

Staff Information Handbook



2024
2025

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Merritt Central aims to create a safe, respectful, anti-racist, inclusive school learning environment– Students, staff, and families have rights and responsibilities to ensure everyone’s basic human rights are met. Our goal is to ensure that these rights and responsibilities are clearly communicated and understood so MCES is a safe and respectful learning environment for all.

School Expectations:

See the Behaviour Support Plan for comprehensive information about behaviour education and expectations at MCES

General Rules:

- We are a community that promotes inclusion and diversity. Teachers and adults in the building model respect, compassion, and are supportive of students and each other!
- We speak in a respectful, caring, and sometimes firm way to students – **NEVER** sarcastic or insulting.
- We use the PITW self-mastery checklist to elicit critical thinking regarding appropriate behaviour (Are you being silly or sensible? Are you doing the right or the wrong thing? Are you making a strong or weak decision? Are your feelings or actions in charge? Are you running away from your problem or dealing with it? Am I trying to help or hurt you? Are you being your own boss or are you inviting me to be your boss? Do you need me to help you (solve the problem, do the right thing, make strong decisions, etc.)
- We are a closed campus; students need specific permission to leave the school grounds. Please always check with the classroom teacher or admin if you see children off the grounds.
- Dress code: No clothing that promotes racism, drugs, alcohol, weapons, violence, or gangs.
- Outside, students are to follow the Yellow Brick Road when transitioning around the school.
- We walk in the building on the right side of the hallways.
- Greet students in the hallways or in passing, insist on a response back (greeting, nod of the head, smile, etc.).
- Insist on manners: “Please, thank you, excuse me.”
- Hats are allowed in the hall; classrooms are at the discretion of the teacher.
- Hoods **MAY NOT** be worn! This is a safety concern.
- Cellphones (and all other personal digital devices including smart watches, gaming devices, ear buds/headphones, etc.) are not permitted to be used by students during school hours (8:30-2:55) unless they are required for a medical purpose and documented in an educational plan or IEP or authorized by the classroom teacher for a specific academic purpose. Students not following this rule will have their phones taken and returned at the end of the day. Repeat offenders will have their phone taken and their parent/guardian will be required to collect. Students required to bring their cell phones for safety **MUST** keep them out of sight. The school/district **WILL NOT** be responsible for lost or stolen phones. It is recommended that student cell phones not be collected and stored by the teacher unless the teacher is willing to accept responsibility for lost or stolen devices they have confiscated. Staff are to have an admin store confiscated phones in a secure location if they have been taken during school hours, including recess and lunch.

Procedures and Expectations

Office phone passes will be provided to teachers to hand to students if they need to contact home. **ALL STAFF MUST BE CONSISTENT WITH THIS!**

- Please be mindful of Mrs. LeBeau's busy times and be considerate when sending students to make calls.
- Staff are to refrain from using their cell phones in the presence of students.

Morning Routines:

- Students are not to be in the school unless they need a washroom and have received permission from a supervising adult.
- When dropped off by buses: Primary students are to go along the school parallel to Voght Street (this is the **ONLY TIME STUDENTS ARE TO BE IN THIS AREA** unless they are Mrs. Ferris' kindergarten students heading to and from their classroom) to the Flag side play area which will be supervised from 8:15-8:30 by someone from the SST/admin team. Intermediate students go to the Riverside Play area which will be supervised from 8:15-8:30 by someone from the SST/admin team. From 8:30-8:55 a teacher supervisor will be scheduled (as per the collective agreement) to relieve the early morning supervision shift. Please see the supervision schedule.
- The athletic fields (big fields in front of the parking lot) are off limits before school starts.
- Hidden areas of the school are off limits (the back area of the primary wing by River St, the area along Voght). Supervisors, please monitor this by continuously moving around during supervision.
- 8:30 Breakfast bell will indicate students may come into the Lunchroom door or through the main primary entrance (a supervisor will need to unlock the door for primary students) to receive breakfast. Breakfast ends at 8:45. Please ensure the lunchroom door is locked at 8:45!
- 8:50 first bell for students to line up outside their entrance.

