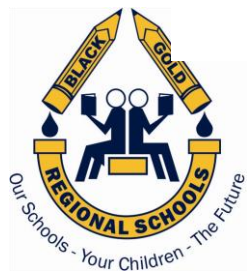




# École Beau Meadow School

4322-44 Street, Beaumont, Alberta, T4X 1K3  
Telephone: 780-929-2175 Fax: 780-929-6606  
Email: [ebms@gshare.blackgold.ca](mailto:ebms@gshare.blackgold.ca)  
Web page: <http://ebms.blackgold.ca/>  
Staff Blog : <http://everythingebms.blogspot.ca/>

## Staff Handbook 2019-2020



**BLACK GOLD  
REGIONAL  
DIVISION NO. 18**

310, 1101-5<sup>th</sup> Street, Nisku, Alberta T9E 7N3  
Telephone: 780-955-6025 Fax: 780-955-6050  
<http://www.blackgold.ca>

# Black Gold Regional Schools Info

## Board of Education

**Beaumont** – Robyn Steed  
**County Central** – Rebecca Eilander  
**County East** – Esther Eckert, Vice-Chairman  
**County West** – Shawna Ofstie  
**Devon** – Devonna Klaassen  
**Leduc** – Barb Martinson, Chairman  
**Leduc** – Sarah O’Gorman

## School Board Administration

**Superintendent** – Bill Romanchuk  
**Associate Supt. HR & Administration** – Calvin Monty  
**Associate Supt. Learning Services** – Norm Dargis  
**Associate Supt. Business & Finance** – Ruth Andres  
  
**Director of Student Services** – Dianne Butler  
**Education Technology Manager** – Ray McCubbing  
**I.T. Manager** – Barry Scheelar  
**Transportation Manager** – Sue Timmermans  
**Director of Finance** – Laurel Kvarnberg  
**Projects & Maintenance Coordinator** – Robert Krahn

## Strategic Plan

### CORE PURPOSE

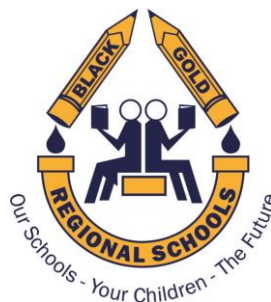
To Inspire Success

### CORE VALUES

Student-Focused Learning  
Relationships  
Supportive Environment  
Passion  
Managing Resources Responsibly

### CORE GOAL

By 2020 BGRD is the leading School Division in the province.



# General School Information

## Class Times

### **Regular Days - Grades 1 – 6**

|               |                          |
|---------------|--------------------------|
| 8:20          | Doors Open for Students  |
| 8:30          | AM Classes Begin         |
| 10:15 - 10:29 | Recess                   |
| 12:00 - 12:50 | Noon Hour                |
| 12:50         | PM Classes Begin         |
| 1:56 - 2:12   | Recess                   |
| 3:12          | Dismissal Bus Students   |
| 3:15          | Dismissal Other Students |

### **Early Dismissal - Grades 1 – 6**

#### **Mornings as above**

|       |                  |
|-------|------------------|
| 12:50 | PM Classes Begin |
| 2:30  | Dismissal        |

Early dismissal is on the first Wednesday afternoon of each month - except September. This is to allow time for staff meetings and professional development.

### **Kindergarten Times**

#### **Morning Classes**

|                   |                                |
|-------------------|--------------------------------|
| 8:20              | Doors Open for Students        |
| 8:30 – 11:20 a.m. | (Classrooms open at 8:20 a.m.) |

#### **Afternoon Classes**

|                   |                                 |
|-------------------|---------------------------------|
| 12:15             | Doors Open for Students         |
| 12:22 – 3:12 p.m. | (Classrooms open at 12:15 p.m.) |

Please do not bring children prior to the open classroom times listed above. **There are no kindergarten classes on the first Wednesday of each month (October – June).**

### **Pre-Kindergarten Times**

|                   |                   |
|-------------------|-------------------|
| Morning Classes   | 8:20 – 11:20 a.m. |
| Afternoon Classes | 12:12 – 3:15 p.m. |

No classes on Fridays – Family Orientation Sessions are held on Fridays (FOPS).

**School Staff**

| <b>CLASS</b>    | <b>TEACHER</b>                 |                       | <b>OTHER STAFF</b>   |
|-----------------|--------------------------------|-----------------------|----------------------|
| <i>Pre-K</i>    | Shannon Winters/Janis Sherman  | <i>LST</i>            | Jo-Anne Hendriks*    |
| <i>ECS Half</i> | Elise Sawchuk                  | <i>Counseling/LST</i> | Heather Lewis        |
| <i>ECS Imm</i>  | Angela McKenzie*               | <i>PE</i>             | Shawnesse Fearn      |
|                 |                                | <i>Music</i>          | Jo-Anne Hendriks     |
| <i>1J Eng.</i>  | Lynette Johnston               |                       |                      |
| <i>1S Eng.</i>  | Gina Schlase                   | <i>Secretary</i>      | Anne Buffel*         |
| <i>1B Imm.</i>  | Marietou Ba*                   | <i>Secretary</i>      | Nicole Wright*       |
|                 |                                | <i>Secretary</i>      | Olga Inkster*        |
| <i>2O Eng.</i>  | Jolisa Oliver                  | <i>Librarian</i>      | Nicolette Mulholland |
| <i>2 Eng.</i>   | Olivia Abbass                  |                       |                      |
| <i>2DImm.</i>   | Remi Desjardins*               | <i>Pre-K E.A.</i>     | Tammy Leibel         |
|                 |                                | <i>Pre-K E.A.</i>     | Karen Lavigne        |
| <i>3AEng.</i>   | Stacie Adams                   | <i>ECS E.A.</i>       | Julie Bryden         |
| <i>3W Eng.</i>  | Susan Woitt                    | <i>ECS E.A.</i>       | Wendy Wharram-Brown  |
| <i>3B Imm.</i>  | Carla Bowick                   | <i>C.N. E.A.</i>      | Brenda Bussiere      |
| <i>3G Imm.</i>  | Charlotte Garneau              | <i>C.N. E.A.</i>      | Debbie Streu         |
|                 |                                | <i>E.A.</i>           | Christine Gentles    |
| <i>4KE Eng</i>  | Shivonne Kerr/Elaine Engerdahl | <i>E.A.</i>           | Karen Williamson     |
| <i>4MEng.</i>   | Wayne McNamara                 | <i>E.A.</i>           | Jenny Astle          |
| <i>4B Imm</i>   | Adrienne Biever*               | <i>E.A.</i>           | Deanna Duhaime       |
|                 |                                |                       |                      |
| <i>5P Eng.</i>  | Sean Pellatt*                  |                       |                      |
| <i>5L Eng.</i>  | Morgan Lidkea*                 |                       |                      |
| <i>5T Imm.</i>  | Fadia Toufaily                 |                       |                      |
|                 |                                |                       |                      |
| <i>6C Eng.</i>  | Robin Carlson                  |                       |                      |
| <i>6G Eng.</i>  | Karen Gartner/Sara Rinaldo     |                       |                      |
| <i>6M Imm.</i>  | Brigitte Marshall              | <i>Custodial</i>      | Shernan Sy           |
|                 |                                | <i>Custodial</i>      | Yaneth Gomez         |
| <i>Admin</i>    | Jennifer O'Brien               |                       |                      |
| <i>Admin</i>    | Kerri-Lynn Hickman             |                       |                      |

# Learning & Working Environment

## General

- Keep noise to a minimum in the hallways and office area.
- Avoid socializing in the office and by the counselor's office.
- Children of staff members are asked to sit on the chairs and wait rather than enter the office or staff room areas.

## Maintaining Cleanliness

A clean tidy school says many things about what is happening throughout it. Not only does it maintain the physical integrity of the building, it teaches students responsibility, creates a warmer learning environment and assists our custodians in their challenging job. A component of an effective school is displaying respect for our environment and our surroundings. We will not just rely on the hard work of our custodians; rather we will work as a school community to assist with keeping our school clean.

- Keep classrooms, hallways and common areas clean, neat and tidy.
- Make it a daily routine to clean up desk and work area. Staff and students are expected to keep their workspaces free of clutter.
- Avoid piling boxes or bins up in rooms.
- Drink recycling containers in classrooms must be emptied and recycled every week. (This keeps our school free of flies and smells.)
- Put items away in their designated spot. Avoid leaving them somewhere for someone else to put away or clean.
- If something is in need of repair, please let the office know. Office staff will be responsible for sending in work requests. Other items are associated with a cost to the school will need to be requested through Admin.
- Staff should store their personal items at home.
- Do not bring old or unwanted furniture or other items to school. Anything of this nature that comes into the school needs to be authorized by admin.

## Staffroom

- Make a new pot of coffee if you take the last bit of coffee or turn the coffee pot off if there is only a little bit of coffee left in the pot.
- Clean up after yourself.
- Avoid dumping unwanted items in the staffroom.
- Recycle items in the appropriate containers.
- If an item needs to be replenished (soap, coffee, milk, cream etc.), please let the office know.

