

INDUS SCHOOL



STAFF HANDBOOK

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The mission of Indus School is to build in students a multifaceted personal foundation to carry them successfully through life.

TABLE OF CONTENTS

TABLE OF CONTENTS	2
SCHOOL EDUCATION PLAN SUMMARY	5
FOUNDATION STATEMENTS	6
MISSION STATEMENT	6
VALUES	6
GOALS	6
STUDENTS	7
AGENDAS FOR STUDENTS (Grades 1-6)	7
HOMEWORK	7
BEHAVIOUR PLAN	8
Bus Sign-off Procedures	10
CHARACTER EDUCATION	10
CLASSROOM USER GUIDE	10
DRESS CODE	11
GUS THE GOOSE	11
INTRAMURALS	11
LUNCH	11
MEDICATION	12
SNACK TIME	12
STUDENT GOVERNMENT	12
INSTRUCTION	12
CLASSROOM TIDINESS	12
DIGITAL CITIZENSHIP SCOPE AND SEQUENCE	13
FIELD TRIPS / EDUCATIONAL VISITS	14
GRADE LEVEL ACHIEVEMENT REPORTING	15
INDIVIDUAL PROGRAM PLANS (IPP's)	15
RESPONSE TO STUDENT NEED	15
KINDERGARTEN	17
MONITORING STUDENT WORK & BEHAVIOUR	17
PLANNING FOR INSTRUCTION	18
PARENT-TEACHER CONTACT & INTERVIEWS	19
REPORTING TO PARENTS	19
PROVINCIAL ACHIEVEMENT TESTS	22
STUDENT FILES	22
SCHOOL (BELL) SCHEDULE	23
STUDENT REFERRAL PROCESS (Learning Support)	23
SUBSTITUTE TEACHER FILE	24
SUBSTITUTE TEACHERS	25
RESOURCE PROGRAMMING	25
TEACHER OUT OF CLASS	26
HUMAN SEXUALITY	26
WASHROOM VISITS	26
FACILITY	26
COMPUTERS, LAPTOPS, I-PADS	26
MUSIC INSTRUMENTS	27
OFFICE COMMUNICATION: PHONES & FAX	27
SECURITY SYSTEM	27

STAFF ROOM.....	27
WEEKEND & EVENING USE OF THE SCHOOL.....	28
ADMINISTRATION.....	29
ANNOUNCEMENTS.....	29
ASSEMBLIES AND PERFORMANCES.....	29
ATTENDANCE PROCEDURES.....	29
BLUE BOX.....	31
CLASS LISTS.....	31
COMMUNICATION OF DAILY, WEEKLY, YEARLY INFORMATION ITEMS.....	31
CUMULATIVE RECORDS.....	32
DEPARTMENTAL AND CLASS BUDGETING.....	32
EMAIL.....	33
EMERGENCY FAN-OUT.....	34
FREEDOM OF INFORMATION & PRIVACY.....	34
FUNDRAISING.....	34
HANDLING MONEY.....	34
LEARNING COMMONS.....	35
MAIL BOXES.....	35
NETWORK SECURITY.....	35
NEWSLETTERS.....	Error! Bookmark not defined.
NOTICES.....	35
PHOTOCOPY CODES.....	36
REGISTRATION.....	36
SCHOOL FEES.....	36
YEAR-END PROCEDURES.....	36
SAFETY.....	38
ACCIDENT REPORTS.....	38
CRISIS MANAGEMENT PLAN.....	38
GYM/PLAYGROUND PROCEDURES.....	39
SUPERVISION GUIDELINES.....	39
PARENTS.....	40
PARENT VOLUNTEERS.....	40
STAFF.....	40
ABUSE.....	40
A.T.A. INVOLVEMENT.....	40
CHILD DEVELOPMENT ADVISOR.....	41
NURSE.....	41
PAY DAYS.....	41
STAFF JOB DESCRIPTIONS.....	41
PROFESSIONALISM IN THE WORKPLACE.....	41
SOME BASIC EXPECTATIONS – SUPPORT STAFF.....	42
SOME BASIC EXPECTATIONS - TEACHERS.....	42
PROFESSIONAL GROWTH PLAN.....	43
STAFF MEETINGS.....	44
STAFF PROFESSIONAL ROLES / AREAS OF RESPONSIBILITY.....	45
SUPPORT SERVICES.....	45
SUPPORT STAFF HOURS.....	45
CHANGES TO REGULAR WORK HOURS.....	45
Support Staff.....	45
Teaching Staff.....	45
Appendices.....	46
R.O.A.R.S. (Archived).....	46
Indus Learning Model.....	50

Indus School Field Trip Planning Checklist.....	51
Start of Year To Do List.....	54
Simplified UBD Planning Template	55
Parent / Teacher / Student.....	Error! Bookmark not defined.
Interview & Goal Setting Session.....	Error! Bookmark not defined.
Personalized Professional Growth Plan.....	56
End of Day Checklist.....	58

SCHOOL EDUCATION PLAN SUMMARY

See: https://www.rockyview.ab.ca/publications/assets_publications/schooleducationplans/indus.pdf/view for full SEP

Recent Achievements:

- Significant Improvements in Literacy Assessments
- 70% Decrease in Office Referrals
- Increase in Complete Assignments (7-9)

Priority Areas of Focus:

- Numeracy and Literacy
- Internal Locus of Control
- Authentic and Engaging Experiences



Initiatives:

- **Academics / Instruction**
 - Goal Setting for internal control
 - Benchmark testing in ELA and Math
 - Numeracy Strategy (Shape and Space)
 - Emphasize authentic learning, including continued emphasis on community partnerships
- **Communication of Student Learning**
 - Bi-weekly updates in Gradebook
 - Refinement of student-led conferences
 - Refinement of IPP and Report Card practices
- **Ownership of Learning and Behaviour**
 - Continuation of the *Personal Achievement Strategy* (PAS) from Russ Hill's "Teaching Internal Locus of Control"
 - Continuing with, or starting, class conflict resolution sessions (class meeting or similar)
 - Expansion of student mentoring program to include all students in Div. 3
 - Student input regarding learning experiences

FOUNDATION STATEMENTS

MISSION STATEMENT

The mission of Indus School is to build in students a multifaceted personal foundation to carry them successfully through life.

VALUES

At Indus School We Value:

Accomplishment – seeing something through to completion

Adventure - exciting, delight-filled experience

Community – contributing to the good of all

Creativity – working or thinking in unique ways

Hard Work – putting in the best effort possible

Honesty – being truthful in words and actions

Joy – happiness that permeates all aspects of life

Respect – giving a sense of importance to self, others, and property

Service – sacrificing personal time and effort for others

Spirit – the essential, positive, and resilient character of an individual and community

GOALS

Indus School, as a collective body consisting of students, parents, staff members, and support agencies:

- is a 21st century learning environment.
- ensures the basic physical, social, and emotional needs of all are met.
- broadens students' horizons through diverse experiences.

STUDENTS

AGENDAS FOR STUDENTS (Grades 1-6)

- **It is expected that teachers will ensure students use their agendas every day.**
- Homework, special events, or any other communication home (such as learning log highlights) should be written into the agenda every day. Teachers also check to confirm parent signature and to see any notes from home.
- Students will ask a parent/guardian to sign their Agenda each evening. Parents will have an opportunity to read notes from teachers or send a message to teachers and check for homework assignments.
- The content of what is written each day is at each homeroom teacher's discretion with the exception of a few reminders from the school.
- If an Agenda is not signed consistently, the homeroom teacher will contact parents.

HOMework

- A significant body of research, summarized by Robert Marzano, et al, in *Classroom Instruction That Works* (ASCD) suggests that homework has a minimal impact on student achievement prior to middle school years.
- Often, students who are able to complete an assignment have already mastered the skill and do not need the practice; those who need the practice have not mastered the skill and require assistance
- If a skill or content is worth teaching, it is worth spending class time on it.
- Given the previous statements, Indus School will adopt the following homework policy:
 1. **Prior to Grade 6, homework will take the form of home reading.**
 2. On occasion, remedial assignments designed to address a particular skill (such as basic facts or sight words), may be sent home.
 3. On occasion, specific assignments that are not practical to complete in school may be assigned as homework. Only the elements of the assignment that cannot be completed at school should be given as homework.
 4. There will be students who do not complete some assignments on time. To address this concern, an assignment completion room will be established from 11:50 until 12:15. Teachers sending students to this room must ensure students have the materials they need and a clear understanding (preferably written) of the assignment they are to complete.
 5. Teachers sending students to the assignment completion room must log them in via the shared Google doc "Assignment Room."
 6. **In Grade 6, test preparation** will be added as homework.
 7. **In Grade 7, homework skills** (work habits, cognitive and metacognitive strategies) will be taught directly, as homework begins to be integrated regularly into the students' lives.
 8. **Students in Grades 8 & 9 will receive homework on a regular basis** (but this should usually be limited to no more than one hour per night).

BEHAVIOUR PLAN

Under Review

Discipline issues must be logged on an incident report. Select “Submit for Action” for incidents requiring follow up from the administration.

The purpose of this policy is to provide a clear code of conduct for all persons at Indus School. It is the product of collaboration between staff, parents, and students, reflecting the values and principles that we consider to be important to the school. It will be reviewed periodically and will be responsive to changes within the school.

Indus School students, staff, and parents recognize the importance of a positive approach to student behaviour that promotes a happy, caring, and secure environment for all those who work in, or visit the school. These basic tenets share the R.V.S. Board’s belief that student discipline is both necessary and desirable, helping promote a relationship between the school and its students of respect and responsibility.

The code of conduct in the School Act, Section 12 states:

The student shall conduct him/herself so as to reasonably comply with the following codes of conduct:

- be diligent in pursuing his/her studies;
- attend school regularly and punctually;
- co-operate fully with everyone authorized by the Board to provide education programs and other services;
- comply with the rules of the school;
- account to teachers for his/her conduct;
- respect the rights of others.

Rationale:

- The whole-school behaviour policy is understood and accepted by students, parents, and school staff.
- All adults in the school accept responsibility for maintaining good behaviour through encouragement, praise and role modeling.
- All parties must apply the policy consistently.
- The importance of ascertaining students’ views is valued.
- The development of an active partnership between home and school is recognized as being critical to the success of promoting good behaviour.
- Parents and students are welcome to discuss any individual or general behaviour issues or concerns with either the teacher or administrator.

Encouraging Good Behaviour:

Students are expected to adopt standards of acceptable behavior based on the Charter for Success.

Discouraging Unacceptable Behaviour:

Strategies for discouraging unacceptable behaviour must be seen as appropriate, fair, objective, consistent and reasonable. Most behaviour problems can be dealt with calmly and firmly by immediate teacher response such as a non-verbal signal or verbal reprimand. Understanding the child will determine the developmentally appropriate response where exceptionalities are evident.

However, where rules are deliberately broken, there must be a clearly defined and consistently applied system of appropriate, potentially incremental sanctions.

Unacceptable Behaviour

- Dress Code violations

- Unsafe conduct, eg running in halls, rough play, etc.
- Off task
- Disrupting class
- Skipping class
- Disrespectful behaviour toward students (physical: pushing, fighting, etc.)
- Disrespectful behaviour toward students (verbal: insults, put-downs, etc.)
- Disrespectful behaviour toward students (other: notes, rumour-mongering, etc.)
- Inciting others to misbehave
- Inciting others to violence
- Disrespectful behaviour toward adults
- Defiance of staff
- Profanity/vulgarity
- Theft
- Vandalism
- Lying to staff
- Bullying
- Fighting
- Mischief
- Possession of prohibited items
- Failure to sign-off bus

Discipline Action Hierarchy

1. Immediate correction
2. Verbal warning / reprimand
3. Separation from peers
4. Reflective assignment / mediation
5. Detention – recess
6. Detention – after school (requires 24 hours notice)
7. Loss of privileges
8. Restitution
9. Office referral
10. Suspension

Any time actions more significant than “immediate correction,” “verbal warning / reprimand,” or temporary “separation from peers” is undertaken, students’ parents should be notified.

Students with ongoing behavior issues should be placed on specific Behaviour Contracts.

The actual punishment within the range of options will be determined in consideration of:

- (a) the effect of student’s behaviour on others;
- (b) the nature of the incident;
- (c) previous conduct and previous disciplinary action;
- (d) student’s age, maturity and individual needs;
- (e) anticipated impact of proposed action on student;
- (f) mitigating circumstances;
- (g) views of parents (victims & aggressors).

Removal from Class

Any time a student is removed from class for disciplinary purposes it is considered a “suspension.” Under the School Act, **teachers** may suspend from class a student for not more than one hour. Any other removal from class, must be enacted by the principal.

