LITTLE PRAIRIE ELEMENTARY

SCHOOL



STAFF HANDBOOK

**Our vision is to have Little Prairie Elementary School students be confident, independent learners, who are self-aware and prepared for the future.**

**INTRODUCTION**

The purpose of this book is to provide all staff with guidelines for the operation of the school. It is by no means ‘set in stone’ and should be considered to be open to discussion at regular staff meetings.

Staff members are asked to refer to the sections of the book on a regular basis to become familiar with its contents.

**STAFF MEMBERS**

Mrs. Christi Munch Principal

Mrs. Trisha Warncke Vice-Principal

Mrs. BrittanyMacTavish Secretary/Bookkeeper

Kayla Strachan Prep

Orla Gilles/Penny Walker Primary

Jaylin Rees Primary

Rohit Jain Primary

Janis Heinemann Primary

Tamara Jones/Caroline Brown Primary/Intermediate

Amanda Butler Intermediate

Serene Al-Kassem Intermediate

Jowher Fathima Intermediate

Caroline Brown Learning Assistance

Trisha Warncke Coach Mentor

Orla Gilles Reading Recovery

Colton Councilor

Marilyn Bremner Educational Assistant

Melody Hayward Educational Assistant

Teresa Rose Educational Assistant

Tish Tetz Aboriginal Educator Assistant

Gloria Jules Custodian

Shannon Dutchak Custodian

**OFFICE HOURS**

8:00 am - 3:00 pm

**SCHOOL HOURS**

8:55 - First Bell

9:00 - Second Bell: school begins (instructional time)

\* Pod doors locked at the second bell; use the front entrance after that\*

10:15 - 10:30 **Recess**

12:15 - 12:45- **Lunch** – Primary / Intermediate – **Students start eating at 12:00 (Teachers stay in class)**

2:40 - End of the school day

**SCHOOL LAW AND SCHOOL BOARD POLICY**

Staff should be familiar with both the legal regulations governing the schools in B.C. and the policies constituted by the Board of School Trustees, S.D. #59 (Peace River South).

**School Policies can be found online on the School District Web site. www.sd59.bc.ca**

**EXPECTATIONS OF PROFESSIONAL STAFF**

School District No. 59 (P.R.S.T.A) supports the concept that professional staff (teachers), through their knowledge, skills, and example, nurture the growth of students intellectually, socially, physically and emotionally with respect to the Goals of Education for the British Columbia School System and as further established by the Board of Trustees.

Further, all professional staff will:

* be guided by the School Act and Regulations, the policies and regulations of School District No. 59 (P.R.S.T.A.), the Collective Agreement, and the rules and regulations established by the College of Teachers.
* Be appropriate role models for students and colleagues in behaviour, communication, and appearance. **This includes responsible use of phones during recess and lunch only**.
  + Please ensure the volume is turned down or silenced during the day.
* uphold the goals, objectives, and operational practices of their respective schools and the School District
* strive to maintain the highest standards of teaching and participate in

in-service and professional development programs

* supervise and support students during school activities and functions
* provide professional services supporting their instructional assignment; such services include but are not restricted to planning, consultation with parents and students, evaluation, instruction, and collaboration and cooperation with other teachers.

**SECURITY AND SAFETY**

1. Student doors will be locked while classes are in session.

They will be open:

- at 8:05 am and 2:25 pm by the secretary

- doors will be locked 9:05 by the secretary at 2:50 by the custodian.

2. The main door will be locked after school at 4:00 unless there is a school activity.

3. Double doors by the office will remain locked throughout the day.

4. RED CARD- This card is to be used in extreme emergencies only where you need immediate assistance. Send a student to the CLOSEST adult with the card. Do NOT leave the situation yourself. Help is on the way! The red card is located beside the door in an envelope. It is your responsibility to teach students how to properly use this card!!

5. Teachers are expected to use a contact person to ensure safety when working late or on weekends. This is by the WCB Working Alone Protocol.

6. Teachers working outside of school hours must check to see who else is in the school. Use the IN/OUT board. On weekends, you need to sign in using the alarm pad.

