

# **The Maple Leaf International School**

## **Staff Handbook**

### **Policies and Procedures**

Revised January 2011  
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#### **Maple Leaf International School Background and Information:**

See the web page at [mapleleaf-school.com](http://mapleleaf-school.com) for a history and general information about the school. The page contains photos of the school and staff, recent newsletters, and other pertinent information. Additions to this page are welcomed. Please contact the office at 632 9578.



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*“Life affords no greater responsibility, no greater privilege, than the raising of the next generation.”*

# **Beliefs and Values**

## **Belief Statements:**

Maple Leaf International School was established to meet the needs of parents and guardians who wish to have the benefit of a Canadian system of educational beliefs, practices and materials for their children. The founding members of the school believe that:

- in every successful school there is a high degree of surrender to common values by all partners.
- the school is first and foremost an academic community in which students are expected to make learning their number one priority
- the ultimate responsibility for academic performance must be accepted by the individual students
- the social, emotional, psychological and physical development will be integrated with the process of cognitive development
- behavior which threatens the common good will not be tolerated
- life affords no greater responsibility, no greater privilege, than raising the next generation
- programs that are balanced, intentional and integrated will ensure student success

## **Value Statements:**

At Maple Leaf School we cherish:

- personal integrity above everything else
- honorable conduct and consideration of others
- academic excellence as the first priority
- the development of a high degree of self discipline
- parents as partners in the schooling process
- diversity in our student body
- an atmosphere of trust and honesty

## **A. Communicating with the Maple Leaf International School Community:**

### **A.1 Communication Protocol**

#### **A student's education is enhanced when:**

- teachers are responsive to a student's needs and communicate in formal and informal ways with parents concerning the student's program and progress
- parents are involved in a supportive manner with the educational process

The relationship that a teacher and parent forge is a key partnership that will have the greatest influence in a child's educational success.

#### **Teachers are expected to:**

- inform parents about the programs
- respond to parent's requests for contact or information promptly
- contact parents in advance of any formal report that indicates concern
- meet with parents as problem-solvers when a difficulty arises
- celebrate successes with the parents
- use strategies to keep parents apprised of progress on an ongoing basis
- provide extra help for students
- maintain confidentiality regarding other students and families

#### **Parents are expected to:**

- put a high priority on regular school attendance
- provide for proper nutrition prior to and during the school day
- support their son or daughter in developing regular homework habits
- check that proper uniform is worn daily
- contact the teacher when they see their son or daughter struggling unduly and needing help
- meet with the teacher as problem-solvers when a difficulty arises
- maintain confidentiality regarding other students and families
- encourage their son or daughter to attend extra help provided by the teacher as is needed

A student's progress in school may be hindered by teachers or parents who speak disparagingly of each other. For teachers it is unprofessional; for parents it is not good modeling of problem-solving for your children.

The school is not served by staff or parents who discuss issues outside of school and do not work in problem-solving with the staff of the school who may be able to assist.

These protocols are intended to maintain strong relationships between parents and teachers in support of students' progress academically, socially, and behaviorally.

#### **When should a parent or teacher bring their concerns to the Principal or Vice Principal?**

**The following examples are ones that should be shared with the Principal or Vice Principal:**

- If the parent and teacher have met and they have not been able to come to a common understanding of the student's needs or have not been able to develop and commit to an action plan to address the concern.
- After meeting and attempting to address the concerns the parent or teacher seems reluctant to continue to address concerns.
- The teacher has not responded to the parent's request for contact or seems reluctant to discuss the student's program or progress.

**A parent should contact the Principal or Vice Principal in the following situations:**

- To address issues that need to be dealt with some immediacy; for example a health issue, an unscheduled absence, a family emergency
- To discuss any alleged abuse of a student – verbal, physical or emotional
- To share information regarding a student's health that needs to be known by a number of staff; for example severe allergies, seizures
- To inform the school of changes in custodial arrangements (must be supported by court documents) or about emergent issues of safety and security.