Expectations During Instructional Time:

- Please send 1 student to the restroom or fountain at a time (unless supervised or urgent). Students are not to loiter in the hallways. If a student needs a walking break, please ensure they have a break card and a set time limit.
- Soda and canned beverages are not permitted in class (*many families do not permit sugary beverages, candy, treats for several reasons. Please consider this when offering students or when accepting treats from families for special events.
- Staff need to refrain from carrying or drinking hot or sugary beverages when working with students (Hot beverages are a safety concern and sugary beverages to model the Healthy Schools initiative).
- Students working in hallways or alternate spaces (resource room/conference room/side study rooms/etc.) **MUST** be supervised by adults.
- Please check for supervisory capacity if sending students to the office or support rooms.
- Staff are to refrain from cell phone use during instructional time unless in an emergency. All communication can go through email/Teams or, in the case of additional support being required, using the inter-classroom phones, or sending a student runner to the office. Mrs. LeBeau will contact our page admin if they are not in the office.

Procedures and Expectations

- During transitions students are to walk single file in a quiet line (please practice this and revisit the practice occasionally throughout the year especially after long breaks).
- Teachers ensure their class moves through the school in a quiet orderly fashion using the right side of the hallway to maintain easy traffic flow and to respect the learning of other classes.
- Use of the sensory walk past the library is a tool. Please teach kids how to use it respectfully without disturbing those in the library.

Recess:

- Students are to exit/enter through the same doors they entered in the AM. Please frontload students to ensure they take all supplies (snack, coat, shoes, sporting equipment, etc.) outside with them as they will not be able to reenter once dismissed (unless they need a washroom or have an emergency).
- Provide a chance to use the restroom before exiting.
- Doors are locked at this time; students need to see a supervising adult to reenter. Please ask the purpose of reentry and do not let groups of students in together. If they need the washroom, they do not need to be in large groups.
- **Regular/daily reminders of behaviour expectations:**
 - Hands and bodies to self
 - Friendly language
 - Respect the supervising adults
 - Use yellow brick road
 - Supervisors use Post-it notes to write simple messages to teachers when they have had to speak to a child regarding behaviour (i.e. Teacher Name of Student, Student X reminded 3 times to use appropriate language. Had 5 min time out, From Supervisor Name)
 - Incident Reports are to be completed for office referrals for behaviour. (see attached)
 - Athletic fields are available for use if a supervisor(s) is/are willing to take a group(s) for specific athletic activities, i.e., soccer
 - Spectators are not permitted; if a student is on the athletic field, they are participating in a supervised sport.
 - Supervisors must act as referees (to the best of ability) and have the right to have kids removed from the game if they are not able to be good sports. Warnings and positive instruction on what being a good sport looks like should occur before consequences.
 - **Supervisors are to move around the field of play** using eyes, ears, and professional judgment to identify potential behaviour escalation (let's try to be preventative rather than reactive).

Playground rules- Always Prioritize Safety:

- All inappropriate behaviour needs to be immediately addressed by the supervising staff:
- We aim to build a safe and happy school environment, educating students to care for others, encouraging positive behaviours whilst responding to students engaged in the following inappropriate behaviours.

Procedures and Expectations

- We speak in a firm, respectful and caring way to students, never sarcastic or insulting.
- Students engaged in **Level 1 or Level 2 behaviours** will lose their playground privilege for a designated time. (See chart below). Please complete incident reports for these behaviours.
- **Level 3 Behaviours** – Immediate support. Message sent for playground removal/assistance. Incident report required.