**\*The last person to leave needs to close all doors, turn off lights and MUST SET THE ALARM\***

7. Keep a list of emergency numbers in the classroom.

8. If an announcement comes on the PA saying, “This is an intruder alert,” then please lock your door, close curtains, and stay inside until an all clear is given. If you are in the gym, those doors close/lock as would a classroom. If you are in the library, go to the Life-skills room or follow the directions of the Teacher Librarian.

9. The doors to the school need to remain closed and locked during after-school activities in either the gym or the Multi-purpose room. NOTE: The person in charge of the activity must notify the custodian when the activity is finished and the rooms are clear so the main door can be locked.

10. ALL staff are required to complete their anaphylaxis training within the first week of school start-up.

**SAFE ROOM PROCEDURES**

If an individual has cause to be fearful for their safety, particularly outside of regular instruction hours, please

1. Go to the Safe Room

2. Pull the doors closed

3. Phone 911

**PROTOCOLS**

**Teachers**

1. Check themselves **IN** and **OUT** at the office on arrival and departure, including evenings and weekends.
2. Use OPEN/CLOSED signs before school-

* allow only work-related activities in the classroom
* students must be supervised.

1. teachers are in class when students arrive at bell times.
2. Start **morning and afternoon** sessions with roll call and promptly record attendance.
3. Maintain a Day Plan that is detailed enough for the sub to use at any time. Be sure to include pertinent information regarding any students of concern in your classroom.
4. Before or after recess, allow time for snacks to be eaten.
   * monitor that **no food goes outside**
   * there is no food to be outside the classroom, and hands are washed at the end of the eating time.
   * see all students leave class before going to the staff room
   * leave no unsupervised students in class
   * if you allow students in your class during recess or lunch on an outside day, you are solely responsible for the students. You MUST stay in the class and directly supervise. Allowing students to stay in should not be a regular event.
5. At dismissal:

* dismiss at bell, do not leave students unattended in the classroom or outside
* ensure that the class is empty before leaving
* after school; duty requires you to be outside as soon as the bell rings. Plan accordingly.

1. Sickness

* if possible, inform the principal or secretary
* use the teacher call-out system for booking a TOC or book your absence  online
* be sure to let TOC know we are a nut-free and scent-free school

1. Supervision

* be on time for your scheduled supervision
* on planned absences, arrange an exchange of duties with a colleague
* please leave a message on the call-out system regarding supervision on a sick day.
* **you** are responsible for the students, and they are not to be left unsupervised at any time.

**SUPERVISION GUIDELINES**

Teachers should be in class before or at least simultaneously with their students as much as possible, as it makes for a calmer and more positive start to each session.

**BEFORE SCHOOL**

* Outside doors are opened at 8:05 am.
* Students will stay in the mudrooms or play outside, depending on the weather and time of year. This will be posted. It is an all-in or all-out policy.
* **On days when it is deemed an inside morning -** after 8:30, students may go to classrooms for quiet activities if their classroom is ‘OPEN.’ The 8:30 supervisor will inform students if they are allowed to go in. Opening your classroom in the morning is not mandatory when it is an inside day.
* At 8:30, students whose rooms are not OPEN have the option of using the Art Cart in the pod until their room becomes open.
* At the 8:55 bell, students prepare for class.
* At the 9:00 bell, all students and teachers should be in class and ready for the roll call.

**RECESS:**

**“OUT” Days**

**\*No students should be left in class unsupervised\***

* If possible, have students visit the washroom before dismissal.
* Ensure your students are out of the classroom before you go to the staff room.

**“IN” Days**

* Ensure that students are settled down and understand your expectations.
* Point out to students which activities they may do.
* No students may use the computers without teacher supervision on inside days.
* Supervision should be one in each pod.

**\*No food or drink is allowed outside the classroom\***

**LUNCH**

Ensure students who go home are on their way and those who stay are settled and quiet before you leave class.

Students need parents’ written permission to leave school grounds. A one-time note is acceptable for those students who go home for lunch regularly.