## Scent Aware

- Scented products can adversely affect a person's health, some or all of the following symptoms are reported such as headaches, nausea, upper respiratory symptoms or skin irritations.  
Scents come from various products:  
Personal hygiene products (soap, shampoo, body wash, deodorant)  
Cosmetics (makeup, perfume)  
Cleansers (laundry detergent, fabric softener, air fresheners, cleaning products)
- Be cautious when using scented products. Avoidance is appreciated!

## School Spirit

- Students, visitors and staff are invited to dress casually on Fridays. This gives everyone an opportunity to wear school T-shirts (if they have them), or other favourite casual outfits.
- Students, staff, and parents are also encouraged to participate in our monthly theme dress-up days.

## Administration Team

### **The Principal and Assistant Principal:**

- direct the management of the school;
- ensure that instruction provided by teachers is consistent with the courses of study and education programs;
- evaluate programs offered in the school;
- ensure that students meet the standards of education;

- maintain order and discipline in the school and on the school grounds and during activities sponsored by the Board;
- promote co-operation between the school and the community that it serves;
- supervise the evaluation and advancement of students;
- supervise/evaluate the teachers employed in the school.

### **Ecole Beau Meadow's 3 Tiered Programming**

The goal of our Counseling and Learning Support programs is to provide support to classroom teachers who have students who are having difficulty experiencing success in an inclusive educational setting. We follow these guidelines when looking at support (which may involve assistance from the FSLW):

- **Universal programs:** Supporting and/or creating and implementing school-wide programs such as the Mind Up program and Character Education assemblies.
- **Small Group programs:** supporting and/or creating and implementing small group support such as friendship skills, anger management, anti-anxiety groups, friendship groups, etc. (can be through FCSS, or FSLW).
- **Individual programs:** Supporting and/or creating and implementing individual support such as 'Check-in/Check-out', individual referrals, or one-on-one support within the school.

Both the Counselor and the Learning Support Teachers (LST) are a part of the school based support team and can assist you in the following ways:

### **Counselor's Roles Include:**

- Assisting in the development and provision of a comprehensive guidance and counselling program to assist all students.
- Coordinating universal programs and activities that assist students in the development of personal, social, educational and career growth (through Character Education Assemblies (CEA), class visits for whole group instruction on a specific topic, or individual meetings on a case by case basis).
- Running the school Student Wellness in Action Team (SWAT).
- Facilitating the coordination of support services in a school
  - Completes online referral process for students requiring:
    - psycho-educational assessment
    - behavioral assessments
    - file reviews
    - program consultations
    - family school liaison worker's (FSLW) services
    - speech and language service
    - occupational therapist service
  - Completes any individual student assessments (i.e. WFAS / Keymath) that are required prior to assessments.
  - 'Success in Schools' (SIS) Point Person – Permanent Guardianship Orders (PGO) which could be temporary or permanent.
- Acts as a liaison between outside agencies and the school (FSLW, LASHP, AHS, Children's Services, Mental Health etc.) for the delivery of programs.
  - Arranges meetings for teachers and outside agencies.
  - Assist teachers in completing forms/packages/letters for outside agencies.
- Assisting parents in accessing community resources (FCSS, Leduc Mental Health, Parent Link, etc), as well as meet with them regarding questions or concerns.
- Providing 'Lunch and Learn' professional development sessions on a variety of topics for teachers and Educational Assistants.
- Assisting in the delivery and interpretation of the OURSchool survey.
- Assisting in class composition decisions and organizes transitions for students.
- Organizing student record files (incoming/outgoing), including Cumulative Records/Student Record Files (CUM's).
- Attending division counsellor's meetings, Beaumont Counselor's Cohort meetings (Beau-hort) and share out information with school-based staff.
- Professional practices and development: attending professional development opportunities and engaging in ongoing professional learning.

### **Learning Support Teacher Roles Include:**

- Providing interventions or remediation for identified students: e.g. Precision Reading, core language tutorials to help improve comprehension of concepts, 'check in/check out' for students with emotional/behavioural difficulties.
- Providing support and assistance to teachers in developing, adapting and modifying programs for students who have learning disabilities/difficulty learning/difficulty experiencing success in an inclusive educational setting.
- Providing some small group learning support in and out of the classroom (not meant to be long-term for any students).
- Team or co-teaching in classrooms to support student learning (DIBELS, Daily Five, modeling strategies etc.). This includes coordinating release time for staff involved in planning.
- Providing teachers with information related to incoming students who will require adapted/modified programs.
- Providing support and guidance to educational assistants regarding strategies for working with students.
- Providing professional development sessions on a variety of topics for teachers and Educational Assistants.
- Assisting teachers with locating resources.
- Supporting teachers in ISP – Instructional Support Plan development and implementation.
- Completing diagnostic assessments to assist teachers with program planning.
- Assigning Students Services' Neos and Netbooks, ensure they are signed out to students and sends in Tech Requests to have them set up and when they are not working.
- Completing requests for accommodations and exemptions for Provincial Achievement Tests
- Completing ESL Testing as needed.
- Liaising with parents as needed.
- Liaising and meets with Alberta Health Services (Occupational Therapists, Speech and Language Pathologists, Health Nurse).
- Liaising and meets with Black Gold Regional Schools Student Services personnel (Technology Support, Family School Support Worker, Educational Consultants).
- Attending all division-hosted sessions for LSTs and share out information with school-based staff.

### **Office Team:** (this is a guideline)

#### **Anne**

Kitchen & Coffee Fund supplies  
Reimbursements  
Verifying Keys/Fobs  
Teacher/EA Absentee and timesheets  
Substitute sign in  
Money Collection  
Field trip permission form creation & Acorn

#### **Nicole**

Student information changes in PowerSchool  
Attendance  
Field trip folders & Bus Bookings  
Attendance Summary sheets for report cards  
Accident & Medical Forms  
Hot Lunch Program  
Help with School Newsletter

#### **Olga**

Student information changes in PowerSchool  
Attendance  
Power Teacher Pro (Gradebook)  
Parent Volunteer Forms  
Substitute sign in when Anne is absent

### **Healthy Interactions**

Healthy Interactions is a communications and conflict-resolution program that we use in our school division. It focuses on the following:

- Understanding conflict and conflict resolution.
- Developing and practicing new communication skills to deal with conflict.
- Handling concerns in a consistent, comprehensive and interest-based manner that is fair to everyone.
- All new teachers to the district will be required to take the training.

### **Inclusive Education**

Inclusion is about ensuring that each student belongs, no matter what their language, cultural background, ability, disability, gender or age; all students are valued. This helps all students be better prepared to value the diversity that is present in our communities (Government of Alberta, 2011).

Following are some of the key areas that reflect inclusive practices:

- Embedding capacity building strategies across the school community allowing for more seamless transitions for students between schools and grade levels
- Implementing a collaborative model that advocates a collective responsibility for the success of each student
- Accessing a continuum of supports and services that are necessary for the success of all students
- Taking a strengths-based approach to meeting the needs of all students by placing the emphasis on what students can do, rather than the individual's limitations
- Shifting the focus from changing the student to changing the student's environment so that all students have the supports they need to be successful and achieve their outcomes
- Respecting and using data gathered at all levels of the system, beginning with the teacher and family, and including the specialist reports to honour the expertise that lies at every level
- Teachers are using a multitude of resources to assist with particular needs. (Assistive technology, learning strategies, accessing outside services, etc.)

We believe that students should be included in their classroom instruction as much as possible. We endeavour to provide support and resources to the classroom rather than pulling a student out.

### **School Council**

- School Council members contribute their time and efforts every month in scheduled meetings and every week in volunteer capacities to foster school spirit and student success.
- It is imperative that the school, along with the School Council, work as a team to ensure the best possible education for all students. Parental input is critical to the decision making process.
- Council meets the 3rd Tuesday of each month.

### **FOIP**

(Freedom of Information and Protection of Privacy Act)

- Staff members must familiarize themselves with this act. It is important that staff keep this act in mind in their daily endeavours.

### **Photographs**

- Once parents or other members of the public are invited, the event becomes a public event and anyone in attendance may take photographs without obtaining consent.
- Classrooms are not public places. However, if you invite parents to a classroom play, the event is now considered public.
- Staff may take photographs of students for use within the school. No need for parental consent for these photographs.
- Photos or CD's for distribution outside the school requires parental permission.
- Parental consent is required for photos/work being used outside the school in a non-public event.
- Schools are permitted to include a photograph of a student in a contact information system directly related to educational services & programs (PowerSchool/ Destiny).



### **Parent Information**

- Parent phone numbers, addresses and email addresses cannot be shared with other parents.

### **Outside Agencies**

- Schools must disclose student's name, address, date of birth and gender as well as the school's, name, address and telephone number of the student's parent if requested by the Health Authority.
- Police officers have the authority to collect and the school may disclose personal information of a student to assist in a law enforcement investigation.
- Child welfare workers can collect and the school can disclose personal information necessary to assist in a child welfare investigation.
- Schools can disclose information for the purposes of enforcing a maintenance order.

### **Student Names**

- Labelling lockers, boot racks, etc is permitted.
- Student names can be disclosed as part of an email exchange if part of the educational program.
- Any time names or photos are put on a web page, parental consent is required.
- Teachers can provide student first names for a specific purpose (Valentine's Day etc.).
- Releasing student names to swimming or skiing instructors is permitted.
- When meeting with a parent, teachers should never refer to another student by name, (i.e., Student 'A' hit your child when on the playground).

