* any activity on school property whether during the regular school day, outside the regular school day or a day when school is not in session
* travel on a school bus or other transportation contract or arrange by the Board or School
* any activity sponsored by, organized by, or participated in by the School regardless of time or place

**Retaliation**

Golden Secondary, Golden Alternate and School District #6 will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of a code of conduct.

**Notification**

School officials have a responsibility to advise certain parties of serious breaches of the code of conduct. These may include, but are not limited to, the parents of the student offender, parents of the victim, school district officials as required by school district policy, police and other agencies as required by law and parents in general in order to reassure members of the school community that school officials are taking appropriate action to address breaches of the code of conduct.

**Video Surveillance**

Please be aware that school hallways and school entrances are monitored by video surveillance.

**BC Human Rights Code:**

In accordance with the BC Human Rights Code, students must not discriminate against others through publications, accommodation, service or facility. Students must not publish, issue or display, or cause to be published, issued or displayed, any statement, publication, notice, sign, symbol, emblem or other representation that indicates discrimination or an intention to discriminate against a person or a group or class of persons or is likely to expose a person or a group or class of persons to hatred or contempt because of race, colour, ancestry, place of origin, religion, marital status, family status, physical, or mental disability, sex, sexual orientation gender identity or expression, or age of that person or that group or class of persons. In addition, students must not, without a bona fide and reasonable justification, deny to a person or class of persons any accommodation, service or facility customarily available to the public or discriminate against a person or class of persons regarding any accommodation, service or facility customarily available to the public because of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or class of persons.

**Anti-Bullying: Charter of Rights**

* I have the right to be treated the same as everyone else.
* I have the right for no one to be unkind to me because of my colour or religion
* I have the right to work in a safe place, where there is no bullying
* I have the right not to be picked on
* I have the right to speak to a staff member I trust about something that is bothering me
* I have the right to speak out and be listened to

#### School Rules

#### Students shall comply with the School Rules authorized by the Principal and with the Code of Conduct and other rules and policies of the Board.

The teacher is expected to establish and maintain an atmosphere conducive to learning within the classroom. It is the responsibility of students to contribute to a positive learning environment for the sake of all learners.

Disciplinary measures must at all times be:

* In concert with District Code of Conduct and the School Rules
* Reasonable, bearing in mind the nature of the breach of conduct, and the age or mental ability of the student
* Capable of being enforced
* Administered impartially and consistently

**Student Consequences**

It is expected that all students will follow the Code of Conduct at all times The Code of Conduct is reviewed at the beginning of each school year and periodically throughout the year. Inappropriate behaviour is corrected by school staff when it occurs with the expectation that students learn to demonstrate the appropriate behaviour. We use Restorative Action, which involves reflective questions, restitution and mediation so that consequences are restorative in nature rather than punitive. Some actions may result in immediate suspension and possible referral to the District Discipline Committee. Consequences will be reasonable, bearing in mind the nature of the breach of conduct including special considerations such as the age, mental ability and disabilities of an intellectual, physical, sensory, emotional, or behavioural nature.

**\*Restorative Action**

Restorative Action emphasizes a relationship-based approach to misbehavior.

The main differences between Restorative Action and Traditional Discipline models can be illustrated by the basic questions that are asked:

|  |  |
| --- | --- |
| Traditional Approach | Restorative Action |
| What rule has been broken? | Who has been harmed? |
| Who did it? | What are the obligations and whose are these? |
| What sanctions do they deserve? | What can be done to make things right? |

**Principles of Restorative Action**

**Invite full participation and conversation**.

Provide an opportunity to dialogue between all those who have been harmed or who have caused harm. Outcomes decided upon must feel fair and reasonable to all participants. All those who feel they have a stake in a situation of harm or conflict at school can be invited to participate in dialogue around the issues and have a voice in the outcomes or decisions made. Students are particularly invited to be involved and have input, instead of decisions being made for them unilaterally.

**Seek full and direct accountability**.

In cases where certain individuals are responsible for creating harm, those people will be held accountable for their actions and appropriate reparation will be expected. Our everyday interactions and situations at school can result in hurtful words and actions, which damage relationships. As much as possible, restorative action seeks to bring those hurts to light and create space for healing and reparation, thereby fostering a healthier, more transparent school atmosphere.