**\*No food or drink is allowed outside the classroom\***

**AFTER SCHOOL**

The duty teachers should supervise bus loading and promptly ensure students leave the school. One duty teacher needs to manage in the front of the school, and one duty teacher needs to supervise at the back of the school. Do not leave students unsupervised after the bus leaves.

**After School:**

* Students who walk need to go straight home
* Bus students may play on the playground equipment until the bell goes. Then, they should board their bus immediately. The busses mostly arrive before the dismissal bell.

**Lates**

* Students need to report to the office for “Late Slip” - am and pm
* The student doors are locked after the second bell; students enter through the front door.

Playground:

* Students play on grade-designated soccer fields
* Students play on grade-designated tetherballs
* Students play on grade-designated GAGA-BALL pit

**TIMETABLES/ SCHEDULES**

TIMETABLES SHOULD BE SUPPLIED TO THE PRINCIPAL AND LA TEACHER AS SOON AS POSSIBLE.

BLANKS ARE AVAILABLE AT THE OFFICE.

**STAFF MEETINGS**

Staff meetings will typically be held on the last Tuesday of each month. Most meetings will begin at 3:00 and be held in the multi-purpose room.

Staff meetings will be scheduled at the beginning of the year. Every effort needs to be made to ensure other appointments and meetings allow for your attendance.

The use of electronics is discouraged in staff meetings. No phone use unless prior arrangements have been made for emergencies.

Attendance is optional for support staff.

**RECORDS OF STUDENT ATTENDANCE**

* Student attendance is kept online using “MYED.” It is essential to do this first thing in the morning for safety reasons.

**PUPIL CUMULATIVE FILES**

Pupil cumulative files are filed in the office by class. These files contain only copies of report cards, standardized test papers and letters of suspension.

These files are to be considered open to the child’s parents upon request and under teacher supervision.

Files will be kept in such a way that the material is in sequence.

Please file report cards and any other vital papers quickly.

**Please do not remove these files from the office**.

**PUPIL PROFILE FILES**

Files have been created for students, including school-wide writing and SNAP information. The purpose of these files is to look at past years' achievements. These profiles help the new teacher get a “feel” for student achievement in these areas at the beginning of the school year. These files will be handed out to teachers and kept in a safe place by the teacher. When school-wide writes and SNAP assessments are completed each year, they are added to the file.

These files are not placed in the Pupil Cumulative Files.

**TESTING**

Fountas and Pinnell Reading assessments are to be given throughout the year. The expectation is that teachers adhere to the timelines outlined by the school. Inputting this information allows us to support students and teachers in their classes. All Primary students are to be tested at the beginning of the school year; this needs to be completed by mid-October. Intermediate students who were not at grade level will be tested in October. This testing is to guide classroom instruction. All students new to our school must be tested shortly after arrival. See the full schedule below:

**Fountas and Pinnell Timeline (updated Sept. 2021)**

|  |  |  |
| --- | --- | --- |
|  | **Primary** | **Intermediate** |
| October | Grades 1-3  0.4 release time | .4 release time in Sept.  .4 release time in Oct.  (begin with readers below grade level and new students) |
| January |  | Intermediates below grade level |
| February | All Gr.1s  0.4 release time  Grade 2/3 students not meeting. |  |
| May to June | All Grade 1-3 students  0.4 Release time  \*Any Ks who are reading | All intermediate students.  .4 release time  .4 release time |

\* Only assess Kindergartens who you know ARE reading. If you don’t assess them, please leave their information blank under F and P (don’t put a 0); then we know they were not assessed.

\*\*Regular assessment with Fountas and Pinnell is used to make guided reading groups and check in with students. The district will be looking at the data on the above dates.

**Phono, alphabet, and high-frequency words** are assessed **consistently** beginning in September. Current phono and alphabet data are put on the website in **January** and **June.** By November, assessment should have been done at least once.

FSA - Foundational Skills Assessment for grades 4 and 7 are completed in February of each year in the areas of Reading/Writing/Numeracy.

**STUDENT DISCIPLINE**

The school is a community, and the community members must abide by a code of behaviour that allows that community to function effectively. As the primary function of the school is to provide the best learning climate possible, academically and socially, behaviour that disturbs that climate must be considered inappropriate.

