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Accidents Resulting in Injury:

Accidents resulting in injury, which occur while at school, must be reported immediately to the principal. The following procedure is to be followed:

1. Report the accident to the principal.
2. Administer First Aid until the most experienced First Aid respondent can be located.
3. Fill in the accident reporting form.

For ALL injuries to the head (a slight bump is not an injury):

1. Parents are informed ASAP.
2. A medical check is required if the child's parents cannot be reached.
3. All head injuries are treated as serious with immediate referral to medical authorities and notification of parents.
4. If a student is sent home, a responsible person must be there to supervise, or they stay at school supervised.
5. Student accident reports will be kept on file at the school for one year.

If students are injured, there is [an accident report form](#) (online) that needs to be filled out for insurance purposes.

Staff [should document any injuries sustained while on the job.](#)

Administrators' Meetings and Teacher-in-Charge Designations:

Mr. Englot will act in this capacity if he is not available. You can volunteer for this opportunity. You will also be responsible for finding an alternate TIC, should you be unable to fulfill your duties on any given TIC day.

Assessment Policy

I. Philosophy Statement: The Purpose of Assessment

At Vanguard Community School, we believe that the purpose of assessment is to improve learning and teaching. We believe that assessment provides students, parents and teachers with an accurate picture of student performance in relation to the learning outcomes of the Saskatchewan Curriculum.

Assessment opportunities at Vanguard Community School take on one of three primary roles:

1. Assessment OF Learning:

This type of assessment is usually summative and is mostly done at the end of a task, unit of work etc. It is designed to provide evidence of achievement to parents, other educators, the students themselves and sometimes to outside groups. It is the assessment that becomes public and results in statements or symbols about how well students are learning.

2. Assessment FOR Learning:

Assessment for Learning happens before or during the learning, often more than once, rather than at the end. Students understand exactly what they are to learn, and what is expected of them and are given feedback and advice on how to improve their work. In Assessment for Learning, teachers use assessment as an investigable tool to find out as much as they can about what their students know and can do, and what confusions, preconceptions, or gaps they might have. The wide variety of information that teachers collect about students' learning processes provides the basis for determining what they need to do next to move student learning forward. It provides the basis for providing descriptive feedback for students and deciding on groupings, instructional strategies, and resources.

3. Assessment AS Learning:

Through this process, students are able to learn about themselves as learners and become aware of how they learn – become metacognitive (knowledge of one's own thought processes). Students reflect on their work on a regular basis, usually through self and peer assessment and decide (often with the help of the teacher, particularly in the early stages) what their next learning will be.

Assessment as learning helps students to take more responsibility for their own learning and monitoring future directions.

II. Responsibilities/Expectations

Teachers' Roles in Assessment of Learning:

Teachers have the responsibility of reporting student learning accurately and fairly, based on evidence obtained from a variety of contexts and applications. Effective assessment of learning requires that teachers provide:

1. a rationale for undertaking a particular assessment of learning at a particular point in time.
2. clear descriptions of the intended learning.
3. processes that make it possible for students to demonstrate their competence and skill.
4. a range of alternative mechanisms for assessing the same outcomes.
5. public and defensible reference points for making judgements.
6. transparent approaches to interpretation.
7. descriptions of the assessment process.
8. strategies for recourse in the event of disagreement about the decisions.

Teachers' Roles in Assessment for Learning:

Assessment for learning occurs throughout the learning process. It is interactive, with teachers:

1. aligning instruction with school, division and provincial learning outcomes and initiatives.
2. identifying particular learning needs of students or groups
selecting and adapting materials and resources.
3. creating differentiated teaching strategies and learning opportunities for helping individual students move forward in their learning.
4. Providing immediate feedback and direction to students

Teachers' Roles in Assessment as Learning:

The teacher's' role in promoting the development of independent learners through assessment as learning is to:

1. model and teach the skills of self-assessment.
2. guide students in setting their own goals, and monitoring their progress toward them.
3. provide exemplars and models of good practice and quality work that reflect curriculum outcomes.
4. work with students to co-construct clear criteria of good practice.
5. guide students in developing internal feedback or self-monitoring mechanisms to validate and question their own thinking.
6. provide regular and challenging opportunities to practise, so that students can become confident, competent self-assessors.
7. monitor students' metacognitive processes as well as their learning, and provide descriptive feedback.
8. create an environment where it is safe for students to take chances and where support is readily available.