Responses to Categories of Behaviours:

Categories of behaviours	Recommended Language	Consequences
LEVEL 0 WHITE	<i>Try to use a question. Ones from the PITW self-mastery checklist or the ones below.</i>	<i>Check in with the student after to see if they are on the right track</i>
Engagement in rough play	Is that a safe way to play at school?	Conversation about what safe play looks like.
Littering	Where should the garbage go?	Student instructed to pick up litter.
Inappropriate use of equipment	What is an appropriate way to use the equipment? What will happen if you choose not to use it safely?	Reinforce correct use of equipment.
Not putting away sports equipment	Where should the play equipment go?	Student instructed to put away equipment.
LEVEL 1	<i>Assertive language. I need you.....</i>	<i>Check in with the student after to see if they are on the right track.</i>
Offensive language, including swearing, loud gesturing	Are your feelings or actions in charge right now? How can you express yourself differently? I need you to take five minutes to reset. I will check in with you after that time.	5 minutes time out & check in with supervisor
Disrespecting school property, e.g., playing in the bushes, climbing fences,	Are you respecting school property right now? I need you to take five minutes to reset. I will check in with you after that time to see if your thinking is in charge.	5 minutes time out & check in with supervisor
Pushing, shoving, play fighting	Are your feelings or actions in charge right now? How can you express yourself differently? I need you to take five minutes to reset. I will check in with you after that time to see if you feel you are ready to play safely.	5 minutes time out & check in with supervisor
Repeating Level 0 behaviour	I've spoken to you about this already today. Are you repeating a mistake? I need you to take five minutes to reset. I will check in with you after that time to make sure you are ready to play respectfully.	5 minutes time out & check in with supervisor

LEVEL 2	<i>Clear and assertive language. I see you are _____ . I need you to _____ right now.</i>	<i>Please communicate with the classroom teacher after.</i>
Intimidating language including name calling, swearing directed at someone	I see that you are feeling some strong emotions. I need you to take some time to calm _ <i>(provide a calming location)</i> _. (Provide a supervised location and connect with adult expected to supervise).	15 minutes time out & referral to teacher. Restitution should take place <i>(provide a calming location)</i> .
Hiding	I see that you are feeling some strong emotions. I need you to take some time to calm _ <i>(provide a calming location)</i> _. (Provide a supervised location and connect with adult expected to supervise).	15 minutes time out & referral to teacher. Restitution should take place <i>(provide a calming location)</i> .
Throwing of things that may put other at risk	I see that you are feeling some strong emotions. I need you to take some time to calm _ <i>(provide a calming location)</i> _. (Provide a supervised location and connect with adult expected to supervise).	15 minutes time out & referral to teacher. Restitution should take place <i>(provide a calming location)</i> .
Repeating Level 1 behaviour	I've spoken to you about this already today. Are you repeating a mistake? I now need you to take some time to calm _ <i>(provide a calming location)</i> _. Provide a supervised location and connect with an adult expected to supervise).	15 minutes time out & referral to teacher. Restitution should take place <i>(provide a calming location)</i> .
LEVEL 3	<i>Clear and assertive language. I see you are _____ . I need you to _____ right now.</i>	
Defiant behaviour including failure to follow instruction from supervisor	I can see that you are feeling some strong emotions. Head to the office so Ms. Omori or Mr. Cowan (or Mr. Shea on TIC days) can help you find a way to remember the rules and keep you safe.	Deemed severe. Fill in an incident form and Administrator or TIC administers appropriate

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Leaving school grounds	What reason did you leave? What are the rules of the school around leaving school grounds? Head to the office so Ms. Omori or Mr. Cowan (or Mr. Shea on TIC days) can help you find a way to remember the rules and keep you safe.	consequence. The incident form will be returned to you with follow up information.
Fighting and assault. Vandalism, including damaging school property.	I can see that you are feeling some strong emotions. Head to the office so Ms. Omori or Mr. Cowan (or Mr. Shea on TIC days) can help you find a way to remember the rules and keep you safe.	

Calming Spaces may include:

- A space outside such as a bench
- A resource room when supervision is available
- The Calming Room when supervision is available
- The office

Questions that could be used in follow-up when students are in the space they have been sent to calm:

Behaviour needs to be de-escalated before any consequences or discussions happen as students won't hear your words.

How are you feeling? I see you are feeling strong emotions. How can I support you? Listen to reason for escalation and try to work them into admitting they dealt with the problem inappropriately. When calm, questions like "what rights did you ignore by (the behaviour)"? What could you have done differently to get your point across? Do you need me to show you a better way? Let's practice.