### **Students' Marks & Achievements**

- Students' marks should not be called out, posted or shared with other parents. Maintaining the privacy of a student's marks and achievement is critical.
- Students cannot correct other student's work unless it is done for an educational purpose such as group learning activities.
- Notes taken regarding a student's behaviour or academic progress could be requested for review by that student's parents/guardian.
- Student Record Files must be kept current and reflect FOIP regulations.

\*\*Please see the Ecole Beau Meadow Assessment Plan for detailed information.

## General Staff Information

Entering & Exiting School After Hours: The security system has two parts: Interior Motion & School Perimeter.

### Entering the Building

- Swipe your FOB on the Reader outside. Light will turn green, door will click. Open the door. Enter the building. Enter your CODE to disarm the building.
- \* WRITE YOUR NAME ON THE WHITE BOARD BY THE PANEL \*

*In the event that you accidentally set off the alarm, IMMEDIATELY call the monitoring station at 780-488-3777. You will be required to identify yourself by your confidential security code.*

### Exiting the building

- Erase your name from the white board. Ensure there is no one else in the building.
- To Arm: Press 'AWAY' – hold for 2 seconds until beeping starts then enter your four digit code.
- Then FOB OUT. You MUST ALWAYS pass your FOB by the FOB Reader when leaving the building. You now have 15 +/- seconds to open the FOB Reader Door and exit the building. Do not push the crash bar – just push on the door. It will open if you have used your Fob correctly.
- Before leaving, you MUST ENSURE the FOB Reader door is also firmly latched to achieve true contact. FIRST ALLOW TIME for the light on the FOB Reader to turn from GREEN to RED BEFORE testing/pulling on the door.

### IF THE ALARM GOES OFF

- Punch in the code. Go to the front desk phone. Phone the monitoring company, the number is underneath the phone on Nicole's desk.
- Identify yourself and give them Beau Meadows code name/number. The Beau Meadow code name/number is also located immediately under Nicole's phone. Go reset the code and exit as above. If the alarm will not set, phone the monitoring company again. Tell them the problem and leave without setting the alarm.

There is a \$150 charge to the school if a call goes into Black Gold.

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### School Keys

- It is very important that you have your school keys with you at all times when at school. In the case of a lock down call, you will need to secure your classroom with your key. All classrooms have the same key.
- Please go through the office for any assignment or change in keys.
- Inform the office immediately if you lose your key or FOB. If you lose your FOB, Black Gold will cancel your fob number and reassign you a new number – for security purposes.
- All keys must be turned in to the office if you are leaving Beau Meadow School or going on leave.

### School Safety

- Staff are responsible for the safety of students and the careful use of the school and its facilities. Students must be trained in matters of safety. Minor cuts and bruises – student is given first-aid treatment and returned to class.
- Accidents that may warrant medical treatment: head injuries or other serious injuries. Please send the student to the office or call the office for assistance if student cannot be moved.

### Accidents and Injuries

- If a child gets hurt at school, please be sure that you inform the parents as soon as possible about the injury. It is much better for parents to be called by you than for the child to go home and explain the accident. Appropriate supervision of students will prevent most accidents.
- In the event of a serious injury, the office will contact the parents.
- In the event that a parent cannot be reached, the Principal or designate will transport the injured child to the emergency ward of the hospital and make further attempts to reach the parents.
- In extreme cases, Emergency Services Personnel (911) will be contacted for guidance and transportation. (Parents will be provided with a copy of the BGRS Accident Insurance form to cover the ambulance ride)
- Do not forget to fill out an "Accident Report Form" (brown) if necessary and give it to the secretary to file. These are located in the office. Please ensure that all parts of this form are completed. Accident forms MUST include the names of all adults on supervision at that time – even if they didn't see it happen.

- Use universal precautions (gloves) AT ALL TIMES when handling body fluids and inform the office so custodial can sanitize.
- We ask that you use your good judgment when students say they are hurt, not feeling well and ask for ice packs or want to go home.
- If YOU get hurt please inform the office immediately. All injuries need to be reported to Central Office by Admin.

### **Medication**

- No medication will be administered by school personnel without a signed medical procedure request/waiver form filled out by parent.
- The medication must be in the original bottle with name and dosage instructions (prescription label). Over the counter medications cannot be administered without a prescription label.
- The teacher should then give the medication to the office staff for access as required. The medication is in a locked cupboard in the medical room.
- The Medication Log must be filled out with time, signature, and dosage given when medication is administered.
- Please note: Epi-Pens should be kept within immediate access of the student who may require it, (ie fanny pack) however the log still needs to be signed in the event of administering an Epi-Pen.

### **Crisis Response Manual & Drills**

- Staff should be familiar with the Hour Zero training modules and the various drill procedures. All staff must complete and be familiar with the Hour Zero training.
- The Hour Zero folder is located in the clear folder by the classroom doors for quick reference as well as for substitutes. This should be taken with you if you go outside.
- Keep a copy of the staff phone fan out at home in the event you need to use it.

### **ID Tags**

- All staff must be wearing an Identification tag at all times. The lanyard must be a breakaway lanyard.
- Staff should also wear their ID tags on fieldtrips outside of the school. This identifies you as school personnel.

### **Staff Meetings**

- Regular staff meetings will be held on the first Wednesday of each month. It is a professional obligation for all teachers to attend staff meetings. Please do not schedule medical appointments or ask to leave early on staff meeting days.
- Support staff should attend staff meetings if it falls in their normal working hours. Administrators may call other staff meetings for a variety of reasons.
- In order to keep the meeting moving along, please save the socializing part until the end of the meeting and listen when others are talking.
- Staff should not be doing marking or work preparation during staff meetings. Please come prepared to be attentive to the speaker.

### **Supervision**

- We are legally responsible for students during school hours. Please ensure you are on time and vigilant in the supervision of students.
- If you are away from school on a fieldtrip, switch supervision with a colleague and let the office know who is covering your supervision.
- A supervision schedule is distributed to all staff at the beginning of the year. Supervisors are to wear orange vests so that they can easily be found by students and bring their phones in case of emergency.
- When you are absent from school please ensure you list your supervision duties on your plans.

### **Playground Safety**

*Proper supervision is a key component to student safety on the playground. To be an effective supervisor, the following steps will assist:*

- ✓ Ensure the equipment is used properly;
- ✓ Ensure students are not using the equipment beyond their physical ability;
- ✓ Monitor and control the number of students who have access to the equipment;
- ✓ Be in a proper position to observe all participants;
- ✓ Anticipate hazardous situations;
- ✓ Enforce safety rules and sanction students not following the rules; and,
- ✓ Check children's clothing and shoelaces to ensure there are no potential hazards.

### **Indoor Recess**

- Kids stay in their classes; teachers coordinate with those around them to supervise the classes (hallway partners). Supervisors (outside) to roam and take any students misbehaving with them.

### **Non-Violent Crisis Intervention:**

- There are a number of staff trained in N.V.C.I. in the school; both in level I and II.
- Protocols on emergent situations:
  - Anyone who is in need of assistance with a student who is escalating please call "TEAM". If you hear someone calling TEAM and you think they are not able to call the office to announce please do this for them right away.
  - If you have your NCVI training and hear TEAM, please go to the location announced if you are able.
  - Anyone can call a 'Shelter in Place'. Again, all we need is contact with the office staff and an announcement can be made. If you hear the Shelter in Place announced please follow the procedure and wait for the 'All Clear'.
- In using non-violent crisis intervention you need to ensure that:
  - You always work to de-escalate an escalating, potentially violent situation;
  - You ask for assistance from team members (use of walkie-talkies);
  - Your intervention is used only to respond to violence or an escalating situation;
  - You debrief about the incident with Admin; and,
  - You document what has occurred as soon following the incident as possible and submit a copy of it to the office (blue form).

### **Reporting Protocol for Abuse/Neglect**

- Please refer to the Alberta Government document :  
[https://education.alberta.ca/media/1224659/suspect\\_child\\_abuse-what\\_schools\\_need\\_to\\_know.pdf](https://education.alberta.ca/media/1224659/suspect_child_abuse-what_schools_need_to_know.pdf)

### **Telephone Use**

- Unless it is an emergency, staff will not be called to the phone during class time. Messages will be taken and placed in your mailbox.
- If you are expecting an important call and would like the call put through – please notify the office.
- Long Distance Calls: If you need to make a long distance call please make arrangements with the office staff.

### **Announcements**

- Announcements are made each morning followed by O'Canada. All students and staff are asked to pause and listen while announcements are being made. This includes in the hallways, gym and office.
- Staff wishing to make an announcement should place it in the spreadsheet by 8:30 that morning. If your class misses announcements please open the announcement template and read them to your students.
- Announcements may also be made on an as needed basis just before recess/noon and just before the end of the day.
- It is recommended that the homeroom teacher make notes on their whiteboard regarding announcements pertinent to members of their class.