See also: Appendix _A_: ROARS
[RVS Administrative Procedure 350](#)

Bus Sign-off Procedures

Bus students who are at school but not planning to take the bus home in the afternoon are expected to sign-off the bus on the appropriate form in the office. Discovery that a student is neither signed-off, nor on the bus, will initiate the following procedure:

- If a student has not signed off the bus (and therefore, is expected to be on), and has not shown up to board the bus, the bus driver will notify the person on supervision
- If the student is from the younger grades, all efforts will be made to track down the student's whereabouts before the bus is allowed to leave.
- If the student is from the upper grades (Grades 7, 8 & 9), the bus will wait until the 3:40 bell rings (1:10 on Fridays) at which time it will be directed to depart by the person on supervision.
- If the bus that is waiting for a missing student is at the front of the line of busses, all others parked behind must wait for its departure before leaving. Any busses not blocked by a waiting bus may depart after being cleared by the supervisor.
- Except in a rare case, busses will not be directed to back up in the school parking lot, and then may only do so with a responsible spotter on the ground to direct them.
- Normal bus departure time is 3:40 (1:10 on Fridays) and any departure earlier than that is authorized by the supervisor only if there is accounting for all students
- If one of the riders informs their driver as a message from family, that another student will not be on, that is considered "signed-off". If, however, after inquiring about a missing student, riders on the bus tell the driver they saw the missing student's parents, or they "think" he/she won't be on, that student is considered NOT signed off.
- Any names of no-show students given to the supervisor by the bus drivers will be passed along to the school principal for appropriate discipline (usually a recess detention).

CHARACTER EDUCATION

Charter for Success

All members of the Indus School Community will work to ensure all learners have access to high quality educational opportunities. As such:

Everyone has the right	It is everyone's responsibility
<ul style="list-style-type: none">• to a safe, caring, and welcoming environment;• to learn;• to develop his or her own unique personality.	<ul style="list-style-type: none">• to be engaged and participatory in learning;• to be considerate of the needs of others;• to be focused on growth and success;• to be thoughtful and reflective;• to be supportive of others;• to be positive influences;• to be appreciative;• to be respectful;• to be tolerant;• to be kind.

CLASSROOM USER GUIDE

Classroom management comprised of well planned and executed routines, rituals, procedures, rules, expectations and reinforcements is one of the most vital elements of teaching. By the end of the first week of classes, teachers must complete and submit to the principal a copy of their classroom behavior plan that include rules, expectations, consequences and possible incentives.

DRESS CODE

Students and staff are expected to wear clothing that is inoffensive and appropriate for the active nature of learning and playing in school

Some points of clarification:

- 'Halter' or 'tube' tops that do not cover the shoulders or open back attire which exposes undergarments are not appropriate.
- Dresses or shorts shall not be so short as to be inappropriately revealing at any time
- Shoulder straps are at least the width of two adult fingers (approx. 3cm)
- Bare mid-riffs, low-cut necklines, excessively tight, or otherwise inappropriately revealing clothing are deemed inappropriate.
- Shoes must be worn; any shoes worn inside must be clean and non-marking
- Hats, toques, and other headwear (excluding religious headwear) may not be worn in the school.*
- Sunglasses may not be worn in school.*
- Items of clothing with racial, sexual, vulgar, offensive, or unsafe/illegal (including drug, alcohol, gang, or terrorist related) messages or implications are not permitted.

The Principal, in consultation with staff members, will determine if clothing is appropriate for school.

* Some exceptions may be made for students with specific sensitivities

GUS THE GOOSE

- Gus the Goose is our school mascot.

INTRAMURALS

- Indus staff members may promote student wellness and student leadership through intramural activities, clubs, and or student council during the noon hour.

LUNCH

- The rules for lunch in the classrooms should be thoroughly reinforced by all teachers and support staff
- Student monitors may be organized to assist students and supervisors (Gr. 1-6)
- The class expectations are as follows for all students:
 - Students in grades K through 6 will normally:
 - eat in their regularly assigned desks;
 - remain in their desks during the eating time;
 - talk in a low tone
 - use the washroom to wash hands before starting their meals;
 - not be permitted to leave the class to visit the washroom during the lunch eating period, unless in critical need;
 - Raise their hand if they need the supervisor's attention;
 - Tidy their desk area and throw out garbage at the conclusion of lunch;

- Return lunch bags to hooks/lockers after dismissal.
- Division 3 students may eat in other classrooms, but may not “wander” around or between rooms during the eating period, and are expected to behave in a calm and responsible manner.
- Individual students and/or class helpers may be responsible for cleaning desks after lunch, but students are responsible for leaving their personal space neat and clean.

MEDICATION

- Prescription Drugs:
Rocky View Schools recognizes that the onus for administering medication or medical treatment to students is on the students’ parents or medical practitioner. Non-prescribed medication shall not be distributed to any student enrolled in a Rocky View School. If a student must receive medication or medical treatment prescribed by a medical practitioner during the school day and the student is incapable of self-administration, and the parents are unable to be at the school to administer the medication or treatment; staff will assist the student, given the following conditions have been met. The parents must request in writing that the school store the medication and provide medical treatment;
 - The parents must sign a medication release form;
 - The request for the administration of medication or medical treatment must include written instruction (including content and frequency) **signed by the parent AND the physician.**
- Allergies and Medical Conditions:
All students’ allergies or medical conditions, which are relevant to their well being at school, are recorded and compiled in a pictorial and written directory. Staff members receive copies of the pictorial/written notices, which must be stored with the “Hour Zero” material, then either committed to memory or carried during recess by staff members on supervision duty.

SNACK TIME

- Snack time usually occurs during a morning instructional block.
- Teachers should check snacks for nut or peanut allergens and remind students and parents of the importance of our “Nut Aware” status
- As this is instructional time, please ensure that the students are engaged in an educational activity, such as listening to a story, while they eat
- Staff members are encouraged to monitor students’ snack and/or lunches and bring concerns to the attention of the CDA.

STUDENT GOVERNMENT

A student governance body may be developed to contribute to the life and energies of the school community.

INSTRUCTION

CLASSROOM TIDINESS

- Please keep all areas in the school tidy. This pertains to desks, classrooms, hallways, library, gym, equipment room, art/science lab, stage/paper room, copier area and the office/conference rooms.
- Staff members are to ensure that any space they use is tidy when they finish for the day, regardless of the condition it was in when they arrived.
- Students need to be taught how to organize their desks and other workspaces, and then coached and

monitored to ensure these areas are kept tidy.

- Specifically:
 - Food and beverages should only be out of lunch bags while eating is in progress.
 - Open containers such as juice boxes and cans must not be kept at desks (sealed bottles are okay at the teacher's discretion).
 - Desks must be cleaned off and all snack or lunch materials put away or in the garbage/recycling
 - Desks must be kept tidy – daily checks may be necessary
 - Paper recycling bins will be emptied on a regular basis
- Use staples or tacks on the bulletin boards throughout the school. Use sticky tac material on all painted surfaces as tape removes the paint and staples leave holes.
- Please do not put desks against the walls – they tend to cut the wall covering.

DIGITAL CITIZENSHIP SCOPE AND SEQUENCE

Common Sense Media has produced excellent lessons around the topic of digital citizenship.

<http://www.common sense media.org/educators/scope-and-sequence>

The lessons are divided into *Units*, three of which are in each *Grade Band*. In order to ensure there is no duplication of lessons, and nothing gets missed, **please teach the lessons identified below**. Grade 9 is welcome to teach any of lessons in the 9-12 grade band that are appropriate.

Grade	Grade Band	Unit	Lessons
K	K-2	1	Going Places Safely A – B – C Searching Keep It Private My Creative Work Sending Email
1	K-2	2	Staying Safe Online Follow The Digital Trail Screen Out The Mean Using Keywords Sites I Like
2	K-2	3	Powerful Passwords My Online Community Things For Sale Show Respect Online Writing Good Emails
3	3-5	1	Rings Of Responsibility Private And Personal Information The Power Of Words The Key To Keywords Whose Is It, Anyway?
4	3-5	2	Strong Passwords Digital Citizenship Pledge

			You've Won A Prize! How To Cite A Site Picture-Perfect
5	3-5	3	Talking Safely Online Super Digital Citizen Privacy Rules What's Cyberbullying? Selling Stereotypes
6	6-8	1	Digital Life 101 Strategic Searching Scams And Schemes Cyberbullying: Be Upstanding Our Creators Rights
7	6-8	2	My Media A Creators Responsibilities Safe Online Talk Which Means Should I Be? Gender Stereotypes Online
8	6-8	3	Trillion Dollar Footprint Identifying High Quality Sites Reality Of Digital Drama Cyber Bullying: Crossing The Line Rework, Reuse, Remix
9	9-12	1	Digital Life 102 Oops! Broadcast It On The Internet Copyrights And Wrongs Feeling On Display Turn Down The Dial On Cyberbullying And Online Cruelty

FIELD TRIPS / EDUCATIONAL VISITS


- Field trips are an important part of students' educational experiences. They are to be **included in long range planning** submitted to the principal in September.
- Relevant sections of the **Indus School Field Trip Planning Checklist** (appendix and on website) must be completed for every trip.
- **Funding Requests** for all field trips should be limited to transportation costs and must be submitted to council by the October executive meeting. Approximate amounts may be submitted where exact amounts are not yet available.
- Effective September 2016, schools must not ask parents to sign waiver forms provided by service providers. Schools are allowed only to undertake field trips to those activities outlined in the [Field Trip Manual](#). If a waiver is requested by the service provider, an agreement will need to be negotiated by our Business & Operations Department with the service provider prior to the field trip being considered. A list of approved service providers with whom RVS has an agreement can be found under EC Resources on RVS' website, after login at: <https://www.rockyview.ab.ca/ecresources/service-providers>.
- Field trips **must be authorized by the principal, prior to sending any information or materials home.**
- Teachers are responsible for booking their own busses.

- For day trips, [Form CU 124/03, Field Trip Approval Checklist – Day Trips Only](#), must be completed, together with [Form CU 018/98 Education Excursions](#) and submitted to the Principal **at least two weeks before your field trip date**.
- **Enter the field trip dates and destination on the sharepoint calendar** as soon as possible.
- You may wish to send out “Thank-You” cards or notes to your parent volunteers.
- Teachers **must comply with** all conditions, policies, and procedures outlined in the RVS Field Trip manual. Please consult it for complete details.
- PLEASE NOTE: Parent volunteers may ride on school busses for field trips, but younger siblings (not part of the field trip) may not.
- **Permission slips must be kept for two years from the date of the trip.**

GRADE LEVEL ACHIEVEMENT REPORTING

- At the end of each school year, teachers will report students’ grade level (at, above, or below) to parents. To report ‘above’ the teacher must ensure they have assessed the outcomes beyond grade level.
- Teachers must communicate with parents throughout the year to familiarize them with the learning experiences which identify a child’s achievement level.
- Teachers must ensure parents are aware of their children’s achievement levels prior to the GLA reporting.

INDIVIDUAL PROGRAM PLANS (IPP’s)

- Dossier, accessed via Power Teacher, is used for developing IPPs.
- A user guide is available: PowerTeacher>  > Dossier > Home > Documentation
- **The classroom teacher, with assistance from the learning support team, is responsible for developing, writing and maintaining Individual Program Plans**, or IPP’s for the students in his/her specific homeroom class.
- IPP’s are to be reviewed in September by both the classroom teacher and the learning support team following June’s revisions. Parents need to see changes and sign updated and/or new IPP’s.
- The classroom teacher, in consultation with the parents and learning support teacher, will assess the IPP and revise as necessary throughout the year.
- Goals will be SMART – specific, measurable, attainable, results-oriented and timely; formally assessed and discussed with stakeholders three times over the year.
- A current paper copy of the digital IPP must be available in the student’s file.
- The classroom teacher, in conjunction with the Learning Support teacher is responsible for:
 - creating the IPP;
 - updating the IPP;
 - explaining the IPP to parents;
 - writing an anecdotal progress report for each reporting period;
 - ensuring all students’ files are professionally maintained.
 - Kindergarten IPP’s are created by Kindergarten specialists, teachers, and therapists.
- Use point-form (bullets) for transition plans. Be specific in recommendations.

RESPONSE TO STUDENT NEED

Multi-level intervention is simply a system for allocating support resources to those who most need it, based on tangible data. There are three levels of support:

- A. Students' skills progress in a 'typical' manner with high quality, differentiated classroom instruction
- B. Students' skills progress at a 'typical' rate with additional small-group or individualized instruction to augment classroom instruction.
- C. Students' skills progress, but individualized, modified programming is required to meet adjusted expectations. Students on modified programs receive individualized programming that best capitalizes on their strengths.