Students' Role:

Students will:

1. Complete all required assignments and assessment activities.
2. Demonstrate pride in completed work by ensuring that all assignments are of high quality.
3. Participate in activities to celebrate learning and/or demonstrate that learning has occurred.
4. Take advantage of opportunities to revise or redo assignments or assessment activities.
5. Participate in all learning and/or assessment activities.
6. Take advantage of all intervention opportunities.

Parents / Guardians' Role

Parents/Guardians will:

1. Provide the time and place to support student learning.
2. Actively participate in communicating with staff; including reading newsletters and other information documents, attending conferences that focus on student learning and achievement.
3. Convey the importance of school in general and learning activities specifically to their children.
4. Endeavour to ensure that their children are present for as many learning and assessment opportunities as possible given varying circumstance.

III. Grading Practice:

Assessment OF Learning:

1. Student behaviors (effort, participation, adherence to class rules, etc) should not factor into summative grades unless specified in the curriculum.
2. Work or assignments submitted late should not result in a reduced mark. Provide support or intervention for the learner instead.
3. Bonus points or extra credit should not factor into a summative grade.
4. Don't punish academic dishonesty with reduced grades; apply other consequences and reassess to determine actual level of achievement.
5. Don't consider attendance in grade determination; report absences separately.
6. Don't include group scores in grades unless a group assignment has individually assessed components; use only individual achievement evidence.
7. Where possible avoid organizing grades by assessment method or terms. Organize by curriculum outcomes.
8. Use clear performance standards and achievement expectations when assigning grades. Involve students where possible in the creation of assignment criteria.
9. Avoid using zeros in grade determination when evidence is missing or as punishment. Use alternatives, such as:
 - reassessing to determine real achievement.

- use "I" for Incomplete or Insufficient Evidence. Please note that at Vanguard School we can communicate to parents and students if a failing grade is a result of missing assessments or a result of not meeting curriculum expectations. In Grades 10-12 however, final grades must be reported to the ministry as such and no distinctions can be made.

- For students that are habitually late in handing in assignments, tests and quizzes can be used to make up 100 percent of the student's summative mark. This should be brought up at a staff or team meeting.

- synthesis projects at the end of a course of study.

10. Comprehensive Midterms may be given. Final exams are to be from the midterm to the end of the course. Teachers may give a comprehensive final exam upon consultation with the principal.

11. There will be a designated time for end of course assignments and exams.

12. Non-accredited teachers will give government exams.

13. Assessment must be tied to learning objectives in the curriculum.

14. Assessment strategies will measure content, process, and product.

15. Marks cannot be deducted as a punitive measure.

16. Marks from summative assessment will only factor into grades.

17. Plagiarism may result in:

- Automatic redoing of the assignment.
- Alternative assessment opportunities.
- Synthesis project.
- Forfeiting of assignment privileges.
- Withdraw from high school courses.

Assessment FOR Learning:

1. Students will receive multiple low-stakes opportunities to demonstrate mastery of the learning.

2. Assessment should be ongoing and should include a variety of strategies.

3. Assessment should be differentiated according to student needs.

4. Assessment should provide timely feedback.
5. Assessment should be used in forward planning.

Assessment AS Learning:

1. Instruction should be based upon a number of metacognitive strategies.
2. Students should be given opportunities to co-construct assignment criteria.
3. Use exemplars of good practice whenever possible.

IV. Reporting Progress

1. Report Cards are automatically generated using the Aspen Database.
2. For Grades 10-12 there are four reporting periods (November, January, April, June)
3. . Grades 10-12 students take part in a formal final exam session in January and June. Grades 7-9 students have final exams in June or in semester courses that end in January.
5. For K-12 Parent/ Teacher interviews take place in the fall and spring.

V. FAQ's

Why don't you give students zeros?

- We need to make sure students do the work that is required of them. We can't let them off the hook by giving them a zero. If we do that, they don't do the work and we can't assess what they know.
- Assessment is a summary of what a student knows. It is not a commentary on behaviour.
- Missed assignments are a behaviour issue. Teachers are responsible for finding out why an assignment was missed and take steps to address this issue. This takes a lot of work, but our students are worth the effort.
- Educational research has shown that many students are not motivated to work harder at learning when they get a zero grade. Some students are at risk of not completing school.

We need to keep them motivated, help them learn the curriculum, and give them fair and appropriate opportunities to demonstrate their learning.

- For Grades 10-12 students zeros will be given at the end of a course if all other options are exhausted.