**What can the parent or teacher expect from the Principal or Vice Principal?**

- To be heard
- A problem-solving stance
- The rights of the individual will be upheld
- Confidentiality as required; disclosure or reporting as required
- To keep focused on the well-being and success of the student

If, after attempting to address a concern using the above steps, the parent is not satisfied with the actions of the Principal, the parent may put their concerns in writing to the Chairperson on the Board of Maple Leaf International School providing a copy to the Principal.

**A.2 Achievement:**

All students can learn, and it is the duty of a teacher to provide the curriculum, strategies, motivation and means for students to achieve to the best of their abilities, respecting the different needs of learners. Teachers will encourage students to enjoy learning by providing appropriate programs which result in success for every child.

**Graduations:** Grade 8 and 12 celebrate graduations in the evening at the end of June. A grad committee of staff, parents and students plans the events.

**Celebrations:** Achievement and improvement should be celebrated. Assemblies to celebrate achievements will be called regularly.

### **A.3 Public Relations:**

Each teacher is the “front line” for greeting parents, giving information, answering questions, and giving reassurance. A teacher is expected to manage difficult situations in an open and professional manner. Each teacher is an ambassador for the school, modeling the belief statements that the school has chosen. Help keep our school climate a pleasant, positive one!

- \* Bulletin boards and room décor should have educational value and be attractive displays of student work. These are visual signs of learning, celebration and change within the classroom setting.
- \* Staff members are expected to attend and support school events such as graduation ceremonies and other activities where they have had some interest or input. Parents want you to share in all aspects of their children’s growth. Use the web page to celebrate student work.

### **A.4 Parent-Teacher Association:**

This group meets once a month to be of assistance to the staff and students of Maple Leaf. Teachers represent the staff on the executive committee, and give input into the decisions made by the group. Funds raised by this group are spent based on the needs of the school. All requests for financial assistance for items must be brought to the Principal with rationale for the request.

Students can and should be referred to the office for exceptional work. A positive phone call home will result.

### **A.5 Parent Volunteers:**

Parents are welcomed into our classrooms to assist with students, bulletin boards, group activities, and in many other ways. Please plan to use them effectively so that they feel valued. A good volunteer is a great bonus and the result of a well-organized teacher. Be sure that the office is aware of your volunteer and the time he/she is expected at the school. Class reps are chosen to assist in class activities. Each class has one or two volunteer parents who can call others when help is needed. These class reps meet monthly.

### **A.6 Continuous Assessments:**

Continuous Assessment is described by the Ontario Ministry of Education Curriculum Guidelines, 2003. Assessment is viewed as a means **to improve student achievement**, and to focus better the energies of staff, student and parent in assisting the child to achieve. Reporting becomes a snapshot of that assessment at one point in time. Communication with parents should be constant and timely. Use the telephone, agenda, or notes to keep parents informed of the successes as well as the challenges that their children exhibit daily. There should never be any surprises at report card time, or a parent who does not know your name, or goals for their child in your class.

#### **Month-End reports:**

All elementary home room teachers JK - 8 will fill out a monthly report for each student and send it in the last week of each month. Stapling it to the agenda is suggested. Students will return the form with a signature. Phone calls must follow

up those not returned. The reports vary by division and are found in the appendix. Secondary month-end reports are also issued for each student and course.

### **Report cards:**

Elementary reports must be completed three times a year, one per term. Secondary staff sends home two reports per semester. The Standard Provincial Report must be used.

\* The information on the report card should never be news to the parent. The teacher shall have communicated the progress of each student prior to sending out the written report. An administrator shall read and sign the report cards prior to sending them home. It is important to have the reports available in the office on the dates required. Report card comments become official records. Be truthful and yet sensitive in choosing the comments. Make sure the comments match your assessment (mark). Check to see if they are consistent with other staff comments. Put yourself in the parent's shoes and read the report card. Overall, there should be a positive thrust on what the child has accomplished. There should be specific "next steps" to enable the parent to best help their child to improve. Everyone wins when you remember that we are working together to get the best results for that child – parents, staff and student.