Initial Assessment

- Prior to October 15, all students' reading skills will be assessed using the GRADE standardized test. Teachers of students in Grades 1-4 will also conduct running records to verify the GRADE results and further inform instruction.
- Students scoring less than five months above or below registered grade level will be designated as requiring Level A intervention
- Any students scoring more than five months below registered grade level will be designated as requiring Level B intervention
 - Level B students will require additional testing (DIBELS or other) to identify specific areas for development and ongoing biweekly assessments, along with regular informal probes, to gauge growth and inform instruction
- Any student scoring more than 2 years below registered grade level will be designated as requiring Level C intervention
 - Level C students will require additional testing to identify areas of strength and weakness thus informing instruction
 - Level C students will complete ongoing formal and informal assessments to continually tailor program for maximum effectiveness.
- Students scoring significantly above grade level will require monitoring by the classroom teacher to ensure differentiated instruction is providing the students with adequate challenge to continue growth.

Design

- Classroom teachers will establish goals guided by the following expectations:
 - Level A: minimum one year growth
 - Level B: minimum one and one half years growth, projecting grade level achievement within two years
 - Level C: determined individually in consultation with the learning support teacher
 - Above grade level: Above grade level: growth equal to student baseline divided by registered grade
- Classroom teachers will design instruction for students at Level A
- Classroom teachers, in consultation with the learning support teacher, parents, and where applicable, the student, will design instruction for students at level B
- Classroom teachers and the Learning Support teacher, in consultation with external consultants and parents, will co-design instruction for level C students
- Classroom teacher, in consultation with the student and parents, will design instruction for students above grade level

Development

- Classroom teachers are responsible for the procurement and/or development of materials for level A students.
- Classroom teachers, with the assistance of the Learning Support team are responsible for the procurement and/or development of materials for Level B students.
- Classroom teachers are responsible for the procurement and/or development of materials for Level C students who are integrated into the regular classroom.
- The Learning Support teacher is responsible for the procurement and/or development of materials for Level C students who are instructed outside of the regular classroom.

- Classroom teachers are responsible for the procurement and/or development of materials for all students who are above grade level

Implementation

- Classroom teachers provide instruction and support for Level A students
- Classroom teachers and the learning support team provide additional instruction, or guided practice, for Level B students
- Classroom teachers and the learning support team provide additional instruction, or guided practice, for Level C students who are integrated into the regular classroom
- The Learning Support teacher and, where possible, assistants provide instruction and guided practice for Level C students who are instructed outside of the regular classroom
- Classroom teachers provide instruction and support for students who are above grade level

Evaluation

- A second GRADE assessment will be completed by all teachers, during the first part of March. The results will be used to set goals and inform student intervention levels for the balance of the year.
- Teachers of students in Grades 1-4 will conduct running records throughout the year.

KINDERGARTEN

- Indus School currently has one part-time Kindergarten class operating Tuesday & Thursday (plus every other Friday) and one part-time Kindergarten class operating Wednesday & Thursday (plus every other Friday). The whole program offers 475 hours of instruction per year.
- To qualify, students must reach 5 years of age by February 28th of that school year.
- Registrations for the new academic year begin in March.
- There is a special Parents' Evening in May, at which time detailed information is given and queries are addressed.
- Students have the opportunity for an orientation visit prior to commencing the program.

MATH BASIC FACTS SCOPE AND SEQUENCE

- From the 2016 AE Clarification document

Grade	Understand / Apply Strategies	Memorize for instant recall
1	9+9 & related subtraction	Sums to 5 & related subtraction
2	9+9 & related subtraction	5+5 & related subtraction
3	5x5 & related division	9+9 & related subtraction
4	9x9 & related division	7x7 & related division
5		9x9 & related division

MONITORING STUDENT WORK & BEHAVIOUR

- During student work periods, teachers should be circulating, monitoring student work by correcting errors,

suggesting improvement, and clarifying or extending concepts.

- Having students remain in their seats while the teacher circulates is preferable to having a line of students seeking the teacher's attention. In the former case, students can be working on an alternative assignment as they wait; in the latter case the line of students are more likely to be disruptive and to block the teacher's view of the remainder of the class.
- Teachers should always position themselves in such a manner as to be able to monitor the class and quickly address any issues that may arise (educational or behavioural).

PLANNING FOR INSTRUCTION

- Year plans for all subjects will follow the designated template and must be submitted to the principal by the last day of school in September.
 - Year plans must be based on, and address all of, the relevant grade's outcomes as identified in the **Alberta Education Program of Studies**.
 - Where available, curriculum checklists must be used to ensure all outcomes are being met
- Unit Plans must be prepared prior to the start of a given unit of instruction.
 - Unit plans must follow the backwards design model (templates available on website)
 - Assessments must be developed as part of the unit design. Activities and sequence of instruction are developed from the key understandings and essential questions.
- A day planner identifies the lesson objectives for any specific day.
 - Students should be able to articulate, as developmentally appropriate, the relevance of their work -- know the target for their learning, understand the concept or process of construction and be able to do what they need to do to get there. Teachers build in the opportunities to make meaning around concepts and for students to transfer this meaning to new situations.
- Subject time allocations should be in keeping with the Alberta Education guidelines.
Modifications to the time allocations may be made in consultation with the Principal.

Grade 1 and Grade 2

Subject Areas	English Instruction	Min/week
	Percentage	
English Language Arts	30%	474
Mathematics	15%	237
Science	10%	158
Social Studies	10%	158
Art and Music	10%	158
Health and Physical Education	10%	158
Optional subjects	15%	237
total	100%	157
		26.3 hours

Grade 3 through Grade 6

Subject Areas	English Instruction	Min/week
	Percentage	
English Language Arts	25%	395

Mathematics	15%	237	
Science	15%	237	
Social Studies	10%	158	
Art and Music	10%	158	
Health and Physical Education	10%	158	
Optional subjects (incl. French)	15%	237	
	100%	1579	26.3 hours

Grades 7-9 (Scheduled by Admin)

Subject Areas	Hours/year	English Instruction	
		Percentage	Mins/wk
English Language Arts	150	16	250
Language	100	10	160
Mathematics	100	10	160
Science	100	10	160
Social Studies	100	10	160
Fine Arts	75	8	125
Physical Education	75	8	125
Health and Life Skills	50	6	95
Optional subjects	50	6	95
total	950	100%	1580

Preparation for daily lessons must be done prior to class. Please do not send students to the office for class sets of photocopies

PARENT-TEACHER CONTACT & INTERVIEWS

- In September there is a “Meet the Staff” barbecue.
 - The informal barbecue will run from 5:30pm – 6:45pm, including two repeated presentations by each teacher in his or her classroom. During this time, teachers should:
 - Outline curriculum goals for the year
 - Explain behaviour and work expectations
 - Elicit classroom and field trip volunteers (incl. criminal record checks)
- This important first contact between a child’s parent and his/her new teacher is an essential component in building a partnership relationship between home and school.
- Prior to the first set of Student Report Cards being sent home in the fall, Student-led conferences are arranged over two nights to discuss and set goals for the first report. Written notes must be kept during these interviews. Please use the template on the website.
- Following the distribution of the second set of Student Report Cards in the late winter, a second interview may be held.

REPORTING TO PARENTS

Only Certificated Teachers (and CDA with issues specific to that position) may report, formally or informally, on students.

The formal report to parent fulfills our legal obligation as outlined in the School Act. Please remember, as you are writing it, that it is a legal document: be as accurate as possible (reports can be subpoenaed in legal proceedings such as custody hearings).

Our job is to observe students in a variety of activities and assess how they compare to the widely held expectations for children in their grade. We summarize those findings into achievement indicators and a few comments. From these, parents expect to gain a clear understanding of their children's academic, behavioural, and social progress.

Be clear. Be honest. Be positive. Be professional.

1. The marks in each subject area **summarize achievement**. They are not scores in some sort of weird game.
2. General comments about the subject are not necessary. **Provide specific feedback**. Stating that Mary had a good* term in Math when she achieved an "MAS" is redundant. Specific or notable strengths or challenges should be included. (Mary demonstrated a clear understanding of long-division and multiple-digit multiplication and was able to apply her knowledge when solving 'word problems.'
*please don't use the word *good* - it is insipid and uninformative (see the end of the list for some alternatives
3. Avoid jargon. Terms specific to education have different meanings to non-teachers.
4. Comments should cover general demeanour, social skills, attitude toward school-work, effort, and organization. These aspects are not part of the academic evaluation. Below is a listing of each along with a few descriptive terms that might be appropriate.

a. Demeanour / disposition / deportment

- i. Serious, thoughtful, pensive, downcast
- ii. Cheerful, light hearted, gleeful, sunny, merry, buoyant, jovial, agreeable, optimistic, lively, pleasant, effervescent
- iii. Calm, unflappable, unruffled, steady, poised
- iv. Excitable, animated

b. Social skills

- i. Sensitive, perceptive, caring, empathetic
- ii. Insensitive, inconsiderate
- iii. Belligerent, argumentative
- iv. Honest / dishonest
- v. Polite / needing to work on politeness

c. Attitude to school work

- i. Enthusiastic, conscientious, positive, ardent, spirited, exuberant, passionate
- ii. Disinterested, cavalier, indifferent, blasé, cool, skeptical
- iii. Negative, antagonistic, contrary, at odds with, oppositional, cynical, fatalistic

d. Effort

- i. Diligent, industrious, zealous, tenacious, persistent, thorough
- ii. Lackadaisical, inconsistent, careless, lax, languid,
- iii. Non-existent (see attitude)

e. Organization (both personal and work related)

- i. Systematic, tidy, orderly
- ii. lost books or materials, untidy, disorganized, late work

f. Work in cooperative groups

- i. Supportive, willing to negotiate, involved, generates ideas, hard working, engaged
- ii. Controlling, passive, blocking, argumentative, removed

5. The report card is an official record. Any **special programming must be noted**.

6. Begin with a comment on something positive.

7. **Be direct when stating any difficulties the student is having.** "Johnny struggles to stay focused on his work," is much better than, "Johnny needs to improve his focus during seatwork times." The latter can be misinterpreted to state that Johnny is okay, but could always use some improvement.
8. Remember your audience. It is the parents, not the student. Please use appropriate syntax and vocabulary.
9. Talk about work, not marks. Rather than making comments such as, "Johnny earned a Progressing on his Geography tests," use something like "Johnny was able to identify most of the countries we studied, but he could do even better if he spent a few minutes studying his flash cards every day."
10. Grammar points. A great collection of short articles outlining correct use of English can be found at:
<http://owl.english.purdue.edu/owl/resource/539/1/>
- a. Use the active voice. "Bob experiences difficulties getting along with others," places more onus on Bob than "A number of difficult social situations have been experienced by Bob."
 - b. Include articles (a / an / the). Failing to use these makes the report sound like notes, and can change the meaning as nouns without articles become 'non-count' and thus refer to all instances of the noun. "*Students enjoy history*," is not the same as, "*The students love history*". Better still would be: *The Grade 4 students this year love history*).
 - c. Adverbs end in "ly." Some common errors: excellent, outstanding, wonderful, fantastic, etc. If one of these is used to describe how the student performed, it must be followed by a noun or have the suffix "ly" added. Phrases such as, *Mary did excellent on her project*, are incorrect. She either did an *excellent job* or she did *excellently*.
 - d. Subject names should be capitalized when used as a proper noun but not when used as an adjective. Bob's math skills are great. Mary usually hid in the bu Mathematics. The same is true for grade and term names: Grade 1, Term 3..
 - e. With the exception of grade names (Grade 3) please write out numbers up from zero to nine. Use digits for 10 or greater. Please use the numeral for grade names.
 - f. Please don't end sentences with prepositions. "Bonnie needs to finish her work and hand it in," can be stated correctly as, "Bonnie needs to finish her work and submit it for marking."
 - g. **Put titles in quotation marks or <i> Title </i>**

- h. Please don't split infinitives (*to go boldly* is correct; *to boldly go* is incorrect).
 - i. Please check that all sentences are complete and that spelling is correct. Not all parents will write letters about, or even notice, such errors. In the eyes of many however, our credibility as a profession is eroded every time we send something home with an error in it (particularly spelling).
11. Conclude the report with a tangible goal for the next term based on areas that you have commented on as needing improvement. e.g.
- a. Mary should make completing assignments on time a goal for next term; she must complete her agenda every day and set aside a consistent time every day to complete her homework.
 - b. Bob needs to improve his reading skills; he should make it his goal to practice for a minimum of fifteen minutes per day, at least five days per week.
 - c. A goal for Sally next term should be to react more calmly when the students around her are distracting her from her work. Counting to five before reacting will give her time to calm herself.

Alternatives to *good*:

acceptable	exquisite	peerless	splendid
accomplished	first-class	pleasing	striking
admirable	first-rate	sophisticated	stupendous
agreeable	great	shipshape	super
commendable	incomparable	skillful	superb
distinctive	invaluable	solid	superior
distinguished	magnificent	sound	superlative
estimable	marvelous	splendid	supreme
excellent	meritorious	positive	transcendent
exceptional	notable	satisfactory	wonderful
exemplary	outstanding	select	worthy

Even better is to use a word that describes the work: elegant solutions in Math, complex syntax in ELA, etc.