### **Dress Code**

- In keeping with our desire to present EBMS to the public in a professional manner, the following are some guidelines for dress:
- Use your professional judgment.
- We dress up when we are placed in the public eye. Ex: Board visits, Parent Teacher Conferences, Christmas Concerts, and/or other public performances.
- Clothing should be clean, neat and in good repair.
- Attire should be appropriate to the educational setting in which we work: PE attire for PE days, not wearing dressy clothes for painting days, etc.
- Spaghetti straps, tops showing your midribs, and very short shorts, yoga pants or short skirts are not appropriate attire for the classroom.
- Blue jeans or School Spirit wear can be worn on the last instructional day of the week.
- Clothing to accompany school spirit days and events is encouraged. Ex: Halloween, Rodeo Week, School Sporting Events, etc.

### **Coffee / Tea Fund / Kitchen Fees**

- If you choose to drink coffee, tea, hot chocolate from the staff lunchroom, please pay the requested fees. You will be informed of these fees at the August staff meeting. Depending on consumption you may need to pay extra throughout the year.
- Kitchen fees are required of all staff using the kitchen area including microwaves and dishes.
- Guests should not pay for their coffee. The school provides funds to cover the costs for complimentary coffee to guests and volunteers in our school.

### **Kitchen Clean Up**

- Staff groups will be asked to sign up at the beginning of the year.
- Thanks to all those who help clean up even when it isn't their turn. Help by cleaning up after yourselves!

### **Community Kitchen**

- The Community Kitchen is equipped with a fridge, stove, and freezer. Users are responsible for cleaning up (dishes, stove, etc.) when finished. Please do not remove any items from this kitchen.
- Please do not leave stove items in the fridge or freezer. The fridge and freezer are used for our school hot lunch program.

### **Volunteers & Visitors**

- Parents are welcome to visit their child's classroom as long as it does not interrupt the learning situation for students and it has been approved by the teacher.
- All visitors and volunteers to the school must sign in at the front of the school wear a visitor tag to make others aware that they have signed in. They must sign out and return the tag when leaving the school.
- If at any time you see someone you believe should not be in our school, please notify the office immediately. Please do not hesitate to ask someone not wearing a volunteer or visitor tag to go and sign in.
- All volunteers must have filled out a Volunteer Registration Form prior to volunteering. These are to be submitted to Jenn.
- Parent volunteers for fieldtrips must be advised of their role and responsibilities prior to the fieldtrip.
- Teachers are encouraged to use volunteer help as much as possible in carrying out class projects, activities, etc. However, discretion should be used as to what tasks are assigned to them. Volunteers should not be used for jobs involving confidential matters such as entering student grades in grade books, correcting, evaluating, entering health information in student records, testing, etc.
- Please remind parents if you are inviting them into your classrooms for more public events that not all parents post pictures of their children on social media. Please remember this when choosing which pictures you upload to your own social media accounts.

### **Hot Lunch (Fun Food Friday)**

- The school's hot lunch program is run by volunteers and occurs on Fridays and sometime Thursdays. All lunches will be in the EBMS calendar.

## **Social Committee**

*Beau Meadow Social Committee Guidelines Updated September 2017*

| Occasion  | \$ Amount                           |
|---|-------------------------------------|
| Birth/adoption of a child of staff member   | \$ 50 Gift Card                     |
| Marriage of Staff Member  | \$ 50 Gift Card                     |
| Bereavement of an immediate family member: spouse, child, parent, grandparent, sibling. | \$ 25 donation to charity of choice |
| Other bereavement   | Card                                |
| Staff illness or medical leave (1 week+)  | \$ 25 Gift Card                     |

|   |   |
|---|---|
| Farewell Gift                                   | <or=1 year \$10, >1-5 yr \$25,<br>6-10yr \$50, 20+ \$75 |
| Retirement (does not include farewell gift)     | \$75  |
| Custodian and Maintenance December Holiday Gift | Social Committee will coordinate a staff collection.    |
| Staff Christmas Event                           | S.C. may subsidize event up to \$5 per staff member     |
| Staff Year End Event                            | S.C. may subsidize event up to \$5 per staff member     |

Notes:

- The Social Committee will use discretion to disperse any other monies as required.
- If someone on staff decides to collect money to buy an extra gift for someone in addition to what is provided by the fund, it is totally at the discretion of individual staff members whether they participate or not.
- The social committee charges \$30 for all teaching staff and \$15 for support staff.

## Administrative Procedures

### Collection of Money

For security and accounting purposes, teachers must comply with the following procedures when collecting money:

- All money must be locked up. Please send it to the office for safe keeping if you do not have a lockable cabinet in your classroom.
- All Fundraising, School Fees and Hot Lunch money should be sent directly to the office in the red plastic folder provided.
- All money for sports or choir events should go directly to the teacher who is organizing the event.
- Teachers are responsible for collecting classroom fieldtrip funds. Check the cheque amount and count up the money. Fill out money form (red) and submit to the office. Money on the form MUST balance. It will be returned to you if it doesn't balance.

### Classroom Budgets/Tools for Learning

- The administration allocates funds per classroom based on the school's yearly budget. These funds should be used to purchase specialty supplies and are designated to go towards items for students. Each homeroom class has \$200 for this school year.

### Reimbursements

- All staff must use a reclaim form (light green) to get reimbursed for expenses. Submit form and receipts to Principal for approval. Expenses are to be submitted on a monthly basis. No personal item can be on the receipt. Reimbursement will be deposited directly into your bank account. Forms are located on staffroom bulletin board.

### Recycling Funds

- Our bottles will be picked up for recycling every two weeks. Bags need to be labelled and put into the shed every Friday. The recycling funds will be pooled from all grades and divided into grade level accounts for use.

### Photocopiers

- Please use the photocopier in the workroom as the large volume copier. It is much cheaper. The library copier should be reserved for minimal copies.
- Avoid sending a large job to the copier and leaving. Jams prevent anyone else from using the copier.
- Never put paper back in the tray that has been photocopied already because it has a curve to it and will jam. The paper that is placed in the machines must be totally flat and not have curved edges or corners.
- In order to be fiscally responsible, all staff have photocopy limits. Under no circumstances is staff to break copyright laws when photocopying.

## **Expendable Supplies**

- The office storage room has supplies for staff/student use. Please fill in your request using the green duo-tang outside of KL's office if you wish to use these supplies.

### *Items to request (not charged to class budget)*

Liquid paint and paint blocks  
Paper clips  
Staples  
Tacks  
Scotch tape  
Ball point pens  
White board markers  
Stickies  
Lightweight colour paper  
Construction paper  
White glue  
Chart paper

### *Items to borrow and return (go directly to secretaries)*

Hot glue gun  
Sewing supplies  
Paint brushes & rollers  
Glitter  
Drawing supplies (charcoal, pastels, chalk)  
Yarn and fabric

- All other expendable supplies may be available in small quantities. These will be charged to your classroom budget. Please put your request in the green duo-tang mentioned above. Remember to plan ahead for art projects as some items may need to be ordered.

## **Laminator Use**

- Laminating will primarily be done by Nikki. Place labelled items for laminating underneath the laminator. Please restrict it to teaching materials that are to be used for a number of years. Be choosy! Dates to be determined.

## **School Created Resources**

- Any resources or materials created using school paper etc. become the property of the school.
- Any resources or materials purchased using school funds or classroom funds become the property of the school.

## **Ordering Supplies or Resources**

- To order resources, please fill out magenta form and submit to principal for approval. Forms are located on the staffroom bulletin board. The resources will be ordered by the Accounting Secretary. All resources must be ordered prior to March Break in order to receive them before the end of the year.

## **PD**

1. Prior to attending or registering, please fill out the PD Pre-Approval form (on SRB) and submit.
2. Once approved, register for the PD session and attend. Keep all your receipts.
3. After Activity is complete, submit Professional Development Reimbursement Form (actual expenses). Print Professional Development Pre-Approval Form, after approval, and attach it when submitting Professional Development Reimbursement Form for the actual expenses incurred.

### **Please note:**

- Professional development funds will be allocated to each school, based on the number of full-time equivalent teaching staff as of September 30th, at the rate approved by the Resource Allocation Committee (RAC).
- For calculation purposes, teachers on less than .5 contract will be considered as .5, and teachers on a contract greater than or equal to .5 will be considered as 1.0.
- The district has allocated \$150 this year. If you did not use your entire PD funds last year, you also have up to a maximum of an additional \$250. Please see KL for an exact amount as each person is different, depending what activities were attended in the prior school year.

- Teachers, please submit receipts to the ATA (up to \$200) where applicable.
- PD sessions that are not attended cannot be reimbursed.
- Any PD activities that are not pre-approved will not be reimbursed.
- If you are attending a session at Central Office, meals cannot be claimed.
- Please refer to the mileage chart (on the Blog) for mileage calculations. Google maps and amounts other than in the table are no longer allowed.
- Teachers are allocated one sub day to attend PD.