Self-mastery checklist

- Are you being silly or sensible?
- Are you making strong or weak decisions?
- Are you running away from your problem or dealing with it?
- Am I trying to help you or hurt you?
- Are you inviting me to become your boss?

ATTENDANCE

Teachers take attendance first thing in the morning and after lunch. Attendance is recorded in MyEdBC. You should have a login and password.

- **AM attendance** should be completed by 9:15am and **PM attendance** by 1:20pm.
- Check the appropriate box if a student is "absent" or "late." You may select a reason for the absence if known. If you know the child is absent, be sure to check the "excused" box as well.
- Click the **POST** button once completed.

TECHNOLOGY (All technology is shareable however the responsibility will lay on the following for maintenance requests, organization and care. Please collaborate with your team to set a schedule to determine who will check daily for charging, maintenance issues, and sharing options such as sign-out lists and inform admin of the schedule). Do **NOT** remove technology from the locations listed below without consulting those responsible for the tech)

- **Primary Classrooms (Ferris/Meadows/Morrison/Easterbrook):** A class set of iPads (1 for each 2 students).
- **Division 5 & 6 (Matheson/Gagliano):** Share a mobile unit of Surfaces.
- **Division 3 & 4 (Tolmie/Cowan):** Share a mobile unit of laptops.
- **Division 1 & 2 (Gandy/Shea):** Share a mobile unit of laptops.

EMERGENCY PROCEDURES

- Emergency procedure manuals are to be posted in each room. Please familiarize yourself with the procedures.
- Fire exit procedures and maps should be posted by the door and kept visible.
- A set of class lists (FIRST NAME ONLY) will be posted, in an envelope, at the main primary exit door, the intermediate exit (between K classrooms), and by the outdoor exit in the gym. Use this envelope for evacuation if you cannot take your class list from the classroom.

FIELD TRIPS PLEASE READ THE FIELD TRIP HANDBOOK ON TEAMS FOR A COMPREHENSIVE GUIDE TO ALL FIELD TRIPS. THE FOLLOWING IS GENERAL INFORMATION

- A consent form for local field trips will be sent out at the start of the year. Teachers, please ensure all students have this returned before the first field trip (this is usually the Terry Fox Run).
- Before planning any field trips, please confirm that the date is free by referring to the school calendar.
- If you need an educational assistant's support, please submit a request with ample notice to the Student Support Teacher.
- Prior to ANY field trip please notify parents even if the local field trip form is signed.
- Investigate ALL field trip sites prior to field trip to ensure safety and to inquire about site requirements.
- **Major Field Trips:** Notify admin ASAP. Schools need to submit a list of extended field trips to the board in October. Day trips may be approved after this date, but the Board prefers early notification.
- **Parent/Guardian Supervisors:** Supervisors require a Criminal Record Check to be kept on file at the school board office. It is recommended that you request these from your parents who may act as supervisors throughout the year. Parents need to go to the board office to request information.
- **Volunteer Drivers:** Must sign the volunteer driver form and have an up-to-date copy of their license and insurance in the office binder. Criminal Record Checks must be completed and approved before driving students.
- **Field Trips with Risk:** Requires approval from the Board of Trustees and submission of the District Extended Field Trip form at least 30 days prior.

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- **Same-Day Field Trips with No Risk:** Principal approval and notification to the Superintendent. Submit the Field Trip Request Form to Natasha/Jacob at least 7 days ahead of time, including a breakdown of costs and list of supervisors.
- **Supervision Ratio:** Please see the handbook and be extra vigilant to ensure appropriate supervision.

LEAVE OF ABSENCES

- **All Leaves:** must go through E-Serve and you **MUST** call Central Dispatch (250-315-1150) with the following details: your name, school, dates, reason, and any duties.
- All leaves, including Personal Sick day(s) must go through E-Serve.
- Please note, the approval process for each leave goes through a three (3) tier approval process before dispatch can view and process.
*It is fully approved once you have received an email confirmation of approval. If you have **not** received this approval email, your leave has **not** been fully approved. Please contact your direct supervisor if you have any questions about your leave status.*
- Leave requests less than five (5) school days **must be called into Central Dispatch as soon as possible** but no later than 06:30 the day of.
- You must provide the following mandatory/ required information to Central Dispatch:
 1. Your first and last name.
 2. Your school and/or location.
 3. Date(s) of leave.
 4. Reason of leave (sick/appt/sick child, etc. This DOES NOT need to infringe on your privacy. If you are sick or have a medical appointment that is all the information necessary. Dispatch does not need your medical history.
 5. Any duties, i.e., supervision, field trips etc. If your supervision duties are in the a.m., please also provide the time your replacement needs to be at your school.
- **LOA:** Must be completed if leaving town on a field trip (even if no cover is needed).