We want our students to understand that responsibility for their behaviour is theirs alone. While the staff will deal with inappropriate behaviour, students will be encouraged to think through the consequences and solutions to their misbehaviour.

We don’t expect perfection. The teacher or supervisor will deal with minor offences in class or on the school grounds as he/she /they see fit, e.g. reprimand, conference, or time-out.

**IN CLASS**

Teachers should make a point of informing parents straight away of inappropriate behaviour in class. A quick early phone call can have remarkable effects. **Document all contacts.**

For persistent offenders, misbehaviour and lack of work should be documented for parent interviews. These need to be brought to the principal’s attention as well.

Parents should be contacted again when an improvement is seen.

If a student is so disruptive that the learning or safety of the class is compromised, the teacher, principal, and parent will jointly work on a plan of action to rectify the situation. The school councillor and Learning Assistant Teacher will be involved as necessary. School-Based Team Meetings are available upon request; either the Learning Assistant teacher or Principal will schedule them.

Should a student disturb the learning of other class members, he/she will be sent to work in a paired classroom for a specified time for the mutual benefit of all.

**OUT-OF-CLASS MAJOR OFFENSES**

\*Major offences include fighting, dangerous behaviour, abusive or foul language, gross disrespect to staff or other students, and leaving school grounds without permission.

All staff must consider themselves responsible for ALL student discipline and behaviour at all times.

Think sheets will be made available at the office. Students should be taught how to use them properly to allow them to cool down and have reflection time.

Only severe cases of misbehaviour should end up in the principal’s office. **The teacher's and principal's authority and credibility are eroded if minor discipline problems are passed on to the office.**

\*Teachers who send students to wait outside the office before school or at recess will be expected to do follow-up.

No students are to be held in class at recess or lunchtime unless supervised by a teacher. Students are discouraged from missing outside breaks in place of a consequence unless related to a safety issue.

PE is a curriculum area and cannot be removed due to not doing other assignments. Unless unacceptable, unsafe behaviour is being engaged in the gym.

Students must have a note from their parents/guardians if they are to go home at lunch or are excused from P.E. A doctor’s note is required for extended excused P.E.

**Documentation**

If you have students whose behaviour is an ongoing problem, document misbehaviour regularly and accurately. Such documentation can be invaluable should a parent/teacher conference be needed.

**Remember that such documentation is also in the public domain, so keep it objective. SMR and VIR process may need to be filed. See procedures for this on the School District Share Point.**

**STUDENT RECOGNITION**

Staff are encouraged to recognize and reward student achievement on a day-to-day basis and school-wide basis. Quality work should be displayed on the Quality work board. School-wide, students will be recognized at Student of the Month Assemblies. Each staff member may recognize up to 2 students each month for their achievements. Staff may choose the achievement(s) they wish to recognize that connects to the **Core Competency Goals of the Curriculum.**

**Staff are asked to notify parents of those students who will receive an award for the day and time of the assembly.**

**Month-End Assemblies** - Students of the Month (SOM) awards

**Term Recognition Assemblies**

Student recognition assemblies will be held at the end of each term. Certificates and medals will be awarded to students. Certificates and medals will be awarded for Determination and Excellence in Core Competency.

**Year End Awards Ceremony**

This ceremony will recognize students for consistent and sustained achievement. Criteria for these awards will be developed by the staff as a whole and updated as required.

**FIELD TRIPS**

* Become familiar with the Fieldtrip Handbook, as it has been updated
* Reference School Board Policy 3490
* Discuss all field trips with the Principal.
* At least one teacher is expected to board the bus with students.

Parent permission forms must be completed and returned. All adult supervisors must have a completed Personal Information Check (PIC) form on file at the School Board Office.

Teachers are not required to take students who have shown by their recent classroom behaviour that they cannot be trusted to behave appropriately on a field trip. If this is the case, then parents must be notified ahead of time, either by letter or phone. Arrangements must be made with another teacher or the principal to supervise the student(s) staying behind. The teacher is responsible for assembling the work the student is expected to work on during the day(s) during which the rest of the class is on a field trip. Parents may decide to keep the child home, but assigned work should still be given to the student to complete.