PROVINCIAL ACHIEVEMENT TESTS

- Classroom teachers are responsible for all arrangements related to the PATs
- All students in Grades 6 & 9 write Provincial Achievement Tests in May and June
 - Students may be excused from the testing by the school psychologist as per their IPP or through a parent letter submitted in January of the test year.
 - Accommodations must be “common practice” for a student, utilized throughout the year. Classroom teachers must notify parents and arrange **extra personnel** well in advance of the test.
- Teachers will notify families in advance of the tests and send the message that they are important and should not be missed.
 - Students who are absent on a given test date will write the test immediately upon their return.
- Group results from P.A.T.s are published in the School Annual Results Report.
- Individual results from the P.A.T.s are sent home in the fall, when they are released by Alberta Education.

STUDENT FILES

- Students may have only one file stored in the office
- Student files may not be removed from the office

SCHOOL (BELL) SCHEDULE

Note that these are actual start times. At the end of lunch and recess, the bells ring two minutes prior to start time in order for students to start lessons by the designated time.

Bell Schedule

Grades 7 - 9

Busses Arrive	8:35am	Busses Arrive	8:35am
Period 1	8:46am	Period 1	8:46am
Snack	9:43am	Snack	9:31am
Period 2	9:53am	Period 2	9:41am
Period 3	10:50am	Period 3	10:30am
Lunch	11:50am	Lunch	11:15am
Recess	12:10pm	Recess	11:37am
Period 4	12:33pm	Period 4	12pm
Period 5	1:33pm	Dismissal	1pm
Period 6	2:33pm	Busses Depart	1:10pm
Dismissal	3:30pm		
Busses Depart	3:40pm		

Bell Schedule

Grades K – 6

Busses Arrive	8:35am	Busses Arrive	8:35am
Classes Begin	8:46am	Classes Begin	8:46am
Recess	11:50am	Recess	11:15am
Lunch	12:10pm	Lunch	11:37am
Classes Resume	12:32pm	Classes Resume	12pm
Recess	2:05pm	Dismissal	1pm
Classes Resume	2:28pm	Busses Depart	1:10pm
Dismissal	3:30pm		
Busses Depart	3:40pm		

STUDENT REFERRAL PROCESS (Learning Support)

- Phase I: Classroom Teacher intervenes for students who are struggling.
 - Gather information from the student file to learn about the student;
 - From file, note strategies and accommodations that have proven successful – found

at the end of Psych Ed reports and in IPPs

- Talk to the parents and keeping them informed;
 - Talk to previous teachers or other teachers currently working with the student;
 - Conduct informal assessments to establish a baseline or to develop a student profile;
 - Develop interventions or changes to full class instruction (if appropriate) to address needs that emerge from assessment and observation;
 - Document the interventions attempted and the results thereof (add this to the file – it will be invaluable to the next teacher);
 - Evaluate the effectiveness of interventions and make adjustments as necessary.
- Phase II: School Based Team assists the classroom teacher
- The referring teacher completes the form *Case Conference* and presents the concerns, documentation, interventions and response to interventions to the School Based Team (SBT).
 - The learning support teacher adds to the referring teacher's documentation from files (above), including information from other professionals currently working with the student
 - The SBT collectively develops an action plan (with a review date). The plan includes such elements as changes to classroom instruction, accommodations or modifications, and other interventions deemed appropriate.
 - Implementation of the action plan, and the results thereof, are documented
 - The SBT evaluates the outcome of the action plan and determines if further action is necessary. The student is presented to the SBT for additional suggestions and recommendations until it is determined that the student is making satisfactory progress or that a referral needs to be made to the Student Learning Support Group.
 - If a referral to the SLSG is warranted, the SBT ensures that an eLSTR referral has been completed in order to present the student to the SLSG. Meeting with SLSG begins Phase Three of the referral process.
- Phase III: Student Learning Support Group support
- The classroom teacher presents the referral dossier and pertinent information to the SLSG. This includes background information, concerns, interventions, response to interventions, and current informal assessment data by professionals involved with the student. A copy of the "case conference" form is given to each of: the program specialist, family liason, and psychologist.
 - The SLSG may provide additional strategies, developing an action plan similar to that in Phase II (or may move straight to evaluation)
 - The classroom teacher and/ or Learning Support Teacher will implement the plan and document the results
 - The results will be reviewed at the next SLSG meeting.
 - In some cases, the SLSG will move forward with formal assessment.
 - The formal assessment occurs and results are debriefed with the school team and parent/guardian.
 - At the school/parent debriefing meeting, a follow-up actions plan is developed and formalized in the IPP.

SUBSTITUTE TEACHER FILE

- A substitute teacher file must be kept up to date **and stored in the office.**
- The file should comprise:
 - An Indus School Substitute Teacher's Information sheet;
 - Class lists for all classes;
 - Fire evacuation regulations and routes; Fire Drill cards/Hour Zero procedure

- Timetable and schedule;
- Class routines;
- Specific notation about students, eg: medical alert sheet, medicine, behaviourally challenged students, students who are always very helpful, etc.;
- On-going lesson plans which could be used for two or three days i.e. stories, poems, writing, graphing, etc. photocopied work sheets, i.e.: extra work, general math, science, social studies, review, etc.; and
- Location of materials, books, papers, etc.;
- Contact on staff for additional support/assistance
- Template is available on the website

SUBSTITUTE TEACHERS

- Please use the Atrieve Portal (link on website) to book substitute teachers.
- Please email your plans to the Secretary, Principal and Assistant Principal or ensure your plans are in your Substitute Teacher Folder (and it is up to date) and in the office.

RESOURCE PROGRAMMING

Definitions

- i. **Modified Programming:** programming in which the learner outcomes are significantly different from the programs of study and are specifically selected to meet students' special education needs.
- ii. **Adaptated Programming:** programming that retains the learner outcomes of the programs of study and where adjustments to the instructional process are provided to address the special education needs of the student
- iii. **Accomodation:** a change or alteration in the regular way a student is expected to learn, complete assignments, or participate in classroom activities.
- iv. **Differentiation:** creating different routes by which students are able to acquire and demonstrate their acquisition of skills, attitudes, and knowledge outcomes within either a modified, adapted, or regular program.

A great source for information on differentiation can be found at
<http://www.members.shaw.ca/priscillatheroux/differentiating.html>

Thus modifying and adapting are things we do in planning a child's individual education plan (that which we formally refer to as an Individualized Program Plan – IPP). They are formal practices that must be reported in the Report to Parents. Accommodations are the individual instructional, material, and other changed elements that make up a modified or adapted program.

Differentiation, meanwhile, is the blanket term coined to describe the practice of individualizing content, process, activities, products, and the learning environment, in an effort to best teach as students learn. The general philosophy is one of creating a classroom instructional program in which each student is able to learn in the manner best suited to him or her. It has no legal status in Alberta.

- Indus School currently has a Learning Support program for students with high needs. These students may be physically, intellectually, and/or emotionally challenged, or may have extreme behaviour disorder. Depending on the individual, they may be totally integrated, partially integrated, or receive their entire program in the Resource Room.
- Depending on the severity of the disability, the child may receive support from a Learning Support Assistant who will support and enhance the child (ren)'s learning with direction from the teachers who

- modify the activities for the child (ren).
- Each child has an Individual Program Plan (IPP), which outlines their educational, behavioural, and daily living goals. **All staff members involved with that child must be familiar with that IPP.**

TEACHER OUT OF CLASS

- While teachers should be with their students during all instructional time, it is realistic to recognize that there are times when they must leave their rooms for brief periods. During those times, teachers must follow these procedures:
 - Remind the class of appropriate behaviour prior to leaving;
 - Keep the absence as short as possible;
 - If possible, leave an adult supervisor temporarily in charge; or
 - Appoint a student monitor (in case of emergency) and notify the teacher next door that you are out of the room

HUMAN SEXUALITY

- Taught to Grades 4 through 9 students, usually in the spring.
- Students need a permission slip to let the school know if they are participating in the program.
- The Calgary Board of Education's Grades 4 through 9 lesson plans are used.

WASHROOM VISITS

- Teachers encourage students to use the washroom during recess/breaks.
- Teachers will monitor student use of washrooms during class time; frequent visits to the washroom may be indicative of medical issues (or may be an attempt to avoid classwork). Grades 4 – 9 may have a sign-out sheet providing a record of who was out of the class at what times.
- Please do not allow multiple students to leave class to go to the washroom at the same time (unless during a supervised washroom break such as those taken in Kindergarten).

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FACILITY

COMPUTERS, LAPTOPS, I-PADS

- Occasionally, computers do not behave as they should. When this happens, please attempt basic troubleshooting (checking that all cords are firmly plugged in then restarting the computer will often solve the problem)
- Should problems persist (or recur frequently), please file a **service request**. The link to the help desk is on our school's homepage under *Quick Links* or send an email to servicerequest@rockyview.ab.ca. If the

- problem is urgent, you may talk to Rob about it, but be sure to file a work order
- A sign-out system on the laptop cart and I-pad cart will manage the reservation of these tools. The cart can be moved to the next user's classroom or returned to the Library.

MUSIC INSTRUMENTS

- Instruments are not to be touched unless under the direct supervision of a teacher.
- Instruments are delicate and should be treated gently.
- All instruments must be returned to their proper place (in the band room).
- All non-pitched percussion instruments will be stored on labeled shelves/boxes.
- Hand drums and tambourines need to be stored upside down.
- The piano and keyboard are not to be touched by any student unless with teacher permission and under direct supervision.
- Any instruments needing repair should be taken to the music teacher.

OFFICE COMMUNICATION: PHONES & FAX

- Staff have access to use the Office telephones, to make long distance or 1-800 telephone calls.
- Staff are free to use the fax machine at any time. In an effort to use less paper, RVS has requested that Fax cover-sheets only be used when absolutely necessary.
 - Scanning and emailing is better still
- Staff may make personal long distance calls only if they use a calling card or credit card.
- Students are only allowed to use the phones under direct supervision of an adult. They **must have a permission slip** from their teacher if they are using a phone away from their homeroom. Staff members are to ensure that student phone use is restricted for urgent or emergency reasons only.

SECURITY SYSTEM

- The security system is simply a numeric keypad located at the front entrance to the school. **It must be armed when the last person leaves the school** on any day and disarmed by whoever first enters the school each day. Each staff member has been assigned an individual security code number to use. If you are not sure how to operate the security system, please ask the secretary or head building operator for instructions and a code.
- **The school is charged a call-out fee for incorrect use of the keypad.**
- If you are leaving the school after the evening caretaker, ensure hall lights have been turned off.
- The system is now set to turn on automatically at 4pm (1:30pm on Fridays). If you are in the school at that time enter your code to avoid setting off the alarm.

STAFF ROOM – Update Schedule

- This is a room where most staff members, along with parent volunteers, take their breaks and eat their lunches.
- It is also a room where important information is displayed (eg. notices, professional announcements, current activities, professional development activities, etc.) **It is a space in which neither confidential documents can be posted nor confidential conversations can take place.**
- All staff members take turns in staff room clean-up. A schedule is drawn up indicating all weeks when

school is in session and staff members are expected to participate in clean up. Also, **all staff are responsible for daily clean up after themselves**, putting their dirty dishes into the dishwasher, etc.

- Clean-up duties are posted in the staff room.
- Please Note: All food (excepting condiments) will be removed from refrigerator(s) on a regular basis.
- Kitchen Duty teams:

Rob	4-Sep	16-Oct	27-Nov	22-Jan	12-Mar	30-Apr	11-Jun
Char							
Christy							
Colin							
Cori	11-Sep	23-Oct	4-Dec	29-Jan	19-Mar	7-May	18-Jun
Kim							
Nancy							
Shawn							
Judy P	18-Sep	30-Oct	11-Dec	5-Feb	26-Mar	14-May	25-Jun
Lorie							
Terri							
Judy M							
Chael	25-Sep	6-Nov	18-Dec	12-Feb	9-Apr	21-May	
Cheryl							
Lana							
Jen A							
Meghen	2-Oct	13-Nov	8-Jan	26-Feb	16-Apr	28-May	
Adam							
Casey							
Jen K							
Karen	9-Oct	20-Nov	15-Jan	5-Mar	23-Apr	4-Jun	
Anthony							
Andrea							
Candace							

WEEKEND & EVENING USE OF THE SCHOOL

- Community use of the school is potentially available and is to be booked through “School Dude” on the RVS website. The caretaker is advised as to what preparations, if any, will be required.
- A staff member must be present to open and lock the premises and to ensure the school is not being damaged.
- Further information about community use of the school can be obtained from the office.