LIBRARY

- Sign out books yourself or leave them in a pile with your name on the library counter for the librarian to sign out.
- **Never** remove books from the library without checking them out.
- **Ensure the library door is closed and locked when you leave.**

MAILBOX AND COMMUNICATION

- Check your mailbox in the staffroom a couple of times a day and keep it cleaned out.
- Letters to go home with students will be delivered to classrooms. Most office-family communication now goes through School Messenger which provides phone/text/email messaging. **Please notify the office ASAP if you have a family that prefers paper copies.**
- The primary form of written communication from the office to staff is via email and Teams. Check both your email and Teams daily and seek assistance from the office if needed.

MAINTENANCE & TECHNOLOGY REQUESTS

- Complete your own maintenance and technology requests via the School District website using the Staff Resources tab.
- Discuss any requests involving expenditure on resources with Natasha first.

MEDICAL ALERTS

- Medical alert information is posted in the communal area of the office. Familiarize yourself with all students with medical issues.
- Medication that needs to be administered at school must have a consent form signed, and the medication is kept in a locked cabinet in the office.

PHOTOS, SOCIAL MEDIA, AND STUDENT TEACHER COMMUNICATION

- A form will go out to parents at the beginning of the year for parents to give consent for use of photos. Please make sure **NOT** to photograph or post any student pictures without checking the consent list.
- Staff should refrain from communicating with students through social media, text, or personal phones. Use school district communication forums such as Teams, Class Dojo, school messenger, and email when communicating with students/families.

CELL PHONES

- It is understood that some parents wish their students to have a cell phone for safety, particularly going to and from school. To maintain a safe, caring, and orderly environment for learning, cell phone or other electronic device use during the school day (8:30-2:55) will not be permitted, unless they are required for a medical purpose and documented in an educational plan or IEP or authorized by the classroom teacher for a specific academic purpose. Students required to bring their cell phones for safety **MUST** keep them out of sight.
- The school/district **WILL NOT** be responsible for lost or stolen phones. It is recommended that student cell phones not be collected by the teacher unless the teacher is willing to accept responsibly for lost or stolen devices they have confiscated. Staff are to have cell phones in a secure location if they have been taken during school hours.
- The consequences will be progressive. 1st offence student phones will be confiscated, kept at the **office** and returned at the end of the day. Further offences will require a parent/guardian to collect.
- Phone passes will be provided to teachers to hand to students if they need to contact home. Students needing to communicate home are required to obtain a phone pass and make their calls from the office.
- Staff are discouraged from using cell phones in school when in the presence of students.
- In an emergency, a staff member may send a student down to the office to request support.
- In extreme emergency situations cell phones may be required (i.e., fire, life threatening situations, etc.)

Procedures and Expectations

- All non-urgent communication between staff members during school hours should take place via TEAMS or school email.
- **ALL STAFF MUST BE CONSISTENT WITH THIS!**

WORKING ALONE

- **When working in the school after hours/weekends you must call the Work Alone Hotline 1-844-851-9576** even if there are others in the building. This is for your safety.
- When entering the building after hours your FOB will disarm the alarm.
- There is a wooden box across from Ashleigh's office. Above it is a small whiteboard. Print your name and time on the board so if others come in, they do not arm the building with you in it. Remember to remove your name when leaving.
- When leaving, ensure all doors are locked and latched. Open the wooden box across from Ashleigh's office, swipe your FOB and press the large red button. There will be a loud beeping sound. Exit through the main doors and check to make sure the door closes and latches.