Why were zeros okay when I was in school?

- Like all things, the nature of assessment has changed considerably over the past few decades.
- At one time, assessment only measured what a student had learned at the end of a unit or course. There was no way for students to benefit from ongoing assessment throughout the year.
- Educational research has shown that sharing ongoing feedback with students about their progress throughout the year is a better approach.
- By giving students regular feedback, assessment helps students understand where they are doing well, where there are gaps in their understanding, and what they can do to bridge that gap. This approach is having a great deal of success among students who are struggling.

Why does it seem like public education doesn't hold kids accountable?

- Public education works to instill accountability among students. One of the ways we do this is by requiring them to submit missed assignments. We don't allow them to get off the hook by giving them a zero and moving on. We find other approaches to ensure they get the work done. They are in school to learn. Some of the things students learn as part of their education are concepts of responsibility, commitment and accountability.

Isn't it our responsibility to teach kids about the real world?

- For students, school is the real world. They need to get to school on time. They need to attend regularly. They need to study to pass tests. They need to turn in assignments to get a grade. They gain time management skills, learn how to balance competing priorities and discover how to overcome challenges.

See also:

AP 360

[Chinook Assessment Handbook](#)

Athletics - Coaches and Staff

Please ensure that you read the Relevant Chinook Procedures:

260 - [Learning Activities Outside the School](#)

565- [Transportation in Private Vehicles](#)

218 - [Physical Activity and Extracurricular](#)

490, 491 - Volunteers and Non-Faculty Coaches

[Driver Authorization Form](#)

Parents and Athletes:

1. From Grades 7-12, all students have the opportunity to participate in cross country, wrestling, volleyball, basketball, badminton, and track and field teams.

2. Community coaches as well as VCS staff coaches are employed by our athletics program. The scope of authority is similar. All coaches can expect that students and parents will treat them with courtesy, respect, and fairness.

3. Uniforms are provided to students free of charge. Destroyed or lost uniforms cost 30 dollars to replace. Athletes will be billed if a uniform is destroyed for any reason other than its regular use.

4. Students having a driver's license are allowed to transport themselves to athletic events at the home school only. This includes Vanguard, Hodgeville, Ponteix (as long as we have a cooperative) and the Millar Gym. The decision as to whether these students may transport other students to such school activities in the home school shall rest with the parents.

5. We want other schools to regard our teams with the highest respect, therefore, students/players are expected to act in a courteous and sportsmanlike manner at all times. This means:

- personal appearance must be neat and suitable to the occasion.
- respectable hours should be kept prior to game/tournament day.
- Students/athletes are expected to volunteer at athletic functions not only at home but while at other athletic events (eg. Officiating, clean-up)
- Athletes are expected to be competitive. This means athletes are to try their hardest, be positive and be supportive of the team and players at all times. As an athlete, you owe this to your teammates as well as your competitors.
- Accepting your role on a team. Not everyone can or should have the same role.
- As an athlete, you should treat an away facility BETTER than you would your own living room – No exceptions.

6. The use of drugs, tobacco, or alcohol cannot and will not be tolerated at any time during a school athletic function. Immediate suspension from participating will occur.

7. The use of drugs, tobacco, or alcohol should not occur at all during an athletic season. Our purpose after all is to promote athletics. As a school, we ask parents to discuss this matter with your student athlete and support the school.

8. Athletes cannot be absent from school as a result of illness or injury and expect to participate in practices or games after school. If you are too sick to be in school, you are too sick to participate.

9. ONLY coaches have a say in an athlete's playing time or role on a team. Generally speaking, playing time is more likely to be evenly distributed during league games. Equal playing time cannot be expected during playoffs, regional tournaments, or provincials.

- Parents should not approach a coach during or immediately after a game. Concerns can be taken up with a coach the next day. If a parent approaches a coach during a game, the coach reserves the right to not play their son/daughter for the remainder of the game.
- Only a captain should approach a coach during a game. That is their purpose.

10. Practice and preparation are always more important than the game. This must be the focus for all coaches, athletes and parents.

Coaches:

1. Coaches will host a team meeting early in the season that generates/outlines the goal/goals for season. Athletes should be made aware of the expectations that come with being part of the VCS athletics program.

2. A general letter should be sent home to parents introducing you as a coach, explaining what your team goals are, and what the VCS expectations are regarding athletics. Other information could include dates of tournaments and games and trip and driving procedures.