**Heal what has been broken.**

A restorative response seeks to address the harm resulting from a conflict and do what is possible to help heal any and all those affected. When harm occurs at school, we can nurture an environment where we, both students and adults, are encouraged to take ownership for our role in hurtful behavior. We respectfully expect ourselves and others to be accountable for our/their actions in ways that are fair and reasonable.

**Reinstate where there has been division**.

Conflict can create outcasts, alienation, and distrust in the school community. Where possible, restorative action will help with the reintegration and repairing of relationships. Hurtful or damaging behavior in our places of interaction at school can create feelings of isolation and of being an outcast. It can result in individuals taking sides and developing an “us/them” mentality. As much as possible, restorative action aims to take stock of where divisions have occurred in our school community and work towards balance, understanding, and reconciliation.

**Strengthen the community to prevent further harm**.

Restorative action is future focused and asks the question “What needs to happen to reduce the chance of people being harmed again? In this way, the focus is not on punishment but how to create a healthier and safer community. Most school communities can ultimately use situations of harm to learn, grow, and change where necessary. When a school aims to implement restorative principles, we advocate for positive changes in order to make the school community a healthier, safer, and more just place for all.

**Golden Secondary/Golden Alternate School**

**Code of Conduct: ROCKS**

In order to create a safe, caring, learning environment at Golden Secondary/Golden Alternate, it is expected that all students are respectful, organized, cooperative, kind and safe.

**RESPECTFUL**

* We respect people, property, and school with respect.
* We are polite with our words and our actions.
* We listen and talk at appropriate times.
* We dress and act appropriately.
* We respect our own and others’ personal and shared space.

**ORGANIZED**

* We attend classes and arrive on time.
* We arrive prepared for class with supplies and completed assignments.
* We are prepared for all assessments.
* We keep our lockers clean.
* We take advantage of supports such as tutorial and lunchtime help.

**COOPERATIVE**

* We follow directions given by staff.
* We follow classroom rules and expectations.
* We try our best.

**KIND**

* We show empathy for others.
* We help others.
* We are positive, considerate, and encouraging.
* We stand up to bullying/harassment.
* We report incidents of bullying/harassment that we see or experience.
* We refrain from spreading rumours and saying unkind things.

**SAFE**

* We follow safety procedures for equipment and materials.
* We travel safely through the school and on school grounds.
* We are drug and alcohol free.
* We drive with care and caution.
* We do not use tobacco products or vapes on or near school property.

***Respect for School Environment***

Everyone must recognize and demonstrate pride in respecting his/her own and other’s property. This includes; but is not limited to, willful vandalism, computer misuse, plagiarism, theft, and graffiti.

***Violence, Intimidation, Harassment, Discrimination***

We do not tolerate physical violence, intimidation, harassment and discrimination in the school, on the school grounds or during any activity associated with the school. Physical violence includes unwanted physical contact between students such as, but not limited to, pushing, punching, and horseplay. “Assault” is the term used to describe physical violence from one student toward another person. “Fighting” is the term used to describe physical violence between two students. Intimidation, harassment, and discrimination refer to, but are not limited to, behaviour and actions which may be perceived as a threat to the safety and well-being of a person.

## Nut-related products and student allergies

## We strive to be a safe school and as such, no peanut-related food items are allowed at GSS at any time. GSS strives to be a Peanut Free School.

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## Aerosols and Deodorants

Aerosols and deodorants can trigger an asthma attack in sensitive students and staff. The use of aerosols and deodorants with strong, pungent smells are not allowed in school. Students should use non aerosol products.

## Weapons, Explosives, Fireworks and Lighting Devices

We will not tolerate weapons at school. No student shall be in possession of weapons or use an object as a weapon, with the intent to injure or harass, while under the school’s jurisdiction.

Students will not use or display any unauthorized lighting device (including, but not limited to matches, lighters, explosives, stink bombs, etc.) while at school or at school functions.

## Drugs and Alcohol Policy

Drugs, alcohol and vapes are not permitted in the building or on the grounds of Golden Secondary and Golden Alternate Schools. Students who consume, deliver, are under the influence of, or have in their possession any vapes, alcohol, illegal drugs or drug paraphernalia while on School property or involved with a School activity may be suspended. Drug paraphernalia includes, but not limited to, pipes, roach clips, needles, etc.