TIMETABLES

- Submit a copy of your weekly timetable by Friday, September 20.

CLASS PROFILES/Year Plans

- Class Profile/Year Plan meetings: End of September to early October.
- Revisit Class Profiles at the end of January.

REPORTS & ASSESSMENTS

Familiarize yourself with this document. [K-12 Student Reporting Policy - Communicating Student Learning Guidelines \(gov.bc.ca\)](#)

- Four Learning Updates
 - Two written Learning Updates must be provided and can include either digital or printed documents. These must include the following:
 - Communication of student learning in all areas of learning in which the student is currently studying, in relation to the learning standards or the individualized learning goals outlined in their IEP, using the Provincial Proficiency Scale
 - Feedback describing student strengths, areas for future growth, and opportunities for further development
 - Information about student attendance
 - Student-generated content, including student self-reflection on the Core Competencies and goal setting
 - Two informal Learning Updates can be provided in a variety of formats, including conferences, in-person or virtual discussions, telephone calls, e-mails, portfolio entries, or written summaries. The district has set aside Nov. 20, 2024, and Mar. 5, 2025, as shortened days for teacher/family conferences.
- One Summary of Learning at the end of the school year must be provided in writing and can include either digital or printed documents.
- **Nov 20 – Parent/Teacher interviews (School closes 2 hours earlier)**
- **Nov 29 - First Term Reports go home**

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- **Mar 5 - Parent/Teacher interviews (School closes 2 hours earlier)**
- **Mar 14 – Second Term Reports go home**
- **Jun 26 – Final Reports go home (Last day of classes)**

It is important that parents and caregivers know what to expect. Therefore, at the beginning of the school year it will be important for teachers to communicate when they can expect a Learning Update or Summary of Learning and what format that communication of student learning will be in.

- **Formal Written Learning Updates:** Written three times a year (November, March, June). Submit in MyEd and turn into the office 7-10 business days before reports go home. (Specific dates will be added to the WAG closer to reporting)
- **IEP comments: MUST** make mention of IEP goals in **ALL** formal reports. Students who have goals related to particular subject areas **MUST** have a comment in relation to their IEP goal and progress in that subject area. IEP goals do not need to be in all subject areas, just the relevant areas. A student is assessed based on what they can do based on grade level curriculum (with independent use of the universal/individual supports deemed necessary in their IEP). If they are working below grade level, that should be identified through the proficiency scale and strength-based progress should be commented on at the level they are working at in the written comment section.
- **Insufficient Evidence of Learning:** In select instances, Insufficient Evidence (IE) is used to alert parents, caregivers, and students when students, for a variety of reasons, have not provided sufficient evidence of learning in relation to the learning standards. This means that teachers do not have enough information to adequately assess a student. IE may not always be the most appropriate letter grade to assign. **Student needs and goals, course scheduling, and funding implications should all be considered before assigning an IE.**
 - Examples of when IE might be used:
 - A student has recently moved to a new school or district (e.g., arriving a few weeks before the end of a term)
 - A student has been away from school for a significant period (i.e., medical issue, but not unexplained poor attendance)

Insufficient Evidence (IE) is **only appropriate when students, parents, and caregivers have an interest in demonstrating further evidence of learning and/or would like to have the student's mark eventually translated into a proficiency scale indicator.** This means a meeting with families **MUST** take place prior to giving a student an IE.

- **Modified Programs:** Students on modified programs do not receive letter grades. Include a plan to address any "IE" grades.
- **Informal Reports:** Document informal reports including phone conversations, meetings, interim reports, and student-led conferences.

Assessments The district will be keeping assessment dates the same even with the changes to the reporting dates. The primary dates are indicated on the chart below. Intermediates are slightly different:

Procedures and Expectations

- Fountas and Pinnell Rules for Intermediate – all new intermediate students and any intermediate students that show up as “RED” from the initial data column (which should be last year’s end of year data) need to be assessed with Fountas and Pinnell by October 31st. Anyone who is the red/yellow needs to be assessed again in Term 2- due February 28th, and finally, all intermediate students (red, yellow, and green) need to be assessed in third term and data entered by June 21st.