3. The procedure for taking an athletic trip is identical to that of taking a field trip. [How do I take a field trip?](#)

4. Ensure that your athletes understand that practices and preparation are more important than games.

5. Playing a game at Millar College of the Bible, Hodgeville School, or Ponteix school is not considered a field trip.

Attendance Policy

I. The Law:

According to the Education Act regular attendance at school or regular attendance at an approved educational program is required of all school aged children.

II. School Policy:

1. Attendance will be taken every morning at 9.00 a.m. and every afternoon at 1.20 p.m. (K-6) - (Within the first 10 minutes)
2. Attendance will be taken every block (7-12). (Within the first 10 minutes)
3. Parents must notify the school by telephone, text, email or handwritten note if their student will be absent for any portion of the day. An email from your personal or business email is fine as well..
4. If a student misses an exam because of an unexplained absence, credit for the exam will not be awarded. The individual student will then have to appeal to have the exam reinstated. The appeal process is as follows:
 - a) The student obtains an appeal form from the individual teacher.
 - b) The student completes the appeal form and has a parent sign the form.
 - c) The student returns the appeal form to the classroom teacher.
 - d) The classroom teacher and principal meet to determine if the appeal is successful.

Chinook School Division Policy:

[AP 330 - Compulsory Student Attendance](#)

Busses:

Busses arrive at 8.45 a.m. Teachers are expected to be in the school, with rooms open when the children arrive.

Grades 7-12 will be dismissed at 3:10

Grades K-6 will be dismissed at 3:10

Teacher Times (According to STF) are at least 15 minutes before and after school, therefore 8:40 a.m. to 3:25 p.m.

Casual Fridays:

We will continue the casual Friday's again this year. It will cost one dollar per Friday and the proceeds will go to our staff scholarship. Please make sure that casual Fridays are not too casual.

Child Abuse and Neglect:

To summarize, every person employed by the Board who has reasonable grounds to believe that a child is in need of protection needs to report to Social Services. The responsibility to report cannot be transferred.

[For information on provincial protocol and telephone numbers for Child Protection Services, click here.](#)

What should you do?

Follow the following Chinook Procedure:

AP 325 - [Protective Services](#)

Clean Up:

Please clean your own dishes and items in the staff room. A schedule will again be created to facilitate staff room clean up.

Please ensure that classrooms are neat and organized. [Use this checklist as a guide.](#)

There must be a greater emphasis on the part of staff and students to keep the school clean. Please review your own procedures for ensuring that students keep their classrooms clean. Please contribute to common area cleanliness and using common sense. If something needs to be cleaned or thrown away, please do it.

[So as to avoid confusion with cleanup tasks, you can view the job description of the Facility Operator here.](#)

Complaints (Parent):

Please Read:

AP 152: [Student and Parent Complaints](#)

From time to time complaints or questions from parents will be received at the school. It is not our responsibility to change the person making the complaint. We do however, have an obligation to professionally reflect upon our own practices and make adjustments if necessary.

If I receive a complaint at the office and it can't be resolved immediately, I will make sure that the parent has contacted the teacher/individual in question. If the complaint surfaces again, I will try to use the following process:

1. Listen
2. Document
3. Investigate

You can assist me in dealing with parent questions/complaints by being pro-active, giving me a "heads-up" if you think a complaint is coming, and documenting everything. If you find yourself in a situation with an angry or irrational person, please refer them to me. Contact with parents is the most proactive way of avoiding complaints. If there is an incident at school, CALL HOME. It is better if the parent hears your version first rather than their child's.

*** Always, if marks are dropping or assignments are missing, call home and please let me know. A report card should never be the first indication that there is a problem with a child.

Please document calls home and any other incidents involving students. If there happens to be a violent incident, report it

Copyright

Chinook Policy

AP 190: [Use of Copyrighted Materials](#)

1. Remember that student work is protected by copyright. In order for it to be published in any way [this form is required](#).

Confidentiality:

Remember the code of ethics, and our professional responsibilities. Keep school business in the school where applicable. At the same time, be conscious and respectful of the professional relationship we have with the students and community members.

Beware of negative staff room chat. Be nice!

Try not to start a conversation with “He should, they should, she should” - We cannot control the actions of other adults.

As a general rule when talking about or treating students, staff members or parents think about what you would have said and how you would have acted in your teaching job interview. If you wouldn't have said it in your job interview, then you likely shouldn't have said it.