ADMINISTRATION

ANNOUNCEMENTS

- The public address system is housed in the office.
- Announcements are a poor means of communicating important information: sound quality is often poor, there is no opportunity to ensure the intended audience is listening, and the entire school is interrupted for information that often only affects a specific group.
- **There are to be no announcements during class time except in the case of emergencies.**
- **Alternatives** to using the P.A. system:
 - Go to the class with affected students and make the announcement;
 - Compose a memo and pass it on to teachers of the affected students; they should then make the announcement, post it on the blackboard (where applicable) and have the students (or a helper) write it in their agendas;
 - Make and circulate the notice on label material. Teachers will ensure these are affixed to agendas.
- At 8:45 (or shortly after) each morning, birthdays and personal achievements will be announced.
- On Mondays, the anthem will be played at the start of the day.

ASSEMBLIES AND PERFORMANCES

- Public performances and assemblies are an integral part of school culture. Throughout the year classes are called upon to prepare performance pieces for the school or the school and public. Producing high quality work is important not only to student esteem but also for the purposes of public relations.
- The inability to hear students has long plagued school performances. Over the past few years we have assembled a fairly high quality sound amplification system. In order to be able to take advantage of that system, time must be taken in preparation. In order to be able to prepare, the person responsible needs the following **at least four days prior to performance**:
 - digital copies of all music, clearly marked as to which class it belongs to and if, for instance, there's more than one song on a CD, which song is part of the performance
 - PowerPoint files, including any source files (music, etc.) that are linked to the PowerPoint
 - Complete scripts of each performance and narrator or master of ceremonies, including queues for music to start or fade out, and any information regarding microphones
 - location: a sketch map can be submitted separately from the digital files, or scanned and e-mailed
 - details regarding whether the microphone should be handheld or on a stand, wireless or can be connected via cable, specific to one person or amplifying an area
 - Other technical or stage-based requests such as benches, sets, etc.

Additionally, the students operating the sound system will require a rehearsal prior to public performances. At this time classes can also work on stage entrance and exit (no long single lines, please).

ATTENDANCE PROCEDURES

- Teachers must complete attendance at the start of each day and immediately after lunch by noting absent students in PowerSchool
- In the event that PowerSchool is down, please send a list of absent students to the office
- Notes from parents should be kept until year's end.
- The Secretary will attempt to contact parents of any students who are absent without known reason.

- Late students must check in at the office to pick up a late slip. **Do not allow late students into class without a late slip.** This is the only way we know they have been marked as being in the building.
- Attendance codes:

Present	Absent
PR - Present (Regular)	AH - Absent (Health)
PI - Present (Irregular)	AF - Absent (Family)
PN - Present (Non-Instructional)	AU - Absent (Unexcused)
PS - Present (Suspension)	AT - Absent (Unavoidable)
PP - Present (Special Programming)	AS - Absent (Suspension)
	AV - Absent (Vacation)
	AP - Absent (Special Programming)
LL – Late/Leaving Early	

PR – Present (Regular)

- The **default attendance code** for students engaged in **regular programming** at the school. This includes attendance at sites other than the school such as, vocational/technical centres, and inclusive education centres.

PI – Present (Irregular)

- This student is not engaged in regular programming at the school due to other **educational** requirements. This includes **writing exams**, field trips, **meeting with school staff**.

PN – Present (Non-Instructional)

- The student is **in the infirmary** or engaged in **school-sponsored extracurricular** activities. This includes attendance at **school sporting events**, CYSF, or **infirmary**.

PS – Present (Suspension)

- The student is serving an **in-school suspension** for disciplinary reasons and is receiving instruction.

PP – Present (Special Programming)

- The student is **physically present at the school** but **not engaged in regular programming** due to **behavioural**, medical, and/or mental health functioning.

LL – Late/Leaving Early

- The student arrives to class **more than 10 minutes after the start time**. If they arrive, even 1 minute prior to the end of class, we would still **use this code**.
- This code **can also be used** to identify students who **leave school early** for any reason.

AH – Absent (Health)

- The student is out of school because of personal **physical or mental health or injury**, including health-related **appointments**.

AF – Absent (Family)

- The student is out of school for **religious or family reasons**. Family reasons include **lack of child care** for a parenting student, **care for a sick relative**, **legal proceedings**, and **bereavement** for a family member.

AU – Absent (Unexcused)

- The student is out of school because of **truancy, unknown reason, or reason not otherwise specified** within the coding framework.

AT – Absent (Unavoidable)

- The student is out of school because of **transportation, weather, or infrastructure barriers**.

AS – Absent (Suspension)

- The student is serving an **out of school suspension**. The student is not receiving instruction at the school.

AV – Absent (Vacation)

- The student is **out of school** because of **family vacation** or involvement in **extracurricular activities that are not sponsored by the school**.

AP – Absent (Special Programming)

- The student is **not physically present at the school** due to **behavioural**, medical, and/or mental health functioning.

BLUE BOX

- The Blue Box is the inter-school mailbox that facilitates the need to move correspondence between the schools and the Education Center.
- The Blue Box is located in the Office near the hallway door. It is currently picked up on Thursdays around 10:00am.
- All items placed in the Blue Box need to be addressed adequately so that the person sorting the mail at the E.C. and the schools will know exactly for whom your letter or package is intended.

CLASS LISTS

- Student class placement decisions are made by the principal after consultation with members of the staff.
- Written parental requests are accepted by the administration with the emphasis on program needs of the student, supported by an explanation of those needs.
- During the school year, as new students arrive at the school, placement in the appropriate class will be made by the administration, rather than just balancing the numbers in each class.
- Students with special needs may not necessarily be placed in the smallest class.

COMMUNICATION OF DAILY, WEEKLY, YEARLY INFORMATION ITEMS

- **Email** will be the primary communication tool for the sharing of all items. Please check it first thing in the morning and at least one more time during the day.
- Messages are also left in staff **mail slots in the office**. Please check your mail slot before school, at lunch, and after school.
- **Our school calendar is located under the Indus School group in O365.** It is available to everyone on staff, and some Education Center staff. Staff members facilitating or involved in an activity are responsible for recording information.
 - Staff Members can **subscribe** to the calendar with your **O365 email**.
 - You can add events directly through your **O365 account**
 - Be sure to send a copy to the secretary of anything we want posted on the school's public calendar
 - Be sure **to enter anything other than regular classes**, including meetings, changing of scheduling, special activities, field trips, team teaching times, substitute teachers booked, staff leave, etc. Only by doing this (and checking it prior to booking events) will we avoid conflicts.
- The *Information, News, Directions, Understandings & Stuff memo* will be published on the first school day of each week. The principal will attempt to email it on the weekend. It will include specific information for the upcoming week.
- The *Week at a Glance* calendar above the PA system serves as a visual reminder of the week's events
- The *Year at a Glance* calendar (Andrea's calendar) is taken from **O365**. **ONLY THE SECRETARY MAY ADD ITEMS TO THE YEAR AT A GLANCE.** If you would like an item added, please give a note to the secretary.

CUMULATIVE RECORDS

- The office keeps a cumulative record file on each student. It includes all formal information related to that student
- These files are not to be removed from the office **unless signed out** with the permission of the administrator.
- Files for new students are requested as soon as possible after a student has been registered. When they are received, the secretary will provide the homeroom teacher with an inner file with documents for review for a period not exceeding five days. After that time the teacher will return the file to the secretary.
- Information regarding previous school marks, attendance, and other history are kept in this file.
- Each year, teachers photocopy each student's report card for each reporting period and place a copy in the student's cumulative file. This should be done as soon as possible after sending the report card home.
- Teachers are responsible for keeping cumulative files up to date each year.
- Cumulative files are to remain locked in the office cabinet when not in use.

DEPARTMENTAL AND CLASS BUDGETING

- Costs incurred are covered at one of three levels: Division (Rocky View), school, or grade level. Although a complete breakdown of responsibilities would be onerous to produce, the guiding principles are:
 - Division:
 - Costs related to the ongoing operation and maintenance of the physical plant – the school and grounds.
 - School:
 - Costs related to operation of the school (non-physical);
 - Staffing costs;
 - Services (telephone, mail, laminating);
 - Basic Art supplies (construction paper, manila tag, etc.);
 - Photocopying (paper, maintenance, toner);
 - Administrative supplies and materials;
 - Administration, secretary, librarian, CDA professional development;
 - Equipment for administrative purposes; and
 - Some special programming costs.
 - Professional development;
- Grade Level:
- Professional development (see also PDLC);
 - Release time;
 - Classroom supplies / materials:
 - Student supplies,
 - Teacher supplies,
 - Subject related supplies ,
 - Miscellaneous supplies;
 - Equipment:
 - General equipment (chairs, tables),
 - Audio/visual equipment.

Classroom:

- Classroom supplies / materials:

- Student supplies,
- Teacher supplies,
- Subject related supplies ,
- Miscellaneous supplies;
- Textbooks, workbooks; and
- Equipment:
 - General equipment (chairs, tables),
 - Audio/visual equipment.

Expending Budgets

- There are three ways in which budgets may be expended: petty cash, purchase order, and school credit card. Purchase orders are the preferred way of making a purchase. Any purchasing must be done in keeping with the procedures outlined below. Obviously, all purchases must be for bona fide school related expenses.
- **Petty Cash** (to a maximum of \$100 per purchase) may be used for:
 - Classroom budget (up to the total allocation for the class in question).
 - NOTE: **account number must be recorded on reimbursement form.**
 - **Purchase orders** may be used for major purchases
 - Complete a cheque request form (available in the office)
- **Teachers, the Secretary, CDA, Tech, and Librarian** will be issued Divisional credit cards for the majority of purchases. **This is the preferred method of payment.** Do not overspend your budget!
 - **Anyone abusing the use of his or her credit card, or not filing paperwork and receipts promptly (by the 4th of each month) will lose the use of the card.**
 - **Only the person to whom the card is issued may use the card.**

Please Note:

Accounting, banking, issuing cheques, etc. will take place on Thursday each week. Be sure to plan ahead if you will be needing any of these services.

• **Recording Expenditures**

- Each department (and class) must track its own expenditures to ensure it does not exceed funding levels. **All** expenditures (subs, mileage, etc.) must be recorded in the shared ledger.
 - Ledgers must be up to date by the 4th of each month.
- Accounting software at central office gives us up to date information on expenditures, but only with accurate records of our own can we check that all items are expensed correctly.
- Purchasing Card reconciliation must be completed online (including posting receipts as PDFs) at Spend Dynamics: <https://www.bmospenddynamics.com/secure/welcome.asp>

EMAIL

- Each employee is issued a MS O365 email account.
- Please adhere to the RVS email protocols when using the account
http://www.rockyview.ab.ca/board_policies/ourboardandpolicies/procedures/e_email-protocols.pdf/view
- Problems with this account can be rectified by calling the division help desk at (403)-945-4079
- Be sure to check email a minimum of twice per day.
- Outlook is a free app available for iPhone, Android, or Windows Phone

EMERGENCY FAN-OUT

- We have an emergency phone fan-out system in place to notify staff members in the event of a school closure or other crisis. The secretary will give each staff member a copy of the fan-out sheet early in September.
- It is a shared google doc located at https://docs.google.com/a/rvschools.ab.ca/document/d/1QTVJn4gJkG-EciVy_QH90EDNIKlqDfm-zdFjSn4Taho/edit?usp=sharing
- The fan-out sheet should be kept at home in a convenient spot as usually the calls occur between 6:00am and 7:00 a.m.
- You will receive a phone call from a staff member and in turn you are responsible for checking the fan-out list and phoning the staff member by following the arrow(s). If you are unable to contact the staff member assigned for you to call, you should then call the staff member that they are supposed to call.

FREEDOM OF INFORMATION & PRIVACY

(F.O.I.P.)

- All teachers should be familiar with the requirements of the Freedom of Information and Privacy Act (F.O.I.P.).
- Literature relating to the F.O.I.P. Act in respect of schools and education is available from the principal.

FUNDRAISING

- Most fundraising is organized by the *School Council* and *School Council Society*.
- Classes may raise money for charitable events or significant field trips
- The school also engages in the Admazing Sales coupon book sales during the fall of each year

HANDLING MONEY

- Some examples of money collection are: book orders, school programs, school arranged purchases, and fundraisers. Obviously, there are many other reasons money is collected.
- Request that every payment be online. This will minimize the risk of theft or unrecoverable loss.
- Record the amounts collected on a class list or other ledger attached to the envelope being used. Be sure to indicate if the payment is online, cheque, or cash.
- In all instances **where cash is collected** from students, the staff member collecting the money must write (and sign) a receipt in the child's agenda.
- Place any money collected (along with **a copy** of the list of who has paid) in a sealed envelope with the date, amount of money, and for what the money is intended, clearly marked on it and give it to the secretary or principal (who will immediately lock it in the safe). This must happen every day. **DO NOT STORE ANY CASH FOR ANY TIME.**
- After verifying the cash total collected, the secretary will provide a cheque to pay for the goods or service being purchased.
- Cash stored in the safe will be deposited at intervals of no greater than two weeks.