Assessment Name	K	1-2	3
Social Emotional Screening	November/May	n/a	n/a
EDI	February *	n/a	n/a
PM Benchmarks <i>Or</i> GB+ (French Immersion)	n/a	October 31 st February 28 th June 21 st	October 31 st February 28 th June 21 st
Early Primary Literacy English <i>Or</i> Early Primary Literacy French	October 31 st , February 28 th June 21 st <i>Note: phonological awareness only entered in February and June</i> <i>**French Immersion follow schedule discussed with admin</i>	October 31 st , February 28 th June 21 st <i>Note: phonological awareness entered in February and June</i>	October 31 st , February 28 th June 21 st <i>Note: phonological awareness only entered in February and June</i>
School Wide Write	N/A	Check with Administrator	October 31 st May 31 st

PA ANNOUNCEMENTS

- Write announcements on the Dry Erase note by the PA. Announcements are read at the start of each day.

SUPERVISION

- Duty assignments are per the collective agreement. Be punctual and **interact actively** with students. **Cell Phone use is only permitted for extreme emergencies.** Otherwise send a

Procedures and Expectations

runner if you require assistance. Please keep cell phone use to your break and lunch times. We need to model appropriate usage for students.

- **Primary Playground Equipment:** Located in bin outside the Student Support classrooms. Return equipment at recess and lunch. Equipment in the PE storage area is **NOT** for recess and lunch use.
- **There is a Wagon used to bring sporting equipment to the athletic fields @ lunch and recess.** A supervising adult must accompany the wagon and students wishing to utilize this equipment. Please return all equipment to the wagon. The wagon will be housed in the front mini room between Tolmie and Cowan/Mikita's classrooms unless otherwise indicated.
- **Please be advised that sharps and hazardous materials are occasionally found in the play areas.** There are garbage tongs, gloves, and a sharps box available in the office. **DO NOT** pick up anything without PPE and if you feel uncomfortable contact an admin and they will complete the removal. Please note that pens, plastic bottles, and other objects can be contaminated paraphernalia so please always do rubbish removal with extreme caution.

ENTRANCES

- Easterbrook/Parent, Meadows, Morrison, Gagliano classes line up at the main Primary entrance between staff room and Meadow's classroom
- Matheson line up outside lunchroom door
- Cowan/Mikita, Tolmie, Shea, Gandy, Ferris classes line up at their outside classroom door

WEEKLY BULLETIN (The WAG)

- A 'week at a glance' email is sent every week. Update the school calendar with any events and email Natasha before Thursday of the week prior for additional events.

STORAGE AREAS

- **General Supplies:** Next to StrongStart room.
- **Paper:** Photocopier room.
- **Science:** Boiler room at the back of Shea's room.
- **Language Arts (Intermediate):** Mikita's office (by Gandy's classroom).
- **Language Arts (Primary):** Next to conference room.
- **Math:** study room between Tolmie & Cowan/Mikita room.
- **Art:** Next to intermediate girls' washroom.
- **Seasonal/Extra Supplies:** Stage right.
- **Jerseys:** the dungeon (downstairs in kitchen)
- **PAC (Parent Advisory Council), Music Stands:** Stage left

Procedures and Expectations

- **Some supplies are in locked areas.** If you cannot find something you need, please check with Ashleigh before making a request to purchase.
- **Students ARE NOT to enter storage areas unless supervised by staff. Resources should be kept in classrooms, not in storage areas.**

FUNDING

- Each classroom teacher is allotted \$200/year for classroom supplies.
- For larger purchase requests please see admin and provide written document/letter outlining:
 - comprehensive overview of how the purchase will support core/curricular competencies or content,
 - specify your funding needs: clearly state how much funding you need and how it will be used, and
 - highlight impact: Emphasize the potential impact and benefits of your project.
- Original receipts ARE needed for reimbursement. (If you lose your receipt, you will NOT be reimbursed).
- **PAC Funding:** Write a letter detailing the purpose and costs of the item(s)/ trip to apply for funding. (Similar to above)