Curriculum and Instruction, Course Outlines:

a) Course Outlines - Must be available to students in the first week of instruction, and contain the following components:

- 1) Name of course
- 2) Name of the teacher
- 3) Name of the school
- 4) Year and term in which the course is being taught
- 5) Statement of the general objectives of the course with clear references to the core outcomes defined by the curriculum.
- 6) Timeline indicating the expected duration of the various teaching units and their expected sequence.
- 7) Specific breakdown of how students will be evaluated and the overall weighting of the various tools of the assessment. See the new assessment procedures.
- 8) List of textbooks and other resources that students will require.

b) Minutes of Instruction Recommended Time Allotments – [Click for elementary minutes of instruction](#) .

c) High School Credit Policy

[For Students Entering Grade 11 in 2024-2025](#)

[For Students entering Grade 10 in 2024-2025](#)

*** If courses are available on Google Classroom, the course management system can be used to deliver the course outline.

Credit Recovery Responsibilities

Credit Recovery Application

Who is Credit Recovery for?

Struggling Students

Credit Recovery may be an option for any student who struggled throughout the year and even with other interventions in place that may still need extra time and/or support to complete outcomes in a course.

Insufficient Evidence

There may also be a scenario where the teacher does not have enough evidence from the student for whatever reason (attendance, addictions, or illness) to allow the student to move on.

Multiple Failures but Require Credits

Credit recovery may also be required for any students who may have repeated the subject multiple times without success but requires the credit to graduate. A student who has a mark ranging from 40%-46% may wish to access this opportunity to obtain a required credit. *As per the Chinook Assessment handbook, final mark reporting – 46%, 47%, 48%, 49%: marks of 46% may be recorded as such; marks of 48%, 49% are to be recorded as a mark of 50%.*

Administrator's Responsibilities

- Review and approve requests for credit recovery
- Notify parents of the credit recovery approval/denial
- Notify teacher of credit recovery and offer support for the recovery plan
- Ensure submission of updated mark to the Ministry

Teacher's Responsibilities

- Provide a list of outcomes/assignments required for recovery
- Work with the student to determine a date for timely recovery especially in the case of a pre-requisite course
- Monitor student progress and alert administration if progress is not occurring
- Assess assignments within two weeks of submission with the original scoring procedures and entered in the original gradebook
- Provide CCS administration with the updated mark for submission to the Ministry

Student's Responsibilities:

- Work with the teacher to determine a date for timely recovery
- Work independently to complete the necessary assignments within the agreed upon timeframe

Criminal Records Search

Please read [Chinook AP 401 - Criminal Records Search](#)

[Criminal Records Search Form - Vanguard](#)

Custody and Access:

The following policy applies:

- Any custody orders will be kept in the student's file.
- Directions regarding educational programs will be taken from the custodial parent.
- Directions regarding access to the child at school will be taken from the custodial parent.
- Where there is joint custody, the direction of either one of the parents is sufficient.
- Keep a custodial parent informed of unusual or suspicious circumstances surrounding the other custodial parent's plans.
- Reasonable access parents have a right to information.
- Reasonable access parents are members of the public, but have rights to educational information.

- Zero access parents are members of the public, but have no rights to information.

Discipline (classroom):

I encourage all staff to reflect upon their own philosophy regarding student discipline. Remember that all perspectives will be unique and should determine our approach to dealing with students. For example, if you believe in a leadership approach to dealing with students, it makes little sense for you to employ an authoritative and punitive discipline style, while at the same time, if you prefer a management orientation, a less structured classroom environment will not be to your liking. Different approaches to student discipline and classroom management can and do co-exist within the broader context of the larger school goals.

Supervision is a must. We cannot assume that students will behave when we are not present.
Do not leave students unsupervised.

Again, a general rule when talking about or treating students, staff members or parents, think about what you would have said and how you would have acted in your teaching job interview. If you wouldn't have said it in your job interview, then you likely shouldn't have said it.

For daily instruction:

1. Have an initiating activity (Quick Questions, Handout, Interesting Idea etc.)
2. Prepare for transitions within your instruction.
3. Prepare for downtime.
4. Limit the student's use of the washroom during class time. This is an escape and should be dealt with as such.
5. Prepare materials ahead of time.

I. Student Expectations

- A. We take responsibility for learning.

This means:

1. We arrive at school on time.
2. We are prepared for class.
3. We demonstrate a serious and responsible attitude in daily work.
4. Homework is carefully and thoughtfully completed and on time.