**IN SCHOOL ACTIVITIES**

Activities such as month-end treats, movies, and school dances require communicating relevant information to the principal and parents. Some parents may wish their child not to participate in these activities.

The use of Google Classroom is a great communication tool and is encouraged.

\*\* All written communication must be given to the principal for approval before photocopying or sending it home.

**NOTE**

All activities must be justifiable from an educational standpoint. It is hard to justify to parents that we have the time to spend an afternoon watching a \*general release movie. Parties and dances, on the other hand, can have a social aspect.

\*Movies shown in school must be rated “G” for general. PG and up are not permitted at school without permission and consent from parents and principal. Talk to the principal about these guidelines and the necessity of showing the movie.

**TEACHER ABSENCE**

School Board Policy:

Section 550 of the School Board Policy Manual and Contract Article 54 covers all types of absence - sick leave, leave with pay, leave of absence, etc. If you are sick, please attempt to call your A.O. to notify or leave a message on the school’s answering machine.

Please be aware of TOC coverage for absences that are not of a medical nature. Your leave may be revoked if there is no coverage.

**TOC GUIDELINE**

**Teacher Responsibilities**

1. Daily Planning

* Provide a detailed daily plan (for any absences less than 20 days)
* Indicate priorities among topics to be covered.
* Indicate the location of resource materials or have the same available.

2. Classroom Management

* Provide a list of groups.
* Provide information about students with diverse needs or abilities. ie. Both those who can be relied on for guidance and those who can be watched out for due to behaviour, allergies, or whatever.

3. Supervision Duties

* when using the call-out system, leave a message if you are on duty

**GYM PROCEDURES**

1. Students enter the gym with the teacher in a quiet, orderly fashion.

**\*\* Students are not to be unattended in the gym at any time**.

2. Students wait outside change rooms until given the go-ahead by their teacher.

3. Students are given a set time to change

4. Students who are changed wait quietly in a predetermined spot or engage in warm-up activities.

5. **Only teachers or appointed monitors take out and return equipment.**

6. The storeroom remains locked between classes. **Students should never be permitted to enter the store room without teacher supervision.**

7. At the end of the lesson, students are given a set time to change as at the beginning. Ensure this timing is efficient so you are not interrupting the next class’s gym time.

8. Class lines up at the door.

9. The teacher makes a final check of change rooms and storerooms to ensure that all students and their belongings **have been accounted for**. **This final check includes ensuring the equipment room is tidy and clean.**

10. Students leave as a whole with the teacher.

* **Lunchtime activities and team practices should follow much the same routine.**

**COMPUTER ROOM / LIBRARY PROCEDURES**

1. Students enter the Computer Room or Library with the teacher in a quiet, orderly fashion.

**\*\* Students are not to be unattended at any time**.

2. Students wait outside until given the go-ahead by their teacher.

3. Only students who have returned a signed permission form may go on the internet. This MUST be supervised carefully and only using approved websites.

4. **Students will have designated computers. They must use this computer at all times.**

5. Class lines up at the door.

6. Students leave as a whole with the teacher.

7. The computer room door is to remain locked and closed when not in use.

**LEARNING ASSISTANCE**

The Goal of Learning Assistance is to support classroom teachers and their students with mild to moderate learning and adjustment difficulties.

**Role of the Learning Assistance Teacher:**

identify, assess, plan, implement, report and evaluate students with diverse needs

provides collaborative consultation, assists with pre-referral interventions and works closely with teachers to plan for, organize and access support services for students with diverse needs.

**Scheduling:**

IEP meetings will be held throughout September and the year as IEPs are living documents to be reviewed regularly. Educational Assistant schedules will be developed to address the learning needs of students with diverse needs.

Individualized Education Plans (IEP) will be developed by the classroom teacher, support staff, and Learning Assistance teacher. Parents will be invited and encouraged to attend IEP meetings for funded students. A copy of a student's IEP will be sent home with the student by mid-October each year.