### **Computer Use**

- All staff are required to sign a Computer & Internet Agreement. Simply stated, staff are expected to exemplify appropriate use of computers at all times, whether students are present or not. Briefly stated, staff should not attempt to access sites which are “Nude, Lewd, Crude, Rude, Dangerous or Illegal”.
- Computer Network : Each staff member and student has a space on the network to save work, which can then be accessed at any other computer in the school. This space is finite. Consider if it can go on Google Drive.
- The M Drive is for pictures and videos. The Volume 1 Drive is for documents.
- Each time a staff member uses a computer, they should log on with their own ID and password. Logging on as a staff member provides greater access to more materials than if logged on as a student. If you leave your computer you need to log off or lock it.
- Email: Each staff member has an email address through the district. Please ensure your district account is up to date and active. Much of the correspondence from the office will be via email.
- All staff members are required to check their email daily for important messages or notices.
- Technical Assistance: Please use HELP DESK if you are experiencing computer troubles.
- If you have trouble connecting to the internet, please inform the office. We may have to restart the server.
- If you are saving any pictures or video's please use the “M” drive as these files will overload our “Vol 1”.

### **Printers**

- It is much cheaper to print to the photocopier than the printer! The colour printer is available for educational use only. Ask yourself – does this need to be in colour?
- If something does not come to the printer, please clear your print job – this prevents a log jam of jobs in the printer queue.

### **Audio-Visual Equipment :** (Smartboards, Projectors, Document cameras, I-Pads, CD Players, etc)

- Proper care of all school equipment is of paramount importance. When a piece of equipment is broken or appears to be operating at less than maximum efficiency please notify Anne in the office and if possible, take the item to the office clearly labeled with your name, room, and what the problem is.
- All equipment should be operated under the supervision of the teacher. The teacher is responsible, not the student.
- To maximize the life of the projector bulbs, please ensure the projector is turned off if not in use after 10 minutes and clean the filter once a month.

### **Maintenance/Custodial Requests**

- All custodial requests should be reported to the office.
- All minor repairs should be reported to the office to submit. For major repairs, vandalism, heating or plumbing issues etc, please speak to the office right away.
- All modifications or building projects must come through the principal as there are costs involved.

### **Student Moving Away**

- When you receive information that a student is moving or transferring to a different school, please fill out a yellow Student Withdrawal Form and submit to the Principal.
- This form is located in a folder on the bulletin board outside the staff room.
- Please do not assume that the office has received notification from the parent that a student is moving. Many times we are the last to know.



## Teacher Information

## **Code of Professional Conduct**

The Code of Professional Conduct stipulates minimum standards of professional conduct of teachers but is not an exhaustive list of such standards. Unless exempted by legislation, any member of The Alberta Teachers' Association who is alleged to have violated the standards of the profession, including the provisions of the code, may be subject to a charge of unprofessional conduct under the bylaws of the Association.

### **In relation to pupils**

1 The teacher teaches in a manner that respects the dignity and rights of all persons without prejudice as to race, religious beliefs, colour, sex, sexual orientation, gender identity, physical characteristics, age, ancestry, or place of origin.

2 (1) The teacher is responsible for diagnosing educational needs, prescribing and implementing instructional programs and evaluating progress of pupils.

(2) The teacher may not delegate these responsibilities to any person who is not a teacher.

3 The teacher may delegate specific and limited aspects of instructional activity to noncertificated personnel, provided that the teacher supervises and directs such activity.

4 The teacher treats pupils with dignity and respect and is considerate of their circumstances.

5 The teacher may not divulge information about a pupil received in confidence or in the course of professional duties except as required by law or where, in the judgment of the teacher, to do so is in the best interest of the pupil.

6 The teacher may not accept pay for tutoring a pupil in any subjects in which the teacher is responsible for giving classroom instruction to that pupil.

7 The teacher may not take advantage of a professional position to profit from the sale of goods or services to or for pupils in the teacher's charge.

### **In relation to school authorities**

8 The teachers protests the assignment of duties for which the teacher is not qualified or conditions which make it difficult to render professional service.

9 The teacher fulfills contractual obligations to the employer until released by mutual consent or according to law.

10 The teacher provides as much notice as possible of a decision to terminate employment.

11 The teacher adheres to agreements negotiated on the teacher's behalf by the Association.

### **In relation to colleagues**

12 The teacher does not undermine the confidence of pupils in other teachers.

13 The teacher criticizes the professional competence or professional reputation of another teacher only in confidence to proper officials and after the other teacher has been informed of the criticism, subject only to section 24 of the *Teaching Profession Act*.

14 The teacher, when making a report on the professional performance of another teacher, does so in good faith and, prior to submitting the report, provides the teacher with a copy of the report, subject only to section 24 of the *Teaching Profession Act*.

15 The teacher does not take, because of animosity or for personal advantage, any steps to secure the dismissal of another teacher.

16 The teacher recognizes the duty to protest through proper channels administrative policies and practices which the teacher cannot in conscience accept; and further recognizes that if administration by consent fails, the administrator must adopt a position of authority.

17 The teacher as an administrator provides opportunities for staff members to express their opinions and to bring forth suggestions regarding the administration of the school.

### **In relation to the profession**

18 The teacher acts in a manner which maintains the honor and dignity of the professional.

19 The teacher does not engage in activities which adversely affect the quality of the teacher's professional service.

20 The teacher submits to the Association disputes arising from professional relationships with other teachers which cannot be resolved by personal discussion.

21 The teacher makes representations on behalf of the Association or members thereof only when authorized to do so.

22 The teacher accepts that service to the Association is a professional responsibility.

## **Evaluation**

The Program of Evaluation will be used for:

- evaluating teaching performance for a specific employment decision;
- evaluating teaching performance to make a recommendation for permanent professional teaching certification;
- evaluating the growth of the teacher in specific areas of practice;
- providing a teacher with written credentials;
- providing an opportunity for a teacher to demonstrate that he/she has achieved the Teaching Quality Standard;
- determining whether there is a legitimate basis for termination of contract.

Please consult Black Gold Regional Schools Policy GCN for more detailed information on the Program of Evaluation.

## **Teacher Absences**

- If you are going to be absent, please book your sub on the Sub Service web site (Located on the BGRS Website).
- Inform Admin if you are going to be away and the reason for your absence ie. Medical, personal, meeting etc. This can be done via e-mail, text, phone etc.
- For information on how to book or cancel a sub, absence reason detail, please consult the manual on the BGRS website under HR – Substitute Services.
- Please use the appropriate Absence Reasons Code to ensure you are entering your absence correctly. Please see Admin if you have any questions.

## **Daily Teacher Responsibilities**

- Greet students and parents as they enter the building and at your door.
- Supervise entrance and exiting of their students.
- Be vigilant in the supervision of students.
- Take attendance.
- Collect forms and forward to appropriate person(s).
- Maintain a daily teacher plan book.

## **Other Teacher Duties**

- Maintain classroom in proper condition and assure that students maintain an orderly desk.
- Distribute various office notes/forms, assure their completion and return to office when required.
- Assure classroom is clean at dismissal time. (papers, pencils etc. picked up.)
- Maintain assessments and anecdotal records for students in their class.
- Collaborate with colleagues in your grade level for the benefit of our students and for growth as educators
- Share resources with your colleagues for the benefit of all our students.
- All furniture (teacher/student desks, shelves, chairs, tables, stools etc), tech materials, classroom library materials are to remain in that assigned classroom. These items must be accounted for on the year end classroom inventory list.
- All staff members are encouraged to participate in extracurricular activities. This is an important aspect of school life. Anyone interested in starting certain activities or clubs should speak to the principal or assistant principal.

## **Teachers Supervision of EAs**

### **Definitions:**

- “Education Assistant” means any person employed to help a teacher in achieving the learning outcomes of the Alberta Program of Studies and approved educational objectives;
- “Teacher” means an individual who holds a certificate of qualification as a teacher and who is employed to teach by a school board; and
- “Supervision” means the ongoing process of directing the activities and monitoring the implementation of a pre-determined course of action with specific outcomes.

### **Statement of Principle:**

The best possible education for students shall be the primary consideration in the deployment of an Education Assistant.

### **Statement of Belief:**

The quality of education a teacher provides to students can be enhanced through the supportive services of an Education Assistant.

### **Guidelines:**

- The teacher at all times remains responsible for the instruction of students and fostering of students' learning.
- The teacher is responsible for the diagnosis of educational needs, the design of appropriate instruction and programs, the evaluation of students' progress, and the communication and reporting of students' progress to students, parents and the board.
- The teacher may utilize the services of Education Assistants in assisting the teacher to fulfill his or her responsibilities. For example, a teacher may assign an Education Assistant to prepare classroom materials or to provide students with assistance in the application of concepts included in the relevant program(s) of studies.
- The teacher is responsible for the direction and day-to-day supervision of Education Assistants. The principal, in consultation with supervising staff, is responsible for the evaluation of the Education Assistant.
- The teacher must ensure that Education Assistants carry out their roles and responsibilities in a manner consistent with approved programs of studies and the maintenance of students' safety and well-being. The teacher may find it beneficial to involve Education Assistants in the collaborative writing process of student Individual Program Plans.