LEARNING COMMONS

- Teachers, working in conjunction with the librarian, are responsible for developing and delivering lessons to address the research and library skill outcomes in the Alberta Education Program of Study.
- Teachers may take out as many books as needed. It would be preferred if they could be returned at the end of the allotted time, or as soon as possible thereafter, so that others may have use of the books. Please make sure to sign books out!
- During library book exchange periods, the teacher is expected to be with the class.
- Students are allowed two books at a time; one fiction and one non-fiction. If you wish a change, please discuss it with the librarian. Students borrow books for one week at a time.
- The last two weeks of June are used for inventory with no classes in the library.

MAIL BOXES

- Mailboxes located in the office, are basically set in alphabetical order for ease of mail distribution.
- **Please check and your mailbox at least three times per day and empty it regularly to avoid mail “build-up.”**

NETWORK SECURITY

- The Rocky View Schools is now using ‘Vault’ security, which means your server login, email, Substitute Automated Dispatch System, and Wifi passwords are all the same
- The password can be reset at <https://pass.rockyview.ab.ca/pwm/private/Login>
- Never reveal or share your password
- In order to avoid information being accessed via your login, workstations, laptops, or mobile devices connected to the network or containing confidential information must be set to lock after 5 minutes of inactivity and require a password to unlock

NOTICES

- **Most notices are distributed to the youngest or only child in the family**
- On the day notices are sent home, teachers should have students make a note in their agenda to the effect that they have received a notice (or use a symbol to indicate this in the younger grades). A parent’s initials in the agenda should indicate the notice was received.
- Notices will be placed in homeroom teachers’ mailboxes or they will be delivered directly to the homeroom teacher.
- **All** notices and letters sent home must be approved by the principal.
- A copy of **all** notices and letters sent home to parents is to be provided to the principal and secretary for storage in the office.
- Use of mass email is strongly encouraged

PHOTOCOPY CODES

- Each teacher has received a photocopy code (not currently in use)
- Be sure to log out after use
- Excessive copying will be charged to your class budget
- Volunteers will need to use teacher codes
- The school tech will set up printing to the photocopier

REGISTRATION

- Student registration forms are sent home with the students in the first week of school to gather student, emergency, parental, family, and Alberta Learning information. The registration forms are stored in binders in the office and should not be removed from the office area. If classroom teachers are notified of contact information changes, please notify the office immediately.

SCHOOL FEES

- There are no longer compulsory school fees in education.
- An optional fee invoice is sent home with students on the first day of school and whenever a new student registers throughout the year. These fees are payable on or before September 30th of each year or immediately after registration if during the year.
- There is at least one no-cost option during each term
- An official receipt is issued for each cash payment, or on request for others.
- School Cash is the preferred method of payment
- Anyone who fails to pay his or her fees will be notified throughout the school year by letter. If fees remain outstanding at the end of the school year, Rocky View School Division refers the account to a collection agency.
- Indus School provides school supplies for all students Grades K-4
- A listing of all fees is available on the school website.

YEAR-END PROCEDURES

- A list of deadlines and important information is provided by the principal to all staff in mid-June.
- Year-end clean-up:
 1. All plants must be removed from the school
 2. All Audio, Video, and multi-media equipment (Ghetto blasters, TV, overheads, computers, etc) clearly labeled (by classroom number – use label-maker) and stored in the Labudio
 3. All bulletin boards cleaned off (hall & classroom) and staples removed from walls, etc.
 4. Remove any posters, etc. from walls (clean off all fun tack)
 5. Leave student and teacher desks where they are – do not stack.
 6. Empty teacher desks – return supplies to office
 7. Clear off all horizontal surfaces (except shelves)
 8. Empty all movable shelves (they will need to be moved during cleaning)
 9. Pack extra materials in boxes – not more than 15 pounds
 10. Clean off windows
 11. Take large quantities of recycling to outside bin.
 12. Please do not plan to work in the school during July.

13. Do not put anything in your room or set it up until you receive an email from the principal.

SAFETY

ACCIDENT REPORTS

- **All student accidents are to be reported to the office and parents notified of the accident.**
- An adult should check the injury and then the student should be escorted to the office and a staff member with First Aid training should be called to check the injury and apply the necessary medical support. If a child has been seriously injured, do not move the child until an adult with First Aid training has checked the injury.
- Office staff, or the person who tended their treatment, should phone the child's parents to inform them that their child has had an accident. If it is necessary to have the parents transport the student to a doctor, they should be requested to do so and the student should be prepared for transportation.
- Phone numbers for parents can be found in the office in the green classroom binders on the bookshelf.
- It would also be advisable to look up in the child's medical information to identify any allergies the student has or any medication s/he is currently taking. If you cannot reach one or both parents at home or at work by phone, attempt to contact the Emergency Contact Person.
- If none of the above can be contacted, the principal, or designate, would then be required to transport the student to the nearest medical clinic or hospital, or if deemed necessary by the principal, an ambulance may be called.
- Shortly thereafter, **the person who was on supervision during the time the student was injured is required to complete an Accident Report Form** available from the office.
- Staff Accidents and "near misses" must be reported at: <https://www.theworks-intl-ca.com/ARPages/accidentsPage1.php?di=50018&mi=5> (link on division website > forms> HR – at the very bottom)
- Additionally, and support staff injuries must be reported to Workers' Compensation <https://www.rockyview.ab.ca/healthservices/incident-reporting> within 72 hours of first noticing injury symptom.

CRISIS MANAGEMENT PLAN

- Each staff member must familiarize him or herself with the Hour Zero emergency plan
- Cards are posted beside your door (is referred to in Substitute Teacher Folder)
- Every September, staff members must update their Hour Zero profile
- Practice sessions will take place regularly throughout the school year.
- Each member of staff will receive a copy of "Medic Alert" student photos and details.
- There are numerous training drills during the school year.
- The first drills in the school year shall be held in September and announced well before the drill day. Teachers shall prepare their students for the drills by showing them the evacuation routes and explaining the proper conduct expected.
- Emergency procedures should be fully explained to the students (as per the Crisis Management Plan) in a manner not to cause undue anxiety.
- All other drills held during the school year will not necessarily be announced prior to the drill, nor will they be held at the same time of the day.
- Prior to any fire drills, the principal shall notify the resource teachers, assistants working with high-needs students, and students with sensory or other special needs.

GYM/PLAYGROUND PROCEDURES

- A yearly-proposed schedule of activities is distributed early in the year. It is hoped that by more or less following the proposed schedule of activities we can avoid extra work putting up and taking down equipment, especially with the gymnastics unit.
- Staff members must keep the **gym storage room** tidy by putting equipment back where it belongs. Students are not permitted to enter this room without **direct** supervision.
- Please keep the storage room locked.

SUPERVISION GUIDELINES

- Please supervise students at all times whether you are on supervision duty or not; i.e. if you are present, help the teacher on supervision to ensure hallways, boot rooms and the like are safe and orderly.
- No student is to be in the school building during recess (apart from a genuine visit to the washroom) without a signed note from a parent or a teacher. Those having permission to remain inside must be supervised by their homeroom teacher or arrangements should be made with another staff member.
- Students kept in for detention must be supervised by the teacher responsible unless that teacher has made other arrangements
- Normally, students should not be allowed to be in the computer room, library, or classroom without adult supervision.
- Under no circumstances may a student be in the gym without direct adult supervision
- Classes moving from one classroom to another are to be supervised and escorted by their teachers at all times.
- Classes should move quietly, in single file, when in the hallway.
- Running along hallways is forbidden.
- While on supervision, remember **SCRAMWISE!**
 - Spend Adequate Time finding out what the problem is. If it seems too big to deal with, send the students inside to me (with a brief note explaining the issue)
 - Carry the clipboard with incident report forms
 - Record any significant incidents on a Incident report sheet (in clipboard)
 - Arrive outside immediately after the bell has rung
 - Move about on the playground, checking all areas for students;
 - Wear the safety vests stored in the staff room
 - Intervene if you believe play is becoming inappropriate
 - Send students who are involved in significant incidents to the office. Others can walk with the supervisor.
 - Engage students in conversations – it lets them know you are there and solidifies your connection with them. Use this opportunity to check with students to see if they are being bullied (remove the student you think might be in trouble from the situation then talk confidentially about whether the activity was play or bullying – it's hard to tell sometimes, so err on the safe side)

Significant incidents are any that involve intentional verbal, physical or emotional abuse or strife, involve disrespect to supervisors, or major safety related issues. If you are unsure, send to the office.

PARENTS

PARENT VOLUNTEERS

- Volunteer efforts are recognized annually at a school volunteer function.
- Volunteers must have a Criminal Record Search on file.
- **All volunteers must complete a confidentiality form.**
- **All volunteers in RVS must have a current Criminal Record check on file.**
- **In class:**
 - Each class has a Parent Room Representative. This parent may assist with the co-ordination of volunteers for any additional volunteers you need for a special event, which is outside the regular parent volunteer calendar.
 - Scheduling is done by teachers or designate.
 - Information is circulated by teachers about when they would like parent volunteers in their classrooms. Information from parents is collected about when they are available and what things they would like to help with. This is done in September.
- Most volunteers are willing to take on any task you need help with; some have preferences for working in the classroom with students.
- Parent Volunteers should contact you in advance if they are unable to come in as planned.
 - There is no provision for childcare at the school.
 - Volunteers need to make other arrangements for younger siblings.

STAFF

ABUSE

- Under no circumstances will any staff member be subject to abuse or harassment.
- Should a situation arise where a staff member feels that he or she is being abused, that person should immediately remove himself or herself from the situation (or ask the abuser to leave), then report the incident to the administration.
- Administration shall address the issue in the manner outlined in RVS Policy 19 *Respectful Learning and working Environments*.

A.T.A. INVOLVEMENT

- Representatives are chosen by election. They serve as a contact for the school.
- The representative(s) attend a monthly meeting of our local A.T.A. and share the information with the staff.
- Some information is mailed or faxed directly to our school by various committees, Barnett House in Edmonton, or Secretary of the A.T.A. Local.
- The bulletin board in the staff room contains current information.
- Willing staff members are invited to sit on the various committees of the Local A.T.A. (even if they are not staff representatives).

CHILD DEVELOPMENT ADVISOR

The role of the C.D.A. is diverse and may include:

- Student behaviour intervention
- Individual and group sessions
- Social skills support
- Leadership & Friendship Clubs
- Student Mediator Program
- Conferencing
- Parent contacts
- Classroom visits and observations
- Collection of data
- Practical reinforcement and presentations in the classroom

Prior to the CDA working with a student, Referral and Permission forms must be completed. See the CDA for referral forms.

NURSE

- Alberta Health Services handle all health related concerns with respect to Indus students, parents, or staff. The health nurse assigned to our school is through the Strathmore Health Center. The telephone number is (403) 361-7200. The nurse visits school twice a month to monitor health issues and occasionally to meet parents with medical concerns.

PAY DAYS

- Teaching staff are paid on the 25th of each month unless this date falls on a weekend in which case payday is the previous Friday.
- Support staff are paid every second Friday.
- Cheques are deposited directly into your bank account.
- A confirmation slip is emailed to you.
- If you have any questions, please contact Payroll Dept. at the E.C.

STAFF JOB DESCRIPTIONS

- All support staff job descriptions are available from the principal
- Questions of interpretation should be directed to the principal who may, in turn, consult RVS Human Resources personnel.

PROFESSIONALISM IN THE WORKPLACE

- All staff members must demonstrate high levels of professionalism at all times. This is best accomplished by focusing on the needs of the learners, our top priority.

- Tardiness, inappropriate dress, inappropriate or disrespectful comments or mannerisms, use of school time (particularly contact time) for personal matters (eg. Internet searches, personal email, telephone calls, text messaging, eating), or visibly demonstrating negativity toward others have no place at Indus School.

SOME BASIC EXPECTATIONS – SUPPORT STAFF

Education is one of the most honourable career fields existing today. We are charged with the task of helping young people to develop in such a way as to become the ethical, creative, happy, and generally capable adults of tomorrow. Our job is unlike most others in that no matter how good we are, we can always be better. With that in mind, I have assembled some of the widely held expectations for school employees today. The list is not exhaustive by any means but does clarify the minimum standard for support staff members at Indus. Indus school support staff members will:

- treat all students, parents, and other staff members in a respectful manner reflective of the *Indus School Staff Code of Professional Conduct*
- perform all assigned duties with due diligence and to the best of their abilities, seeking clarification when unsure on assignment
- adhere to and model student behaviour standards
- be punctual at the start of day and at the end of breaks, be ready to start (not getting coffee, hanging up jackets, or going to the washroom) at the designated time
- use work time for work activities, making or accepting personal phone calls or messages only in emergencies
- complete time sensitive tasks by the due date
- make themselves aware of, and adhere to, Indus School's policy and practices (as per the *Staff Handbook*), *Rocky View Schools'* policies and procedures, and Alberta's *School Act*
- maintain confidentiality, communicating concerns or educational information only to the teacher supervisor, principal, or child protective services officers
- participate in school-wide initiatives
- ensure classes and work areas are tidy at the end of the day (ie floors, recycling bins, bookshelves, etc.)