## Smoking, Vaporizers and Chewing Tobacco

## Smoking, using vaporizers and the use of chewing tobacco are not allowed anywhere on school property or in the areas adjacent to the school grounds.

## Skating/Wheels

Riders arriving on wheels to school (bicycles, roller blades, skateboards, etc.) must stop at the edge of school property and carry their ‘wheels’ either to their lockers or to the bike stand. A large “garbage can” is provided by the Learning Commons and in the grade 12 hallway for students to store their skateboards while in the building.

## Cell Phones, tablets, iPods, Laptops, and other electronic devices

Students are expected to use their electronic devices responsibly at all times. Students need to adhere to classroom policy regarding use. Photographs or videos of students or staff is not permitted unless prior consent has been given.

## Dress Code

It is expected that students dress in a manner conducive to a positive teaching and learning environment (similar to what would be acceptable at a job. We respect individual styles while we take into account the feelings of others. Staff and students are expected to wear clothing that is appropriate for the work setting. Students are not permitted to wear clothing or accessories that express messages of violence, hate, drugs, alcohol, profanity or sexuality. Students who choose to wear inappropriate clothing will be asked to change

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## Dances

Students may attend a school dance if they have attended school on the day of the dance and student fees have been paid. Doors open at 6:00 p.m. and close at 7:00 p.m. Students who may be late due to sports or work may obtain approval from the Principal before 4:00 on the day of the dance. Students who leave the dance will not be allowed to reenter. Dances end at 10:00. All school expectations apply. Students under the influence or in possession of drugs or alcohol will be required to have an adult caregiver pick them up from the school and will meet with administration prior to reentry to school.

## Student Parking

Students may park in the student parking lot at the back of the school. All student drivers are expected to drive defensively and follow the driving restrictions that accompany their “L” or “N” licenses.

# *Plagiarism*

Plagiarism is defined as “the practice of taking someone else's work or ideas and passing them off as one's own”. This includes text copied directly from the internet, a book, or another student’s work. Plagiarism is a serious infraction that will involve individual teacher restitution and may include administration.

***GSS Practice regarding NHIs:***

When an assignment has a due date and the student does not hand it in:

1. The teacher may assign a study hall or an X Block session with that teacher. If the teacher chooses, he/she may accept the completed work prior to the study hall and cancel the student’s study hall/X Block assignment.
2. When the student’s work is turned in, the teacher accepts and assessed the task as was the process with the “on time” work.
3. If the student does not attend the study hall, the teacher will meet with the student to make alternate plans and may contact the parent to support the plan.
4. When the student continues to replicate the cycle of assigned study halls, not attending and incomplete task completion, parent communication will take place and administration may be included.

## Acceptable Use Policy

Please follow this link: [http://www.sd6.bc.ca/About/Board/Policies/Documents/POLICY%20NO%206190,%20Information%20and%20Technology%20Management%20Acceptable%20Use%20Policy.pdf](http://www.sd6.bc.ca/About/Board/Policies/Documents/POLICY%20NO%206190%2C%20Information%20and%20Technology%20Management%20Acceptable%20Use%20Policy.pdf)

***Attendance***

Teachers take attendance at the start of every class. If a student is not in class, that student is marked absent, even if the teacher knows where the student is (i.e. team trip, vacation, in another class, etc.) The office supplies the reason for the absence and creates an excused absence if that is to be the case. Teachers monitor student attendance and identify students who have a pattern of unexcused absences. Teachers contact parents when attendance issues arise for students for individual classes. Administration reviews overall trends of attendance at school and will also contact parents with concerns.

***Lates***

If a student arrives late to class, it is recorded. If arriving late to class becomes an issue for a particular student, the teacher contacts parents to determine a classroom based plan of action meant to change the behavior (with or without admin support). If this intervention does not work, the parent is again contacted and the student is referred to administration.

***Student Absences***

When a student is absent from school, parents may request homework. In this case, teachers will be requested via email to leave work for him/her at the front office window. The work is brought to the office by 3:30, so that parents /siblings can pick up the work. Teachers may choose to email students and parents directly with assignments/tasks the student is able to complete while away. Parents will also be referred to the homework page on the school’s website.