Why Refer a Student:

- difficulty with schoolwork

- assessment (i.e. reading level)

- help modify programs

- help students with fine or gross motor problems

Once the student has been referred:

- a meeting will be arranged between the classroom teacher, L.A. teacher, and others (counsellor/principal/parent) to discuss the plan of action (i.e., assessment, design a program)

- this may take place at a School Based Team Meeting

**Where does Learning Assistance take place:**

- in the classroom

The Learning Assistance Staff is here to support you and the students.

**The Role of the Coach Mentor**

Indigenous Education Coach Mentors (teachers) are in each school advocating for Indigenous students.  They connect and build relationships with each child and their family, build confidence and create short and long-term goals (grade and grad coaching) to help with academic success.

They work collaboratively with teachers to ensure classrooms are culturally sensitive and culturally aware and create a community so each child has a sense of belonging.  The Coach Mentor does not replace the positive connections the classroom teacher should make with Indigenous students and families. The Coach Mentor is another adult in the building who can help an Indigenous student and families create a feeling of belonging.

**School-Based Team Meetings**

**PURPOSE**

To use a collaborative team approach to plan a program for students with chronic difficulties with academics, attitude, behaviour or self-esteem for whom strategies tried to date have not been effective, or for whom a more comprehensive approach to program planning is needed.

A directive from the School Board Office states that students may not receive counselling services until a team-based meeting occurs.

**How the School-Based Team Will Function:**

The referring teacher will fill in a referral form stating the areas of concern. Any one of the team members may ask a teacher to fill in a S.B.T. referral form. The referral form needs to be returned to the Learning Assistance Teacher.

The Learning Assistance Teacher will let the teacher know the time of the team-based meeting.

The Learning Assistance Teacher will hand out or send the agenda via e-mail.

The teacher will meet with the S.B.T. at the designated meeting time and work with the other team members to design a plan for the student.

The team members will monitor the plan, and one or more follow-up meetings will be held with the teacher and the student if required to discuss the plan's effectiveness and make changes to the plan as necessary. If needed, the parents will also be notified of any changes to the plan.

**School-Based Meeting Times:**

Whenever possible, SBT Meetings will be held before or after school. Times will be arranged to meet the needs of the School-Based Team best. We usually use Tuesday or Wednesday mornings when everyone is available.

**Educational Assistants**

1. Students who have a discipline problem while working with the support staff are to be referred to the classroom teacher or the Learning Assistance Teacher. It is not the responsibility of the Educational Assistant to deal with student discipline outside the realm of common sense and expectations of appropriate behaviour.

2. Any parents requesting information about a student’s progress or requesting information about a student’s behaviour, assignments, etc., are to be referred to the classroom teacher or the Learning Assistance Teacher, not the Educational Assistant.

3. Decisions concerning programming for children and choice of materials will be jointly decided by the classroom teacher, the Learning Assistance Teacher and the Educational Assistant.

4. The Educational Assistant will keep a written report of children’s behaviour, interests, work habits and progress, which will be reviewed weekly by the Learning Assistance Teacher. These should be completed in a professional manner.

5. Reports of student’s progress will be written by the classroom teacher and the Learning Assistance Teacher with the support staff giving input into student’s behaviour, attitude and progress.

**ELEMENTARY SCHOOL COUNSELLOR**

**Referral Procedures**

\*Parental permission prior to the referral.

To be successful, this service requires the cooperation and commitment of the School-Based Team. Most referrals require the SBT to meet first.

**The Library**

The library is open from 9 AM to 2:35 PM. The Teacher Librarian is responsible to provide a schedule. This includes all computer and iPad usage.

Each student has a Library number that may be used to access his/her computer file.

Students are permitted to take out 2 **books and are encouraged to sign out of** material at their reading level. Books are signed out for 10 days.

Book exchanges are scheduled once weekly, allowing a student to sign out one book if the other has been left at home.

**Overdue**

When a book becomes overdue, students may select it and save it on the savings shelf for one week or until they return their books. Should a book become lost or damaged, students may replace it with a book of their own, of similar value, approved by the teacher-librarian or the student may pay the cost that is recorded for the book. If the lost book is found, any replacement cost paid will be refunded.