SOME BASIC EXPECTATIONS - TEACHERS

Teaching is one of the most honourable professions existing today. We are charged with the task of helping young people to develop in such a way as to become the ethical, creative, happy, and generally capable adults of tomorrow. Our job is unlike most others in that no matter how good we are, we can always be better. With that in mind, I have assembled some of the widely held expectations for teachers today. The list is not exhaustive by any means but does clarify the minimum standard for teachers at Indus. Teachers at Indus School will:

- treat all students, parents, and other staff members in a respectful manner reflective of the *Alberta Teachers Association Professional Code of Conduct* and the *Indus School Staff Code of Professional Conduct*
- be familiar and compliant with *Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta*
- perform all assigned duties with due diligence to, at least, a reasonable standard of quality
- complete time sensitive tasks by the due date
- make themselves aware of, and adhere to, Indus School's policy and practices (as per the *Staff Handbook*), *Rocky View Schools'* policies and procedures, and Alberta's *School Act*
- arrive early enough to be prepared and ready to greet students when the first bell goes
- have all the materials and supplies needed for the day prepared prior to class starting
- employ classroom management strategies and routines that ensure:
 - the class operates in an orderly manner conducive to learning
 - student time on task is maximized
 - transitions are smooth and efficient
 - students are held accountable for their behaviour and self-discipline is fostered

- respect for others and the school is demonstrated
- the classroom is kept tidy
- produce year, unit, and lesson plans that are useful for the teacher and ensure:
 - context, or the *big picture*, is continually reinforced
 - key curricular outcomes are the focus of all lessons and activities
 - connections between the various skills, concepts, and attitudes are emphasized
 - a variety of materials, appropriate for the class and free from prejudicial bias (except in cases where such bias is the focus of the lesson) is employed
 - a variety of teaching and learning strategies are employed
 - students have an opportunity to learn in a variety of ways
 - valid and reliable assessment, both formative and summative, is embedded in the planning process
- engage in classroom instruction that is:
 - engaging
 - varied
 - age and class appropriate
 - focused and productive
 - free from prejudicial bias for or against any groups or individuals
 - free from negative practices that belittle or humiliate students or other staff members
- recognize and honour student work by ensuring assignments are completed and assessed in some manner
- employ a variety of formative assessment practices that
 - assess the students' current levels of skill or knowledge
 - are not reflected in the students' marks
 - provide relevant feedback to the students in a timely manner
 - encourage student reflection and self-evaluation
 - are used to set learning goals for the students
 - are used to adjust teaching practices
- employ a variety of summative assessment practices that
 - provide the students multiple opportunities to demonstrate mastery of the concepts or skills being studied
 - accurately reflect the curricular outcomes being assessed (e.g. A title page marked on the quality of lettering and coloring should not be included in a Science mark.)
 - are evaluated and returned to the students in a timely manner
 - produce adequate data to produce a letter grade which, along with an anecdotal comments, is communicated to parents
- communicate to parents on a regular basis that which is being studied in class
- communicate to parents on a regular basis any concerns or noteworthy accomplishments of the students
- maintain confidentiality, communicating concerns regarding students or family situations only to the appropriate authorities
- participate in school-wide initiatives
- ensure classes are tidy (ie floors, recycling bins, bookshelves, etc.)
- ensure student book and coat areas are tidy throughout the day and after school

PROFESSIONAL GROWTH PLAN

- All staff members are requested to complete a confidential, Personalized Professional Growth Plan ([Template on website](#)).
- Its purpose is to guide the staff member's professional growth over the year. PPGP's are working documents that can evolve and be altered during the course of the year. They also provide accountability criteria by

which each staff member can assess his or her continuing growth.

STAFF MEETINGS

- Staff meeting attendance is mandatory for teachers and optional for support staff.
 - Support staff members who do attend will be paid extra time for their attendance.
 - Items pertaining to support staff members will be first on the agenda
- All meetings are listed on the **O365 Calendar**. Please book those dates.
- Meetings are for discussion and decision making. They will not be used for information items (memos serve that purpose)
- Agenda items may be emailed to the principal or posted on the whiteboard in staff room by end of day Monday.
- Minutes from the meetings will be circulated and posted to the website within three days of the meeting

STAFF PROFESSIONAL ROLES / AREAS OF RESPONSIBILITY

<http://indus.rockyview.ab.ca/staff-room/staff-meetings/areas-of-responsibility-staff/view>

SUPPORT SERVICES

- Indus has a number of agencies which support the school in many ways:
 - **R.V.S Psychologist:** A chartered psychologist who provides cognitive, intellectual, and behavioural assessment upon request after the Resource Team has reviewed the student's needs.
 - **Program Specialist:** A divisional resource specialist who provides academic assessments, program planning and oversees the implementation of IPP's.
 - These colleagues are a liaison between school and R.V.S.D. Student Services.
 - **Speech/Language Pathologist:** The S.L.P. is contracted through Calgary Health Services to provide services to students with language and/or speech difficulties.
 - **AHS:** OT, PT, Vision, Hearing, SLP
 - **SSIL:** A specialized team of therapists who are contracted through Calgary to provide services to certain high needs students.
 - **Nurse:** A regular visitor/colleague who informs school upon infectious diseases, inoculates students and periodically liaises directly with parents.
 - **Family School Liaison Worker:** A counselor who regularly visits school and works in conjunction with the school's staff to monitor and provide social services to students and their families in the Indus area.
- **Referral Forms:**

All referral forms for the various agencies (except REACH) must be submitted through the School Resource Group, then to the School Resource Team. They are found in the online and filed in the Confidential File.

SUPPORT STAFF HOURS

- Hours of work for non-salaried staff members will be determined at the outset of the year.
- While this is done in consultation with staff members, the priority in establishing support staff working hours will be support of student programs.

CHANGES TO REGULAR WORK HOURS

Support Staff

- Requests for days off (leave without pay) must be submitted through Atrieve Portal (and emailed explanation is also handy)
- Absences must be logged in Atrieve Portal. Please also text Kim to let her know you will be away. Assistants for students with special needs should request a substitute.
- Support staff may no longer "bank" extra hours. Extra time must be preapproved and is paid at regular or overtime rates.

Teaching Staff

- Teachers are responsible for getting their own substitute via Atrieve Portal (link on Indus website)
- Requests for Leave of Absence do not require principal approval
- Appointment absences are only for Medical and Dental appointments

Appendices

R.O.A.R.S. (Archived)

Although no longer officially part of our school culture, ROARS offers concrete examples of the type of behavior expected at Indus School

Respect ♦ Ownership ♦ Attitude ♦ Responsibility ♦ Safety

AT ALL TIMES, IN ALL SETTINGS

Respect We care for self, each other, and our local & global communities.	We will: <ul style="list-style-type: none">- Respect cultural, religious and individual differences;- Communicate with others in a positive and supportive way; excluding putdowns and language of a racist, ethnic, sexist or homophobic nature;- Reduce, Re-Use and Re-Cycle.
Ownership We are accountable and take pride in positive behaviour and actions.	We will: <ul style="list-style-type: none">- Remove hats;- Turn off and store cell phones, pagers and MP3 devices upon entering the school grounds;<ul style="list-style-type: none">- Take ownership of our behaviour and accept the consequences of our actions;- Make amends for mistakes through restitution when possible<ul style="list-style-type: none">- Report any unsafe, dangerous, or destructive behaviour;- Offer help to those in need<ul style="list-style-type: none">- Ask others to honour our expectations.
Attitude We are courteous and committed to doing our best.	We will: <ul style="list-style-type: none">- Be well mannered, compassionate and helpful;- Be inclusive of existing community members as well as visitors and newcomers;- Promote a positive attitude towards life and remind ourselves that a change in perspective can make a difference.
Responsibility We know and meet personal, classroom, school, and community expectations.	We will: <ul style="list-style-type: none">- Return what we borrow and treat others' belongings as if they were our own;- Honour our commitments and manage our time wisely- Use the student agenda to keep track of our commitments.
Safety We ensure the health and well-being of all.	We will: <ul style="list-style-type: none">- Follow directions from all staff members;- We will communicate with the adults in our lives when we encounter difficult situations and/or problems;- Acknowledge that emotional safety is just as important as physical safety.

INSIDE

<p>Respect</p> <p>We care for self, each other, and our local & global communities.</p>	<p>We will:</p> <ul style="list-style-type: none"> - Be courteous towards all students, staff, and visitors; - Encourage mutual respect by listening when others speak, including announcements made on the P.A.; - Respect each others' work and classroom materials. - Clean up after ourselves and others; <ul style="list-style-type: none"> - During assemblies, we will give full attention to the performance and avoid leaving or entering the gym - Be quiet in halls while classes are in session.
<p>Ownership</p> <p>We are accountable and take pride in positive behaviour and actions.</p>	<p>We will:</p> <ul style="list-style-type: none"> - Do our own work and our own share of group work; - Take ownership of our learning by studying for tests and completing class and homework assignments on time. - Use the recycling containers and garbage cans provided;
<p>Attitude</p> <p>We are courteous and committed to doing our best.</p>	<p>We will:</p> <ul style="list-style-type: none"> - Work together to create a positive classroom environment; - Be open to explore new concepts and ideas; - Remember that learning can be fun <ul style="list-style-type: none"> - Recognize and show appreciation for the efforts of others during assemblies by applauding when appropriate; - Wait our turn; - Use inside voices;
<p>Responsibility</p> <p>We know and meet personal, classroom, school, and community expectations.</p>	<p>We will:</p> <ul style="list-style-type: none"> - Come to class prepared, on time and ready to learn; - Make up missed assignments and tests at our teacher's convenience; <ul style="list-style-type: none"> - Keep aisles, doorways and stairways clear, especially in high traffic areas; - Clean up after ourselves; - Pick up trash <ul style="list-style-type: none"> - Push in chairs - Be committed to producing quality work and expect to re-submit any assignments that do not meet expectations.
<p>Safety</p> <p>We ensure the health and well-being of all.</p>	<p>We will:</p> <ul style="list-style-type: none"> - Be aware of emergency routines and exits; - Keep classrooms clean and graffiti free; - Pass objects hand to hand rather than throwing them across the room. <ul style="list-style-type: none"> - During assemblies, protect the emotional safety of performers by acknowledging the risks they took. - Watch where we are going and respect personal space; - Be courteous when navigating through the hallways; - Keep our lockers and hook areas clean