B. We try to settle our differences in a peaceful manner.

This means:

1. We respect other people's property and personal space.
2. We do not physically or verbally fight with other students.
3. We do not take anything that does not belong to us.
4. We do not PROVOKE other students

C. We follow the directions of adults in charge, the first time given.

This means:

1. We follow the reasonable request of staff the first time given.
2. We do not talk back to teachers or adults in charge.
3. This includes substitutes and lunchroom supervisors.

D. We are sensitive to the needs and feelings of others.

This means:

1. We use appropriate language at all times.
2. We do not bully or tease other students.
3. We are willing to help each other.
4. We are friendly and courteous.

E. We are expected to move safely through the school.

This means:

1. No fooling around in the bathrooms or hallways.
2. No running in the lunchroom, classrooms, or hallways.

II. Steps in a Progressive Discipline Cycle

A. Provided that sound classroom management techniques, and instructional methodologies are employed, if a student clearly breaches expectations of behaviour:

1. Staff will make a reasonable request regarding a school expectation. Students are expected to comply immediately.
2. If the student continues to breach expectations, students will be removed from the situation, with the intent of following up and counseling the individual at a time convenient to

you. This can take place within the classroom at a time-out area or immediately outside the classroom, where the student can be supervised. The idea is to confer with the student and get them back into the classroom as soon as possible. At this stage the incident will be documented, and the student warned.

3. Further breaches in the same day warrant a discipline referral. Depending on the circumstances, the following will occur:

- call parents
- assign detention
- send the student back to class
- meet with the teacher
- meet with parents
- document (probably all of the time)
- suspend
- withdraw privileges
- assign community service

4. If there is a pattern of student misbehaviour, relevant stakeholders will meet to devise a behaviour plan or behavioural contract.

5. In the judgment of the teacher, if any misbehaviour is deemed severe, referral to the office is warranted.

Discouraged Behaviour at School

(a) Aggressive or violent behavior toward another student. - Examples could include hitting, fighting, pushing, play fighting, bullying, yelling and screaming or intimidation.

(b) Unsafe behavior - Examples could include running in the school, sliding on banisters or throwing things.

(c) Not using the playground equipment as it was intended. Examples could include sliding down the slide on their feet, tag around the creative playground or not sharing equipment.

(d) Not being responsible for the school and equipment. - Examples could include littering, vandalism, deliberately doing something they know is wrong or leaving equipment outside.

(e) Put downs. Examples could include name-calling, using unpopular nicknames, swearing, or demeaning others in any way.

(f) Wasting class time - Students must begin all assigned work immediately.

(g) Excessive washroom trips and leaving the classroom - This cannot be tolerated. It wastes time.

(h) Apathy - Students must attempt to engage in classroom activities. That is why students are here.

(i) Not solving your own problems - Examples could include forgetting classroom material/ homework. It is not beneficial to a student's development to have parents continually bring forgotten items to school. Students must learn to solve their own issues (with guidance and encouragement from both parents and the school).

(j) Provocation - You are part of the problem if you provoke another student. Provocation will be considered during any administration of discipline.

[Steps in a Progressive Discipline Cycle](#)
[Discipline Philosophy](#)

Driving

Please read [Chinook AP 565 - Transportation in private vehicles.](#)

Emergency School Closing:

- The school will not close for weather related issues.
- The school may close for emergencies or utility interruptions.

[See note on Weather Days](#)

Emergency Management Plan (Vanguard School)

[Anaphylactic Response](#)

ONCE A CRISIS SITUATION BECOMES KNOWN, THE FOLLOWING ACTIONS WILL TAKE PLACE:

Traumatic Events Procedure:

- Step 1: Confirm Relevant Details of Event - Greg and/or designate
- Step 2: Liaison With Family - Greg and/or designate
- Step 3: Dispensing of Information - Greg and/or designate
- Step 4: Administration of School - Greg and/or designate
- Step 5: Possible Commemorative Actions - Classroom teachers
- Step 6: Monitor present and Future Students, Staff, and Class Reaction to the Event - Classroom teachers
- Step 7: Evaluate Response Plan - Crisis response team
- Step 8: Contact Information - Office manager

Principal:

1. Gathers facts and details
2. Contacts family, if applicable
3. Notifies superintendent and director
4. Notifies police
5. Initiates staff and parent communication (Remind and Group text), if applicable.
6. Calls for a meeting of the crisis response team (Our entire staff is the crisis response team.)