**Cooperative Programs**

Teachers are permitted to sign out Library materials at any time and may keep them as long as they need the resources. Should another teacher need the material you have signed out, we expect you to make arrangements with that person to share the resources. Talk to the Teacher librarian in advance for assistance in ‘pulling’ these materials.

**FIRE DRILLS**

Fire drills should be taken seriously, and it is vital that every student be familiar with the procedures. Impress upon your students that absolute silence and strict regimentation are necessary if the drill is to serve any useful purpose.

\*Teachers should always know the number of students present in a class.

**General Procedure - when the fire alarm sounds**:

* have students immediately stop all activities, stand and await your instructions
* pick up class list
* direct the first student to lead the class to the designated area
* take quick head check while moving to exit
* leave last and follow students
* be sure to leave all doors and windows closed
* send runner to secretary at flagpole
* await instructions from principal

**Teacher Responsibilities**

* class list
* closing doors, windows, hall and exit through classroom fire door
* orderly conduct of students in lining up
* quick head count before exit - note whereabouts of absent students
* direct class to designated area away from building
* calling roll from register if headcount in error
* send runner to secretary when count completed satisfactorily
* the runner will say: “Mr./Mrs. \_\_\_\_, all present,” along with Ms/Mrs. (EA) or Educational Assistance will check in personally)

**Principal Responsibilities**

* hallways (doors)
* office area
* library area
* both pods’ student washrooms
* all clear (dependent upon teachers’ check)

**Secretary responsibilities**

* close office doors
* check medical room
* check staff room
* take emergency binder
* check MPR
* check gym

**Other**

Learning Assistance teacher and the librarian will clear their students out the nearest exit and take them to their specific class meeting spot.

Educational Assistants are responsible to check in with the secretary at the designated meeting place.

**Exit Doors**

It is the responsibility of each teacher to ensure that classroom exit doors are kept clear and can be easily opened. Periodic checking in winter to prevent doors from freezing shut is essential.

**Return to Classes**

The principal will announce to indicate it is safe to return to the building.

**Designated Areas**

**Basketball Court**

Rooms 166 Al-Kassem

168

169 Heinemann

171 Butler

172 Brown/Jones

174 Storage Room

**Soccer Field**

Rooms 128 Warncke

126 Embree

125 Jowher

Reading Loft

**Field by the Front Parking Lot**

Rooms 123 Jain

122 Rees

121 Gilles/Walker

120 Computer Lab

**South Chain Link Fence**

Gym

MPR

Library

**Restrictions on Students Use of Personal and Digital Devices**

***Effective September 1st, 2024, students will be expected to adhere to the following minimum restrictions on the use of personal internet-connected devices:***

The following expectations must be met:

* + - 1. As needed, all students will have access to school/district owned technology at an age-appropriate level that supports learning and the development of digital literacy.
      2. As outlined in an Inclusive and Competency-Based Individual Education Plan (ICBIEP), schools will exempt specific students from restrictions on the use of personal digital devices when they are needed to support inclusion in learning.
      3. Additionally, schools will exempt specific students from restrictions on the use of personal digital devices when they are needed as an essential support for their medical support plan and needs (i.e. diabetes, medication, etc).
      4. Personal digital devices at the elementary school level will not be permitted at any time during the school day. Students will be required to put any personal device in the phone hotel for the duration of the day.
      5. The security and storage of personal digital devices is the sole responsibility of the owner/user. The District assumes no responsibility for the safety, security, loss, repair or replacement of such devices.

\* Personal digital devices include but are not limited to, cell phones, smartphones, tablets, computers, smartwatches, Bluetooth headphones, and portable video game systems.

**Guidance for Implementation:**

* Staff are to be role models for implementation and only use personal devices for health and safety reasons. Digital devices may be used when documenting student learning (pictures/videos), aligning with the strategic plan's priorities.
* There needs to be education and over-messaging. This is not to be punitive.
* This is not a model where we look for workarounds.
* Solutions-focused, not complaint-based.
* Starting the last week of August, communicate with parents, students, and staff.
* Be proactive about organizing and booking out the technology. If you do not have a process, create one.