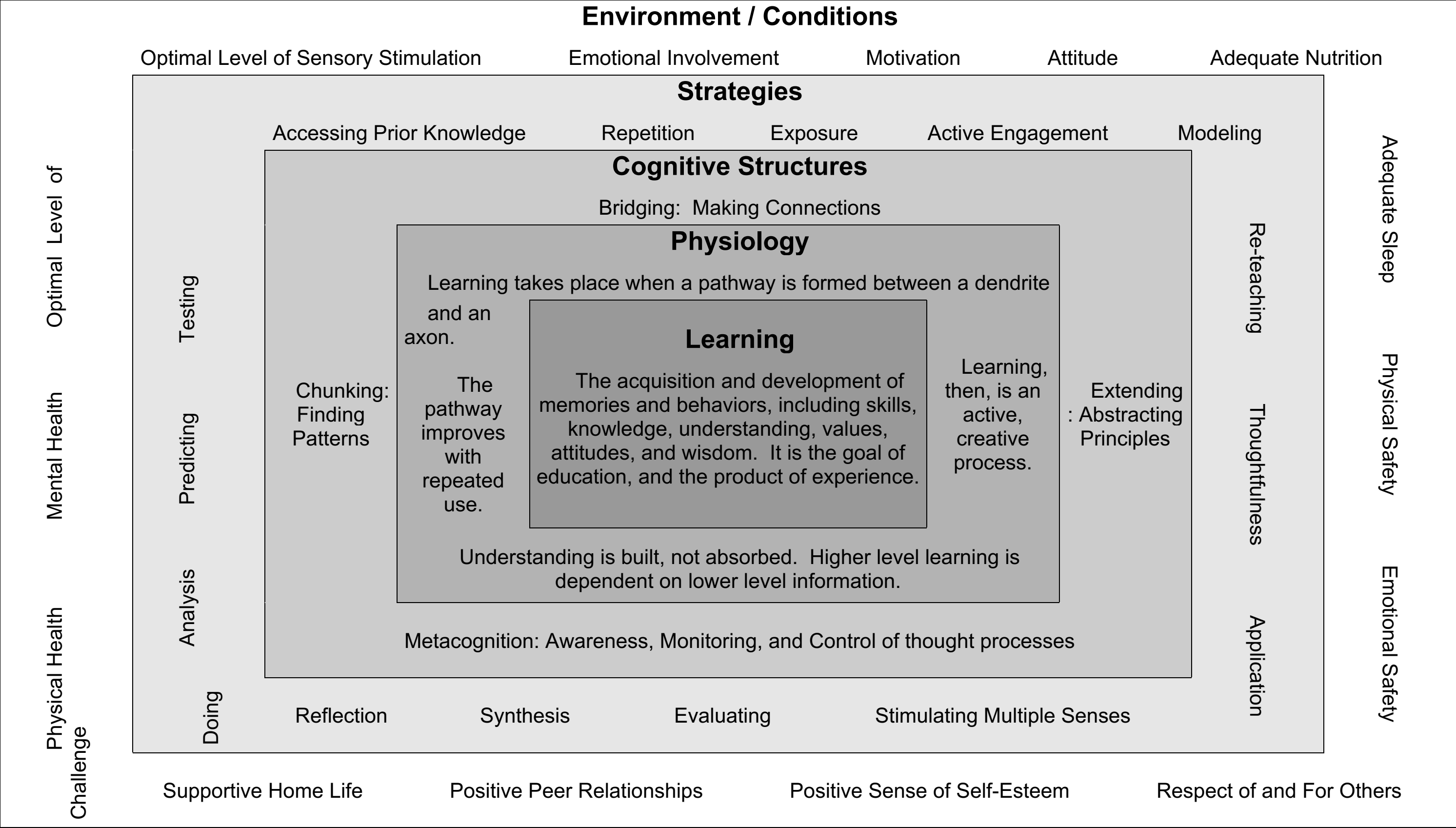
OUTSIDE

<p>Respect</p> <p>We care for self, each other, and our local & global communities.</p>	<p>We will:</p> <ul style="list-style-type: none"> - stay off of our neighbours' property; - keep the schoolyard and wetland clean.
<p>Ownership</p> <p>We are accountable and take pride in positive behaviour and actions.</p>	<p>We will:</p> <ul style="list-style-type: none"> - Use the recycling containers and garbage cans provided; - Follow the rules of games and activities; - Ensure the language we use is appropriate for school.
<p>Attitude</p> <p>We are courteous and committed to doing our best.</p>	<p>We will:</p> <ul style="list-style-type: none"> - find ways to enjoy our breaks that do not impinge on the rights of others to enjoy their breaks; - cooperate fully and politely with the supervisors.
<p>Responsibility</p> <p>We know and meet personal, classroom, school, and community expectations.</p>	<p>We will:</p> <ul style="list-style-type: none"> - care for our own, others' and the school's possessions bringing them inside after use (or if they appear to be forgotten); - report damaged apparatus or dangerous spots on the playground immediately; - invite others to join games and activities; - help others resolve problems, or get help if needed.
<p>Safety</p> <p>We ensure the health and well-being of all.</p>	<p>We will:</p> <ul style="list-style-type: none"> - play games that do not endanger ourselves or others; - take turns and refrain from pushing.

OFF-SITE

<p>Respect</p> <p>We care for self, each other, and our local & global communities.</p>	<p>We will:</p> <ul style="list-style-type: none"> - stay off of our neighbours' property; - keep areas we visit clean; - behave in the manner expected at the site being visited.
<p>Ownership</p> <p>We are accountable and take pride in positive behaviour and actions.</p>	<p>We will:</p> <ul style="list-style-type: none"> - behave in other locations the way we are expected to behave at Indus; - apply the ROARS philosophy in all aspects of our lives; - conduct ourselves with dignity and integrity.
<p>Attitude</p> <p>We are courteous and committed to doing our best.</p>	<p>We will:</p> <ul style="list-style-type: none"> - be gracious, courteous and friendly with volunteers, staff members, and other people at any site we visit; - keep our voices at appropriate levels.
<p>Responsibility</p> <p>We know and meet personal, classroom, school, and community expectations.</p>	<p>We will:</p> <ul style="list-style-type: none"> - be good citizens: positive ambassadors of Indus; - report vandalism;

	<ul style="list-style-type: none"> - clean up after ourselves, leaving places better than we found them; - report bullying and unsafe behaviour.
<p>Safety</p> <p>We ensure the health and well-being of all.</p>	<p>We will:</p> <ul style="list-style-type: none"> - use the buddy system; - be safe emotionally and physically
ONLINE	
<p>Respect</p> <p>We care for self, each other, and our local & global communities.</p>	<p>We will:</p> <ul style="list-style-type: none"> - use appropriate and respectful language on-line; - post appropriate items on sites; - respect site rules.
<p>Ownership</p> <p>We are accountable and take pride in positive behaviour and actions.</p>	<p>We will:</p> <ul style="list-style-type: none"> - use school computers for school related research only; - refrain from plagiarizing; - report internet bullying and other unsafe internet activities.
<p>Attitude</p> <p>We are courteous and committed to doing our best.</p>	<p>We will:</p> <ul style="list-style-type: none"> - sign off our server accounts and sign off for those who have forgotten to do so; - remember that the internet is a public forum and that what we do and say creates a permanent record; - use Facebook/MSN and other sites only at home and as a forum for positive interactions with others.
<p>Responsibility</p> <p>We know and meet personal, classroom, school, and community expectations.</p>	<p>We will:</p> <ul style="list-style-type: none"> - abstain from internet bullying and encourage others to do the same; - take responsibility for what we do and say on-line, and be mindful that feelings can be hurt over the internet; - balance time spent on the computer with other activities, making sure that it does not interfere with our success.
<p>Safety</p> <p>We ensure the health and well-being of all.</p>	<p>We will:</p> <ul style="list-style-type: none"> - Keep personal information to ourselves and use safety settings; - Be cautious of downloads; - Only communicate with people we know when using email or social networking sites such as Facebook; - Keep food and drink away from computers.



Indus School Field Trip Planning Checklist

Note: All assignments, plans, and communications to be submitted to office

OBJECTIVES

<i>Trip is devised to meet curricular objectives</i>	
<i>Curricular and social objectives are sent to parents</i>	
<i>Curricular and social objectives are taught to students</i>	
<i>All activities are developed/selected to support trip objectives</i>	

FUNDING

<i>Fund Raisers arranged for all students to have opportunity to participate</i>	
<i>Request for Council funding form prepared</i>	
<i>Request for funding presented at Council meeting</i>	
<i>Parental Payment collected</i>	
<i>Provisions made for those who can not pay.</i>	

PLANNING

Paperwork

<i>RVS approval forms completed and submitted</i>	
<i>Student learning assignments developed</i>	
<i>RVS Field Trip Manual consulted</i>	

Student Behaviour

<i>Behaviour plan developed</i>	
<i>Behaviour plan taught to students</i>	
<i>Behaviour plan sent to parents</i>	

Itinerary

<i>Itinerary Developed with detailed breakdown of activities and times</i>	
<i>Itinerary Confirmed</i>	
<i>Itinerary Sent to Parents (include non-cellular contact number at each venue)</i>	

Meals

<i>Meals Arranged</i>	
<i>Meals Confirmed</i>	
<i>Menu Sent to Parents</i>	

Accommodations

<i>Washroom facilities readily available?</i>	
<i>Description of sleeping arrangements sent home (pictures if possible)</i>	
<i>Sleeping arrangements taught to students</i>	

Student Equipment

<i>List of required, optional, and prohibited items developed</i>	
<i>List of required, optional, and prohibited items sent home</i>	
<i>Spending money maximum amount sent home</i>	
<i>Spending money restrictions (what can and cannot be purchased) sent home</i>	

Contingency Plan

<i>Contingency plan for issues arising prior to the trip (weather, illness, etc.)</i>	
<i>Contingency plan for issues arising while on the trip (weather, breakdowns, etc.)</i>	

Transportation

<i>Bus</i>	
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Special Provisions (harness, etc.)						
Booked		Size		Cost		
Confirmed						
Hotel for driver						
Meals for driver						
Seating Plan						
Private Drivers						
Name	riders	Contact #	Confirmed	Insurance	Abstract	CRC
Transportation of Equipment						
Name:	Vehicle size	Contact Number	Confirmed			
Supervisors: must have Criminal Record Check (CRC)						
Minimum Ratio	K (1:5)	Gr. 1-4 (1:8)	Gr. 5-6 (1:10)	Gr. 7-8 (1:12)	Gr 9+ (1:15)	
Supervisor information filed with office						
Name	Group Members	Home	Cell	Confirmed	CRC	
Training for volunteers provided						
Expectations for students and volunteers sent to volunteers parents						
Other Responsibilities						

<i>Supervision Covered?</i>		<i>By Whom?</i>	
<i>Plans for students/classes affected by absence developed and communicated</i>			
<i>Plans for programs affected by students' absence (eg clubs, prep teacher, etc.)</i>			
<i>Provisions made if trip conflicts with other school programs (including meetings)</i>			

PRE TRIP

<i>Pre trip learning & assignments completed</i>	
<i>Students' anticipation (knowing what to look for) guided prior to trip</i>	
<i>Standards for student learning sent home prior to trip</i>	
<i>Standards for student learning taught prior to trip (Rubric)</i>	

ON TRIP

<i>Student medical and contact information with each group leader</i>	
<i>All student and volunteer information with teacher in charge</i>	
<i>Medications, along with dosing notes, with teacher in charge</i>	
<i>Assignments completed during activities on trip</i>	
<i>Behaviour monitoring system in place</i>	
Check system in place to ensure:	
<i>All students and volunteers are safe</i>	
<i>All students and volunteers accounted for after each venue or activity</i>	
<i>All equipment accounted for after each venue or activity</i>	

POST TRIP

Tangible Outcome	
<i>Reflective Assignment completed and assessed</i>	
Thank you notes	
<i>Venues</i>	
<i>Volunteers</i>	
<i>Merchants</i>	
<i>Drivers</i>	

Start of Year To Do List

- ☐ Desk Arrangement & Seating plan
- ☐ Hook / locker assignments
- ☐ Boot room section labels
- ☐ Class Schedule – posted
 - Don't forget library and computer times
- ☐ Charter for Success – posted
- ☐ Zones of Regulation - posted
- ☐ Class user guide for students and parents (online and sent home day 1)
 - Behaviour plan – tied to Charter
 - Class routines (library, home reading, contact information, how notices are sent home, absent student procedure, snack, lunch {include taking home leftovers} etc.)
 - Marks – how they are determined, what they mean
- ☐ Set up roles for class monitors / helpers
- ☐ Assign Text books
 - Please get the students to cover them with paper
- ☐ Organize and allocate student supplies
- ☐ Organize class supplies
- ☐ Prepare class checklists (include contact information) for the multitude of things that come up – eg, returned forms, lock combinations, parent helpers, etc.)
- ☐ Set up Classroom expectations
 - Group, pair, individual work
 - Transitions
- ☐ Review IPPs
- ☐ Update website (see http://www.rockyview.ab.ca/board_policies/proceduresmanual/curriculum/H_TeachersDigitalPresence_april2012.pdf/view)
- ☐ Log into Hour Zero (watch for email asking you to do so)
- ☐ Check rvschools.ab.ca and rockyview.ab.ca email accounts
- ☐ Confirm your contact information on the Fan Out list (Google Doc)
- ☐ Confirm you can view our shared calendar on O365
- ☐ Review “Virtual Staffroom,” particularly the “Planning” section
- ☐ set-up Marks categories in Gradebook
- ☐ Read Working Alone bulletin <http://www.rockyview.ab.ca/healthservices/employee-health-safety/oh-s-orientation>

Teacher			
Subject		Date	

IDENTIFY DESIRED RESULTS	
Curricular Outcomes from Program of Studies	
Overarching Understandings - what will students understand as a result of this unit?	Essential Questions- what will focus this unit?

DETERMINE ACCEPTABLE EVIDENCE	
What evidence will show that students understand...?	
Performance tasks, projects:	
Quizzes, tests, academic prompts:	
Other evidence(observations, work samples, dialogs):	

[illegible]

Personalized Professional Growth Plan

SPECIFIC ♦ MEASUREABLE ♦ ACHIEVABLE ♦ RESULTS- ORIENTED ♦ TIME-SENSITIVE

Name

Goal 1

Place SMART goal here.

Strategies *(what I will do to achieve this goal)*

Date	Strategy	Complete

Support *(how can admin support my growth)*

Ideas / information I need.	
Classroom/Job skills / procedures to observe	

Measure Progress *(indications of changes to student achievement resulting from implementation of this goal).*

Date	Measure

Goal 2

Place SMART goal here.

Strategies *(what I will do to achieve this goal)*

Date	Strategy	Complete

Measure Progress *(indications of changes to student achievement resulting from implementation of this goal).*

Date	Measure

End of Day Checklist

	N		V			N		V			N		V			N		V			N		V		
Agen das complete d																									
Notic es distribute d																									
windo ws closed																									
Deskt ops cleared																									
Floor clean and tidy																									
Chair s on desks or stacked																									
Micro wave clean																									

Student coat and boot areas tidy																								
books shelves tidy																								
Any cash stored in office safe																								
Computers off																								
Lights off																								
Day plan for next day completed or sub-book complete in office																								