Crisis Response Team (Staff)

1. Meets when called
2. Develops a plan for same/next day
3. Assigns individuals to make calls and answer telephones
4. Plans for individuals to talk with students in classrooms
5. Develops a list of closely connected or at-risk students for individual counselling
6. Monitors and assesses the situation

Extracurricular:

Defined as any activities outside of class time that ***involved supervision of school children.***

Please keep track of your extracurricular hours for the purpose of Professional Service Recognition Days. You will have to use your Powerschool(Atrieve) Login for this.

A Note on Civil Liability

Determining civil liability is a process to determine whether someone has in fact been injured in a manner that the law covers and, if so, who, if anyone, should provide the compensation to the person injured.

If a student suffers injury, the steps or tests to determine school liability for negligence can be summarized as follows:

1. Was there a duty to care for the student at the time? (The answer to this is always yes, as soon as the student is within the school's sphere of influence.)
2. What was the standard of care for the student at the time? (The courts have described standard of care as that which would be given by a parent of a large family.)
3. Was the standard of care breached?
4. Did the student injury result from the inappropriate level of care being provided by the school?

Fire Drills

[Fire Drill Procedure. Please copy and place in your classroom.](#)

First Aid:

On Site: If a person is injured on-site:

- 1) Stay with the injured person, and either administer first aid or ensure that no further injuries take place.
- 2) Ensure that no other people are in danger.
- 3) Send a reliable runner to the office.
- 4) Wait with the injured person until the office responds with someone trained in first aid or medical emergencies.

On Field Trips: If a person is injured during a field trip:

- 1) Remain with the injured person until a person trained in first aid arrives.
- 2) Refer to your medical emergency plan developed prior to leaving on the trip.

[Accident Reporting Form](#)

Illness (Teacher) and Substitute Teachers:

If you are ill, please let Mrs. Dykema know as soon as possible (either the night before or early in the morning), so that arrangements for a substitute can be made.

If you are planning a Professional Service Recognition day or a Professional Development Day, please inform the office ASAP so that subs can be booked.

All leaves are to be booked through Leave Management Web.

Interventions

[Please view this presentation on the framework behind intervention.](#)

Lates:

If students are unreasonably late for class (chronically late, i.e. more than three times, or late by more than five minutes), I would like them to check in at the office. Depending on the circumstances I will then:

- send them back to class with a note and instructions
- keep them out of class for the duration of the period
- call home or request to meet with parents
- revoke driving to school privileges

Remember that this policy exists, and use it if necessary.

Leaving the Building (Students):

Individual School Policy determines which students can leave the school during lunch. For our school:

- Grades 7-12
- Town kids who go home for lunch.
- *** As per the Education Act, the school is not accountable for these students while off school grounds. They are however, accountable TO the school.
- Depending upon the circumstances, the school reserves the right to ask students to leave the building while on spares.

Long Range Plans/Professional Growth Plans:

Please note the following:

- a) By September 7 - Course Outlines delivered to students.
- b) By September 30 – Identify a minimum of two professional goals or targets and complete Page 1 and 2 of the PGP Form. Please note that professional goals must be in alignment with school and division goals. For example, learning to speak Spanish does not align with the school or Division. The following will then happen:

[Teacher Professional Growth and Supervision templates](#)

- Principal read and signs and schedules meetings with teachers. (September 30)
- Teachers review their plan with administration in November.
- Teachers do a final reflection in May.

Support Staff - All staff including OM, EA, Library and Facility operator are expected to complete the following form by September 30 of each school year.

[Support Staff Professional Growth Plan](#)

Money in Schools (School Generated Funds):

The principal is responsible for safekeeping of all monies at the school. Teachers should not keep any money in their desks or on themselves at any time. Any funds collected by classroom teachers from pupils should obtain approval of the principal. [Use the cash remittance form.](#)

[Movie Permission Slip](#)

Newsletter

All of the staff have access to our online newsletter. Please contribute accordingly.

Paper:

Increasingly, paper/waste management is becoming an issue at school. Where possible, scan and file pdf documents rather than paper hard copies.

Our copiers are equipped to scan, email, and fax. I encourage you to do this as much as possible.

Also, please ensure that classrooms are cleaned every day and that waste paper has been recycled or discarded.

Parent Contact:

In addition to formal parent/teacher interviews, it is beneficial to make periodic positive contact with parents. Parents should also be notified regarding lapses in work habits and behaviour. The office will contact parents regarding attendance issues.