Major Behaviour Incident Form

Major Behaviour Infringement	<ul style="list-style-type: none"> Abusive, profane, sexualized language Substantial damage or vandalism to property Harassment/Bullying over time 	<ul style="list-style-type: none"> Persistent failure to respond to adult directions Fighting or physical aggression Disrupting the learning environment
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Student Name		Class: Teacher/ Grade	
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Name of Adult Witness to Infringement		Date	
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Type of Infringement: (Circle)

Minor Behaviour Infringement: (e.g.)	<ul style="list-style-type: none"> Inappropriate language Misuse of property Unwanted verbal, physical or emotional advances 	<ul style="list-style-type: none"> Failure to respond to adults' directions Disrupting the learning environment
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Parent/Guardian Notified (circle)

Date:	Who notified: <ul style="list-style-type: none"> Teacher Secretary SST Principal Other 	Method of communication: <ul style="list-style-type: none"> Phone call Email Dojo other
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Behaviour IEP Goal(s) YES NO
If Yes Name Goal and Supports needed (were these provided?)

Describe what happened - dot points, facts only. (Additional notes if required)

Comments (Parent/Guardian communication, Action Items, etc.)

Date	Action taken - Major infringement	Additional Action and Follow up	
	Parents/carers notified		
	3R's Reflection, Repair & Restitution Sheet		
	Functional Behaviour Assessment		
	Coaching		
	Detention Withdrawal from classroom/ playground		
	Internal Time Out/Time In (note length of time and expectation given, process for return to regular classroom)		
	External Time out (note length of time, process for return to regular classroom)		
	Gradual return to school model (e.g., coming to school a couple of hours a day, building to full time return)		Addition Information:
	Safety Plan		
	Exclusion		
Processes for the aggrieved? - see Student Behaviour Support plan		Follow up:	
Date	Action taken to support aggrieved of a major infringement		
	teaching strategies for building self-esteem		
	building a network of care		
	building capacity for recognizing: the scale of the event and feelings		
	building assertiveness		
	building an understanding of their place in the world by teaching them to recognize their strengths and abilities		
	building capacity to set and achieve personal goals		Addition Information:
	coaching		

Date	Action taken - Minor infringement	Follow up:
	Where are you strategy? (5-point scale, zone of regulation colour, how is your engine running etc.)	Processes for the aggrieved? - see Student behaviour Support plan <ul style="list-style-type: none"> <input type="checkbox"/> <i>coaching</i> <input type="checkbox"/> <i>teaching strategies for building self-esteem</i> <input type="checkbox"/> <i>building a network of care</i> <input type="checkbox"/> <i>building capacity for recognizing: the scale of the event and feelings</i> <input type="checkbox"/> <i>building assertiveness</i> <input type="checkbox"/> <i>building an understanding of their place in the world by teaching them to recognize their strengths and abilities</i> <input type="checkbox"/> <i>building capacity to set and achieve personal goals</i> <input type="checkbox"/> <i>Other</i>
	Brief time out of class or unstructured activity (circle)	
	Redirection/. Mini behaviour lesson	
	Referred to teacher/principal (circle)	
	Time in - staying with the teacher during unstructured time	
	Reflection Sheet - Helping you be strong and take charge of your own	
	Reflection & Repair	
	Being the best person, I can be	
	Reflection, Repair and Restitution	
	Targeted Classroom SEL lesson	
	Talking circle/GPS	Addition Information: Processes for the aggrieved? - see Student behaviour Support plan <ul style="list-style-type: none"> <input type="checkbox"/> <i>coaching</i> <input type="checkbox"/> <i>teaching strategies for building self-esteem</i> <input type="checkbox"/> <i>building a network of care</i> <input type="checkbox"/> <i>building capacity for recognizing: the scale of the event and feelings</i> <input type="checkbox"/> <i>building assertiveness</i> <input type="checkbox"/> <i>building an understanding of their place in the world by teaching them to recognize their strengths and abilities</i> <input type="checkbox"/> <i>building capacity to set and achieve personal goals</i> <input type="checkbox"/> <i>Other</i>
	Flow chart	
	Apology	
	Solo Taxonomy & PITW poster	
	Coaching	
	Parents/carers notified	