### **Teacher-Parent Contact**

- There are many opportunities to have contact with parents throughout the year. Consistent home and school communication is often the key to a successful home and school partnership. Newsletters, phone calls, e-mails and notes are all encouraged.
- All parents should have been contacted by you via phone or face to face prior to the end of September. This helps to build a relationship with your parents.
- Parent conferences are held at the end of October. You should meet with all parents during this conference time. Student Led Conferences are held at the end of March. You can schedule additional conferences as needed. Please give the office a copy of your parent-teacher conference schedule. They often receive phone calls and can try to answer the questions if they have the information.
- Teachers should not meet with parents after school hours without administration or colleagues being present in the school. If you need support with a parent, please contact the counselor or administration. We will be more than happy to meet with you and the parent together.
- Please ensure that any items forwarded from the office get to parents in a timely manner. Many items are time sensitive.
- All notes for extracurricular clubs or groups will be photocopied and distributed through the office. In formal and informal meetings with parents, it is important that you adhere to the following guidelines:
- Be specific and clear in defining issues. For example, a report card comment that says, "Jane is having difficulty in her math. She works hard but doesn't seem to catch on. More work is needed." This comment is vague. The parents really need to hear about what is happening, specifically. A more productive comment might look like, "Jane has been working hard at adding three-digit numbers. The skill of 'carrying the tens and hundreds' confuses her and we need to work on this. I will be using other strategies in class and will be sending home materials and drills so you can assist. We can discuss her progress at parent teacher interviews." A specific comment that includes a remedy offers parents the opportunity to become involved. Moreover, a specific comment shows you are aware of the issue and are already working on it.
- Have examples of the students' work present during meetings or interviews that clearly show the issues you need to make the parents aware of. 'Seeing is not only believing,' the dialogue that follows an examination of student work allows parents the opportunity to understand the standard of work expected. Likewise, be sure to allow parents the opportunity to examine the acceptable work of the student.
- Review and proofread any written communication you intend to forward to parents before it's sent out. Grammar, punctuation and conciseness in your written communication, more than most other things, attest to the competency and quality of the teacher teaching their child. Equally important is eliminating words that parents may not understand. Keep your written communication specific however, avoid the teacher lingo.
- Keep in mind that parents want to hear about the good, not only the bad. Your comments that contain a mixture of positive and negative or even a ratio of positive to negative (3:1 or 5:1) are likely to gain you the parental support and involvement you need to make improvements. Negative comments should be written up as areas of improvement and growth. It's always a good idea to 'sandwich' these between good comments.

## **Curriculum Information**

Subject Allocations:

### **Percentage of Time Allocations Recommended Grade 1 and Grade 2**

English Programs  
English Language Arts 30%  
Mathematics 15%  
Science 10%  
Social Studies 10%  
Art and Music 10%  
Health and Life Skills &  
Physical Education 10%  
Other Subjects 15%

French Immersion Programs  
ELA/FLA 30%  
Mathematics 15 %  
Science 10%  
Social Studies 10%  
Art and Music 10%  
Health and Life Skills and  
Physical Education 10%  
Other Subjects 15%

### **Percentage of Time Allocations Recommended Grade 3 to Grade 6**

English Programs  
English Language Arts 25%  
Mathematics 15%  
Science 15%  
Social Studies 10%  
Art and Music 10%  
Health and Life Skills &  
Physical Education 10%  
Other Subjects 15%

French Immersion Programs  
ELA/FLA 35%  
Mathematics 15 %  
Science 10%  
Social Studies 10%  
Art and Music 10%  
Health and Life Skills and  
Physical Education 10%  
Other Subjects 10%

- Allocations are according to the 2015 Guide to Education.
- For more information consult the Guide to Education on the Alberta Education website.

## **Professional Growth Plans**

Teachers employed under a continuous contract, probationary contract, or a one year temporary contract must by September 30th of each school year submit, to the principal for review and approval, professional growth plans that:

- ✓ reflect goals and objectives based on an assessment of learning needs by the individual teacher,
  - ✓ show a demonstrable relationship to the Teaching Quality Standard, and
  - ✓ take into consideration the education plans of the school, the school division and the government.
- Please consult Black Gold Regional Schools Policy GCN for more detailed information on Professional Growth Plans.

## **Planning Expectations**

Planning for students is an area of utmost importance. Planning in advance affords the teacher the opportunity to access, gather and choose resources, therefore increasing teacher effectiveness. The process of planning raises teacher awareness of student needs and of choices regarding methods to bring about learning. In good planning student needs are anticipated and as such consideration is incorporated in teacher planning. It reduces many classroom management problems, giving the teacher confidence and the ability to be in control. Thorough planning ensures that important details and concerns are not overlooked. Planning provides a disciplined, structured way to think about the art of teaching. And, by planning in advance, the teacher experiences less stress in the teaching situation. What type of planning is expected?

**Year Plans** – it is a given in teaching that long range planning is hard work. The benefits, however, far outweigh the time given to the task. Year plans state a tentative sequence of instructional units to be covered during the year. Year plans can be generated in different ways – thematic, cross-curricular, subject-based, etc. However, the most important feature about your year plans is that they must meet the needs of you and your students.

Important Points:

- Know and use Alberta Education's Program of Studies.
- Focus on how stating/assembling the year plan will help you and your students.

- Develop a year plan that flows logically and develops and highlights priority curricular expectations.
- Focus on what students will learn, not just the activities they will participate in.
- Remember year plans are “a work in progress”.
- Long Range plans are a requirement for all subjects (core as well as other options) for all teachers. Long range plans must be submitted to the principal by September 30.

**Unit Plans** – unit plans indicate how the teacher will introduce, develop and evaluate concepts within a specific topic. The strategies, materials and evaluation procedures that will best meet student needs are specified in unit plans.

Important points:

- Unit plans should include prioritized objectives, materials and resources, teaching strategies, learning strategies and evaluation procedure.
- Use curricular checklists as part of your unit plan – available in our resource library.
- Begin with one or two good resources, adding only when necessary or desired.
- Consider how you will modify for a range of learners as you develop your basic plan.
- Get to know your students by reading cumulative files, anecdotal notes, talking with previous teachers, compiling interest inventories and speaking with parents.
- Allow for different learning styles within your classroom. We know that all children do not learn in the same manner. Having a one-step approach to teaching will not meet the needs of all students.
- Differentiate instruction to take into consideration kinesthetic, visual, auditory and tactile learners you have in your room.
- Remind yourself that when you plan units well, lessons are easier to plan and more effective for your learners.

**Daily Lesson Plans** - Lessons are drawn from the different phases of your unit plan. They do not look alike.

Important points:

- Lesson plans need to have a beginning, middle and ending. They indicate objectives, procedures, materials, evaluation and may include time allotment. As you create a lesson plan you will foresee the materials needed for a given activity. Again consideration of students’ learning styles will direct your lesson planning. Approaching a topic or concept using a variety of strategies will bring success for you, the teacher, and the students in your class.
- Daily plan book – please note that your daily plan book is the legal document in which you state your intentions for each class you teach.
- It is desirable that skeletal outline plans be made a few days in advance.
- In your plan book, you should have your daily schedule with special activities listed, a class list, and a seating chart.
- Be sure to include any pertinent information related to the needs/schedules of any particular students. It is imperative to prepare lesson plans in advance.

**Substitute Lesson Plans**

- Teachers are required to leave substitute lesson plans. It should include a detailed plan for all subjects you teach, with all the necessary lesson materials.
- Please note your recess/lunch supervision responsibilities in your plan. Your plan should also refer to the Emergency folder for the school Crisis Response Plan, student medical conditions and attendance.
- If you are emailing your plan to school, please email to the office and one other colleague.
- Teachers need to have a generic plan in case of an emergency. This is to be filed at the office.
- Please do not assume that the sub you booked will be the one coming. Plan although you don’t know who is coming in.

**Individualized Program Plans:**

- Heather will be sharing a list of coded students with you.
- ISP’s need to be completed by first report card to be signed. One copy goes home to the parents and the original goes in the CUM folder. Have it signed again at each reporting period.
- ISP’s are a working document – use them to help guide and refine your instruction.
- Students require an ISP if; they are currently working below (or above) grade level expectation (this would relate to students requiring something beyond the outcomes for the grade level), in need of additional support (adaptations e.g. extra time, assistive technology etc with/without ‘a code’), and/or are identified with a special education need (‘coded’ students).
- Please share these with Heather L., Jo-Anne and Admin.

### **Preparation Periods**

- If you are leaving the school during school hours (prep/lunch), you must inform the office.

### **Professional Learning Communities**

- During Character Assembly time and Collaboration Planning Time, teachers are released to meet as grade groups or program groups. It is expected that teachers use this time to discuss student learning, fieldtrips, assessment procedures and tools, etc. This is not considered prep time and no teacher should be doing preparations at this time.
- Our Learning Support Teachers and Counselor can also meet with EAs or teachers during this time to discuss supports for students.

### **Kindergarten Planning Days**

- On the first Wednesday of every month, there are no kindergarten classes. Kindergarten teachers use this time to meet as a group to discuss programming, fieldtrips, cooking items etc. Teachers also use this time to set up the classroom for theme of the month and work with EAs on specific goals for funded students. This is considered part of their preparation time and is reflected in their schedules.

### **Television / Video Presentations**

- Videos or DVD resources should only be used in conjunction with enriching educational experiences. Planning, previewing, and curriculum correlation are the key to effective use of an instructional video.
- Movies: Parents should be informed prior to showing a movie. All movies must be rated G (General).
- Audiovisual Copyright Agreement: Movies shown must be part of our audiovisual copyright agreement.
- Where possible, use online/streamed movies as we have a limited number of drives.