Please document all contact with parents.

Purchasing - How do I buy stuff?

1. You have three options when purchasing:
 - a. Use the local purchase order book, or have Mrs. Dykema fill in a purchase order. The vendor must accept Chinook POs in order for this to work.
 - b. Have Mr. Shwaga or Mrs. Dykema pay for the purchase using the school PCard.
 - c. Pay for the item and be reimbursed. You must have permission prior to purchase.
2. Please obtain permission from the office prior to purchasing.
3. Reminders:
 - DO NOT send students to the Co-op to buy items without prior approval. You will not be reimbursed.
 - DO NOT buy any items without principal approval first. You will not be reimbursed.
 - At the Co-op, you must have either a purchase order or Pcard in order purchase items. If you do have either of these, you cannot purchase items for the school from the Co-op.
 - DO NOT stockpile receipts. Hand them in.

Security:

Please secure your classroom (windows and doors) at the end of the day.

If you are the last person out of the building, please make sure that the doors are locked.

September Checklist – (To Be Reviewed with PGP)

1. Classroom Rules are posted. _____
2. School Rules/ Valkyr Poster are/is posted. _____
3. Hand Washing/Sanitizing/Coughing and Sneezing process discussion prepared _____
4. Emergency Kit is checked and contains:

- Emergency Response Guide for Teachers
- First aid kit
- Whistle
- Facial tissues
- Class list and clipboard
- Pencils and notepad
- Permanent marker
- Traffic safety vest
- Red card indicating student(s) not accounted for and a green card indicating all students are accounted for

5. Emergency scenarios (Drills) discussed:

Fire: If you hear the fire alarm, exit the building to the muster point on the pad.

Lockdown: Occurs when it is safer to remain in the building rather than evacuate. All exterior and interior doors are locked and closed. Remain your classroom with lights out and out of sight until directed by emergency responders (This is the hise drill).

Shelter in Place: This is the place we gather if there is an imminent storm/tornado approaching. (Washrooms and changerooms).

Duck Cover and Hold: This is when there has been an explosion nearby. Drop to the floor and take cover under sturdy objects until it is safe to move.

Evacuation: This is where we go to a safe receiving site. It has been the Co-op in the past.

6. What happens if you are sick, discussion prepared.

7. Rules discussion prepared.

Class rules _____

School rules _____

Skips _____

Lates _____

Bus rules _____

Internet/computer policy _____

8. Routines discussion prepared.

Homeroom _____

Lunch _____

Assemblies _____

Fire Drills _____

Students leaving the classroom _____ (I would like grade 7-12 teachers to have a serious discussion with students regarding leaving the classroom during instructional time. It is a serious disruption and needs to stop.)

9. Anecdotal records prepared. Please make note of contact you make with parents.

10. Class lists obtained from the office.

11. Attendance - Taken twice daily - Block attendance for Grades 7-12 _____

12. Internet Policy posted. _____

13. Fire drill routine posted. _____

14. Teacher Professional Growth Plan - September 30

15. Anaphylactic Response procedure discussed.

16. [Peanut/Tree nut free policy discussed.](#)

17. Review Staff Procedures

18. Cell Phone Policy - Discussed and posted

19. [Course Outlines \(7-12\) available by the end of the first week of instruction](#)

20. Year Plans (K-6) - Completed by September 30

21. Professional Growth Plans - Completed by September 30

Social Media

Please read [Chinook AP 146 - Use of Social Media](#)

38. Student Suspensions

Please read [Chinook AP 355 - Student Discipline](#)

Suicide: See also - Emergency Management Plan (#20)

Adults cannot afford to take a threat or hint at suicide lightly. Use the following guidelines should this situation arise:

*** Inform Principal – then:

- 1) Remember these goals; a) evaluate the degree of imminent risk b) allow the student to share feelings c) diminish the student's sense of isolation d) build support and think of a follow-up plan.
- 2) Be calm, be supportive and affirm that the person has the right to share a suicidal concern.
- 3) Focus on hope and try to expand available options.
- 4) Watch for signs of serious intent.
- 5) Avoid being critical or judgmental.
- 6) Be patient.
- 7) Don't make promises.
- 8) Inform the person that the suicidal concern will be shared with the appropriate people.
- 9) Try to find what is driving the suicidal intent, and document when possible.
- 10) Always arrange for a follow-up meeting with the student.
- 11) Seek proper help. Parents will have to be informed.