***“I” Plans***

An “I” letter grade means that the student needs additional time to meet the expected learning outcomes for the course. G.S.S. uses a form to report “I” Plans to the student and his/her parents. The Plan describes the requirements that must be fulfilled in order for the student to meet the learning outcomes and a specific date for completion is given. No student shall fail a course unless at least one “I” Plan has been given previously for the course. Once the student has completed the plan satisfactorily by the due date, the outcome of the “I” plan is recorded.

***I.E.P.s***

Many of our students have Individualized Education Plans. Our Student Services teachers are responsible for the development and dissemination of the adaptations or modifications on such plans. Teachers are responsible for implementing the I.E.P.s in their classrooms and communicating any concerns or recommendations to the appropriate Student Services teacher. Student Services Staff are available to assist classroom teachers with adaptations/modifications as necessary.

***School Based Team***

The School Based Team is composed of the Support Services Teachers, Counsellors, Youth Care Workers, Aboriginal Education Support Workers, Education Assistants and Administration. The SBT meets regularly to discuss and make recommendations regarding students who have been referred to the team.

***FIPPA***

The Freedom of Information and Protection of Privacy Act (FIPPA) creates specific information and privacy rights regarding information that is collected or controlled by public bodies in B.C. Please refer to the website for more information: http://www.bclaws.ca/Recon/document/ID/freeside/96165\_00

***Counselling***

Counselling will be done by appointment only; if a student has an appointment during class time, the counsellor or youth care worker will come to the classroom to pick up the student.

***Study Hall***

Study Hall hours are from 3:30 – 4: 30 p.m., Wednesday and Thursday in Room 18.

A student may be assigned to Study Hall by a teacher when that student is behind in his/her work or as a disciplinary consequence when appropriate.

***Textbooks***

When textbooks are loaned to students, this is recorded. At the end of the year, students need to return all textbooks to the Learning Commons to avoid being charged for missing textbooks and/or library books.

***Fire Alarms***

Fire Exit plans are posted beside the door in each classroom.

1. When the fire bell rings, teachers ensure that they take their daybook and class lists,
2. close all the window vents, and close the unlocked door behind them as the class departs to their designated area. **Students not in class should either find their teacher once they have left the building by the closest exit or go directly to the flagpole to report in.**
3. Once outside, students are to remain together as a class, **with their teacher**, so that the teacher can take attendance to determine if all students are outside the building.
4. Teachers send a runner to the flagpole at the front of the school where an office staff member will take the attendance report.
5. Teachers and students are not to return to the building until the “all clear” signal has been given over the PA System, or until instruction to return to the building is given by an administrator.
6. If a fire bell rings between classes, leave the building at the nearest exit and report to the teacher of your previous class. The teacher meets their students at the outside location where the students of the previous class would have met.

***Lock Down Procedures***

If the PA system announces a lockdown, all staff and students should take cover immediately and remain hidden until hearing from the Principal that it is safe.

***Bomb Threat***

The fire alarm is sounded and fire drill procedures are followed. Wait for communication to move to the Rec-Plex, Arena, or APES gym.

***Course Outlines***

Course outlines are produced and shared with students for each class, after they have been approved by the Principal. Outlines describe the big ideas, curricular competencies and content of the course, give a timeline for planning, and explain the criteria for assessment and evaluation.

***Assemblies***

Classes are called to the gym over the PA system when a school assembly is to take place. Teachers remind students of appropriate behaviour before departing for the assembly.

***Announcements***

Announcements are posted on the television monitor that is located in the Forum and some announcements may be read just prior to nutrition break. Announcement forms are available on the counter at the office.

***P.A.C. Meetings***

Parent Advisory Council meetings are generally held the third Monday of the month. All staff members and parents are welcome to attend.

***Newsletter***

Ms. Doolaar emails home a newsletter monthly and submits an article to the local newspaper periodically.

***Learning Centre/Support Services***

In some cases, students are assigned support blocks to assist in their completion of courses. The goal, in giving students support blocks, is to provide extra time, guided help and a structured environment with the hope that they will be more successful in their learning.