### **Chromebooks**

- Students are to carry the Chromebooks with two hands to avoid dropping them.
- If a Chromebook is not working, it is the responsibility of the teacher to report it on the HELP DESK and put a note on the device for the next user. Please inform the other teachers sharing that cart along with KL.
- Teachers must get students to clean the Chromebooks with a wipe after they are finished using them so they are clean for the next class. A container of wipes is provided for each cart. Please note that one wipe can cover 25 sq. ft. or 10 + Chromebooks.
- Each teacher will be given a key to their cart. Carts must be locked when not in use.
- Student use of technology must be monitored at all times.

### **Resources**

- Math manipulatives are located in the Math Storage room by the Kindergarten classrooms. Please sign out the materials in the green binder. All materials must be returned at the end of the year.
- All Science bins and materials are located in the girl's storage room. Please ensure that all items are put back into the bins. If you need additional supplies for the bins, please fill out the magenta form.
- Language Arts materials are kept in the Book Room located in the Grade Five/Six Wing. Please sign out the materials in the binder. All materials must be returned at the end of the year. Returned items should be placed in their designated areas rather than just on any shelf.

### **Repairs**

- If a book requires repair, please see the librarian. For other repairs, please let the office know.

## **Field Trips**

- Field trips should be well planned and meaningful educational experiences. All field trips must have a Field Trip Approval form completed.
1. Make tentative booking for fieldtrip if necessary. Determine all costs for the trip.
  2. Get a field trip folder from Nicole.
  3. Submit Approval in Principle (found on SRB) to Principal with the following documents:
    - Online Field Trip checklist (complete what you can at this point)
    - Statement of Educational Benefit
    - Trip Itinerary

- Proposed Budget worksheet
  - A copy of information that will be sent home with parents.
4. Once you receive approval:
    - Once signed, admin will give the folder to Anne so that she can create the permission form in ACORN. She will e-mail you when it's posted and you can then inform parents.
    - Make sure to advise Anne of the total amount to be charged to parents so that the fee can be placed online.
    - Nicole will book the bus.
    - Make a copy of the notes sent home to the parents to go into field trip binder in office.
  5. For Final Approval of a Field Trip – please submit the following documents to the principal in your field trip folder a minimum of 2 days prior to the trip:
    - Online Field Trip Checklist (completed)
    - Final Approval completed
    - A print out of all permission forms for all students indicating payment (spreadsheet)
    - A note or highlight any medical needs of students
    - List of volunteers & if they have signed volunteer forms
    - List of students not participating and description of plans for their school day.
    - Bus seating plan for field trips using a bus.
  6. Following the Field Trip:
    - Enclose all the documentation above in the Field Trip Folder.
    - List of students who were absent on that day.
    - Submit the folder to Nicole no later than one week following the trip.
    - Field Trip Supervision
    - Adequate pupil supervision should be provided. All supervisors must be assigned an area or a group of students to supervise.

**Important things to Remember:**

- Bring the medication and epi-pen for those students who may require it. Please make sure you are aware of all the documented medical needs of each of your students.
- Please let other teachers who teach your students know if you will be away on one of their scheduled days.
- There will be no cheques. Payment needs to be arranged as an invoice or through Anne's Visa.
- Ensure your supervision is covered while you are away on your field trip.
- Don't deviate from your plan; parents only approved what was planned. If you deviate, the informed consent no longer protects you.
- Because field trips are an extension of the instructional program, no student should be denied the opportunity to participate, unless there is a safety factor that involves discipline / behaviour problems. Discuss these exceptions with administration.
- Parent volunteers must be informed of their role and responsibilities prior to the trip.

**Walking Field Trips:**

- Field trip approval is required anytime you leave the school grounds with students (walking or bus).
- Please note that parents must be informed prior to the walking field trips and medication, if required, needs to be taken with you.
- Walking field trips require an adult at the front and another at the back of an orderly line.
- Teachers must have a cell phone with them to use in case of emergency. Leave the cell phone number with the office.

**In-school Field Trips:**

- In-school field trips provide valuable learning experiences in a more economical way. These opportunities often provide hands on instruction with direct curriculum related topics.
- Field Trip approval is required through the folder.
- Parent permission is only required for those activities deemed to have a higher element of risk (building bird houses with hammer, etc.) or those that require parent payment.



# Student Procedures

## Student Absences

- Student absences should be reported to the office **by 8:40 a.m. and 1:05 p.m.** every day.
- You must submit attendance even if there are no absences.
- In the event of a computer failure, please send down absentees on a goldenrod form.
- All students who are late **MUST** check in at the office to receive a late slip and must present this to the teacher when entering the class.

### Attendance Codes teachers can use:

|         |   |
|---------|---|
| Present | (default)   |
| M       | Medical/Illness - You know that a student is away due to illness medical appointment from a parent.   |
| U       | Unexcused - Parents have not notified you of absence. Secretary will call home.   |
| V       | Vacation – You know that a student is away on a vacation (including sports, dance, tournaments, funerals, other family events, parent just kept child home, etc.) |
| F       | Field Trip - Student is away for a school field trip- half or all day (running club, choir, class trips outside the school)                                       |
| Lates   | All students who are late <b>MUST</b> check in at the office to receive a late slip.  |

### Attendance Codes ONLY the office uses:

|   |  |
|---|--|
| A | Absent (Excused) – You know that a student is away due to a religious holiday, or modified school program. |
| S | Suspended - Student has been suspended by the Principal (you will receive notice).                         |

**8:20** - Students come in, teachers should have their PS attendance up on the computer screen

**8:30-8:40** - Students who are late will still get an office late slip. Teachers are responsible for entering in the lates during this time.

**8:38 (ish)** - Students in the hallway will be cued to hurry to their classrooms, at least in the beginning, to address stragglers.

**8:40** - Announcements - this will be your cue to finish (submit) your attendance. Any late students after this time will be entered by the secretaries.

Please note that if all your students are present before 8:40 you can submit **BUT** if you have any students still missing from your class you will need to wait for the announcement cue as you may need to still enter a student late.

**12:30** - Students are eating, teachers should have their PS attendance up on the screen.

**12:50** - Finish your attendance. \*Please do not do so before this time (unless all your students are present) as students may still be returning from lunch.

## Student Attendance Protocol

- If you are concerned about the number of times a student is late, or absent, please follow this protocol:
  - Call parents and express your concern regarding the student's attendance at school.
  - Inform principal if the attendance continues to be a concern. Let principal know the date you called home. Principal will send an initial letter home.
  - Principal will send home a secondary letter home.
  - Principal will initiate referral to the attendance board.

## Student Record File

### Regulations regarding Student Record Files:

- **MUST NOT** leave the school premises.
- Only be accessed/ maintained by Teachers and Office Staff
- **MUST** be signed-out and returned that same working day by the time office staff leave.
- **MUST** be signed out and signed in, in the RED folder, located in the top filing cabinet drawer.
- Teacher **MUST** sign and date the Personal Information Access Record on the SRF each time you read its contents or enter information into the file.
- Nothing is allowed to be removed from the file unless authorized by the counselor or administrator.

- SRF are CONFIDENTIAL. Please do not leave SRF in public areas where volunteers or other school visitors may see them.
- It is the teachers' responsibility to review all SRF and familiarize themselves with the documentation pertinent to each student.
- SRF files are a cumulative record of student achievement from Kindergarten to Grade 12. The SRF file contains original documents that may not be able to be re-created.

### **Report Cards**

- Report cards are completed and distributed at the end of January and end of June.
- If a parent requests a report card early due to a student leaving, it may be emailed provided it is completed.
- Final report cards should be signed by the classroom teacher and principal. A copy is placed in the Student Record File (SRF).
- Teachers who are considering a student's retention or program change (French Immersion to English) should discuss the possibility with the admin prior to discussing it with the parent. This should be done around the Spring conference time.

### **Referrals & Assessments**

If teachers are concerned about a student's progress, they should:

- Check Student Record File (SRF) for an update on previous assessments and recommendations.
- Contact the Learning Support Teacher for guidance or support.
- School based interventions may be initiated (e.g. conference with school learning support team, with parents, reading assessment, behaviour modifications, Assistive Technology classroom accommodations or remedial assistance, etc.).
- Should a referral for assessment be warranted, parental permission must be received in writing prior to the referral process going forward.
- Parents must be contacted by phone prior to sending home any forms for interventions or academic testing.
- A consultation with the district psychologist may also be initiated via the counselor.
- Completed referral forms and parental permission forms will be signed by all those involved prior to being sent to Central Office. Referral forms will be coordinated by the school counsellor in conjunction with appropriate teachers.

### **Counselling Program**

- The counselor will work with groups of students where needs exist with school related problems. Issues of a more complex or serious nature may be referred to specialists in the community or district.
- If students are experiencing difficulties, teachers can speak to the counselor directly for assistance.

### **Student Telephone Use**

- Students needing to use the phone should be sent to the office with a phone pass. This helps the secretaries understand why the student needs to call home and communicate this with the parent.

### **Students Staying Indoors**

- Students will go outdoors at recesses and noon hours unless they bring written notes from home requesting they stay in because of recuperating from an illness, etc.
- Children who remain indoors during recesses and noon hours at parent request are not to remain in classrooms unless the teacher is present. Normally "insiders" stay in the office area.
- Teachers who have students completing assignments or for discipline during these times are responsible for providing the supervision for these students unless a consultation has occurred with Admin.

### **Homework**

- In order to reinforce school learning, homework may be assigned to students. It should be clear, concise, and relevant to the lesson that has been taught.
- Communicate your homework procedures to parents in writing as soon as possible. Your classroom procedures for the year should be a part of this communication. As a guideline, approximately 10 min. per grade. Usually, this would include reading time and practice of math facts, spelling or sight words.

### **Learning Commons Procedures**

- Students have a weekly library class where they are permitted to sign out up to three books. Overdue notices are issued for books not returned after two weeks and students may not sign out books until these are

returned. Students are responsible for the books that they borrow, and thus will be billed for any lost or damaged books.

- Teachers should encourage students to take out books that are at the students' reading level when appropriate. Picture books are appropriate for all grade levels as they can be a source of rich language.
- Staff that want to sign out items after hours, may do so by signing the items out in the scribbler left on the library desk.

### **Student Recognition**

- School wide assemblies are held throughout the year. During many of the assemblies, students are recognized for their achievements in many aspects of school and community life.

## **Tips on Classroom Management**

Below are a few key tips for effective classroom management. By no means are they complete or will they be effective in all situations.

1. Establish and use routines – predictable, expected events for students. Common routines in the following areas are helpful:
  - attendance
  - hot lunch orders
  - using and checking agendas
  - collecting homework
  - classroom cleanup
2. Greet your students in the morning. Your greeting will send them the message that that are important to you as well as indicating the importance of being on time.
3. Get to know your students as individuals. Build relationships with them so you can use this to engage them in their learning. The uniqueness of each of these individuals will impress you and will provide you with insights into how each learns, what interests him/her, what each likes or dislikes and what his or her hobbies and strengths are. Remember, you are teaching individuals not classes.
4. Information input – use as many delivery methods as possible in your lessons. Your students are not just readers; each is a mixture of visual, auditory and hands-on learning style. Some will learn from the combination of approaches while others may only be effective learners through one medium of information input. If you miss them with your instructional approach(es) they will miss the content. Remember that children who are experiencing success in their learning will be more engaged.
5. Initiate and maintain excellent communication with parents. They are part of the learning team and you need to foster as positive a relationship as you can. Ask parents about their kids – “What makes him/her tick? What does he/she like and dislike? How do you handle him/her when they are upset? How do you get him/her to do what needs to be done?” Parents know more about their child than you ever will. So, why not find out about your students the easy way and use this information in teaching them.
6. When faced with a student’s problematic behavior, deal with it yourself. Students need to see that you are going to deal with the problem until it is resolved. Giving the problem to the office must be a last resort after you’ve worked with the child, and the parent.
7. Be consistent. Do what you say you are going to do or do not say it at all.
8. Set reasonable expectations in programming that students can achieve. Collaborating with our school based team can assist you with this.
9. Use positive reinforcements and limit negatives as much as possible.
10. Contact parents regularly about the good things that you see happening. Most parents are contacted only when the bad things occur. When you communicate good things to the home – in calls, letters home, agendas, notes – you receive support and positive thoughts from parents in return. And, after doing so regularly, when you have to call about the negative things you will receive support in almost all cases.
11. Operational Readiness – always be planned and prepared to teach. Being unprepared is not only unprofessional; it feels bad. Students will know when you are unplanned and unprepared.
12. Take the time to foster a sense of community in your classroom. There is much good value in incorporating energizer activities into each day, especially those that allow students to get to know each other better. Help students develop a sense of caring and compassion amongst themselves.

*The school administration should be kept informed of any reoccurring problems, and will become involved in the process.*

## Support Staff Information

### Absences

- Support staff are expected to arrange their own replacements online through Automated Dispatch.
- Book a sub when you are absent unless principal or teacher feels it is not necessary.
- Inform Admin of your absence via text, e-mail or phone call.
- Education Assistants must leave plans at the office regarding supervision and classroom duties.
- In the event of a scheduled field trip, please change your supervision duties to ensure that they are covered.

### Timesheets

- Overtime hours must be approved by the principal prior to claiming these hours.
- Extra hours may be approved by the principal and can be used as time in lieu. Time in lieu requests must be approved prior to using them.

### Personal Time

- If you require personal time off, please note that you must make a formal request for this. The request is made to Mr. Cal Monty, Associate Superintendent after speaking with the principal.
- Please keep in mind that some personal time may not be permitted if it is not in the best interest of the student's continued education.
- Educational Assistants are reminded to book their substitutes well in advance.

### Professional Development

- Support staff are expected to avail themselves of professional development opportunities in order to remain current with their assignments. This year there are two scheduled days (Oct. 19<sup>th</sup> & Mar 22<sup>nd</sup>).
- The professional development activities should be related to the member's work assignment.
- Staff working .50 FTE or greater as of September 30th are allocated \$150 for PD.
- See PD format under the teacher section as they are the same.
- For more information, please consult the collective agreement.

### Secretary Roles & Responsibilities

The priorities of our secretaries' work are as follows:

- Greet students and parents at the front counter.
- Attend to student medical emergencies
- Jobs as prescribed by the principal or assistant principal.
- Daily administrative tasks (attendance, student info, accounting, etc.)
- Except in the case of an emergency, teachers are asked to refrain from sending students to the office during class time to have our secretaries photocopy materials. Photocopying should be completed in advance.

### Library Technician Responsibilities

- Establish policies and procedures on library borrowing privileges in collaboration with classroom teachers.
- Book Scholastic Book Fairs.
- Collaborate with administration on priorities for library materials and budget items.
- Coordinate library volunteers and assign tasks as needed.
- Order new supplies and maintenance materials as related to the library.
- Keep abreast of current developments in the field by way of professional development and district library meetings.
- Circulation control, re-shelving of materials, issuing overdue notices, collection of fines monies etc.
- Weed the library collection in order to keep our library up to date.
- Yearend inventory.
- Maintain library database using the Destiny Library Program.
- Advocate the library services through staff meetings or reports.

### Custodian Responsibilities

- Provide a healthy and clean environment for all students and staff in the school.
- Everyone should remove their outdoor shoes when entering our school. This helps to keep are school clean and safe.
- Custodians will clean the school every day. Thank you to staff and students for their cooperation.

Under the direction of a teacher, support staff may work directly with students to deliver activities that reinforce and advance the education program." Quote: The Alberta Teachers' Association. Education Assistants Roles and Responsibilities (2000)

### **Support staff responsibilities are determined by:**

- Needs of the student
- Requirements of the teacher
- Resources within the school and the school division
- Individual qualifications

### **Guidelines**

#### **Commitment to Students and Staff**

- Education Assistants are responsible for maintaining confidentiality.
- Education Assistants should never disclose information about children, parents, or professionals that they may be privy to through school activities.
- Education Assistants have the responsibility to facilitate the development of self-esteem in all students and to promote positive interaction among students.
- Education Assistants have the responsibility to collaborate with the teacher, to provide learning opportunities designed to actualize the potential of the students.
- Education Assistants have the responsibility to treat all students with dignity and respect regardless of the nature of his or her physical appearance, socioeconomic status, ethnic origin or disability.
- Educators are required by law to report any signs of child abuse. If an Education Assistant has reason to suspect abuse, the suggested first step is to notify the supervising teacher.
- Education Assistants have the responsibility to maintain effective working relationships with staff, students, parents and administrators within the educational setting.

#### **Commitment to School Policies & Procedures**

- Education Assistants are responsible for becoming familiar with general school/classroom rules and procedures in order to be a positive role model to the students, and to support the school/classroom discipline policy.
- Education Assistants have the responsibility to use appropriate judgment in resolving problems according to established school policies and procedures.
- Education Assistants have the responsibility to take direction from teachers and to assist teachers by reinforcing academic concepts and supporting the education process as outlined by the teachers.
- Education Assistants have the responsibility to address work related problems/concerns directly with their supervising teacher.
- Education Assistants have the responsibility to review in consultation with their supervising teacher their own level of competence and effectiveness to keep their educational skills and practices current.
- Education Assistants are expected to adapt to changes in classroom assignments.
- Education Assistants have the responsibility to act in a manner which maintains the dignity and integrity of the position.
- Education Assistants have the responsibility to support the teachers they work with so as not to undermine the authority of the teacher. Issues regarding professional competence/reputation must be addressed to school administration through proper administrative policies and practice.

#### **Evaluation & Supervision**

- All support staff shall participate in an annual performance appraisal conducted by their immediate supervisor and/or principal. (BGRS Policy GDN)
- **GUIDELINES:**
  - Each support staff member will be provided with a role description developed by their immediate supervisor and/or principal. This will include any guidelines developed by the Human Resources Department.
  - It is essential to maintain ongoing communication between support staff and their immediate supervisors.
  - Support staff are expected to avail themselves of professional development opportunities in order to remain current with their assignments.
  - An annual written performance appraisal will be completed by the immediate supervisor and/or principal. The support staff member will be provided with the original appraisal. Copies will be forwarded to the Human Resources Department and to the immediate supervisor.
  - Additional performance appraisals may be conducted when requested by the support staff member or the immediate supervisor.
  - At any time, a performance appraisal may also be requested by the Superintendent/designate, and may be completed by someone other than the immediate supervisor.