### **A.7 English as a Second Language:**

As our school attracts some international students, language may be a concern for some students and teachers. The parents will provide some support outside of school hours or within the school day, if possible. The school provides some support during class time, related to the study of the curriculum. The teacher is expected to modify the curriculum and create meaningful work for the student as he/she gradually gains language facility. All assessment should be sensitive to measuring the student's understanding, despite language differences. A translator will be provided for parent-teacher conferences on request. See ideas for assessment of ESL students in the appendix.

### **A.8 Interviews:**

These are held in December for JK - 8 and mid-semester for Gr. 9 - 12 to make the staff available to parents. Interview times are arranged and a schedule followed until about 8:00 p.m. Of course, interviews are encouraged whenever necessary.

### **A.9 Curriculum nights:**

An initial curriculum/meet the teacher night will be held in late September for all divisions. As well, these may be held during the year to inform parents about new courses, programs or strategies that may be of interest to them. Providing guest speakers, sports nights, art exhibitions, celebrations, project presentations and music nights are opportunities for parents to share in the learning of their children.

### **A.10 Team Meetings:**

Team meetings of staff are called when certain students present a challenge to one or more teachers, either in learning or behavior, or when information regarding the child needs to be shared. The meeting often allows insight on the problem and presents ways to help. The team consists of Student Support Services, an administrator, the staff involved with the student, other professionals who may be asked to assist and

perhaps parents. A referral process is available through support services, so that any teacher may request a team meeting. There is no special education support at Maple Leaf. Accommodations can be made as required but we do not modify program.

### **A.11 Confidentiality:**

The staff of the school learn a great deal about children and their families. This information must be regarded as confidential and shared only with the involved professionals on “a need to know basis”. When staff and administrators have reason to discuss concerns and challenges, these discussions must take place in the appropriate format and not be used as community “news” in the staff room. Trinidad is a close community, where news travels quickly, and not always correctly.

Papers that have one or more student names with telephone numbers and/or addresses must be shredded.

Papers that have confidential student information such as full names, telephone numbers, addresses or parent information must be shredded when they are no longer useful. They may be left at the Business Office for shredding.

Information about our students must not be shared with personnel outside of the school staff except with parental consent.

Information about staff, including telephone numbers, is not to be shared.

### **A.12 Monthly Newsletters:**

These newsletters are posted on the school’s website. ([www.mapleleaf-school.com](http://www.mapleleaf-school.com)). Often student work is included. Teachers are asked to contribute to the newsletter with student work and ideas. Use this vehicle to build pride in students’ work, and inform parents about what the students are doing. In addition, some teachers wish to distribute their own class letters. These MUST be reviewed by the Principal or Vice Principal before sending them home.

### **A.13 Ontario Student Records**

Each student has an Ontario Student Record (OSR). OSR management refers to the storage, maintenance and updating required. Important procedures that you must follow include:

- OSR’s are stored in the Guidance Office area in Building A for all students.
- Teachers are expected to become familiar with the OSR’s of their students
- This is particularly important if the student has a psychological assessment that gives advice for modification of the program
- OSR’s must never be removed from the school premises
- Teachers should review them in a location near to their storage location
- Only take the OSR, not the manila folder in which it is held
- Replace the folder with a coloured card when removed
- Parents may review the OSR by contacting a member of the administration to set up an appointment

## **A.14 Homework:**

**Use the agenda.** All students from grade 1 to 12 should be taught how to use an agenda, and encouraged to use these agendas – on the desk in the first moments of class, and on the desk, for the last moments of class – to record activities, projects and homework assignments.

### **Avoid homework that has little value.**

What is valued is marked. When you give marks for homework attempted –you can illustrate the importance of thinking about school subjects outside of classrooms. When you connect the work to home life, you are able to add further meaning to the topic being taught.

### **Don't assign projects over holidays.**

Students are often away with their families and cannot get together to do group work. Any exception to this general rule for secondary only must be approved by administration. Students learn much from traveling and visiting other cities or countries.

**Homework is never assigned as punishment.** Consider extenuating circumstances when dealing with incomplete homework. Be aware of the assignments of other teachers so as not to overload students.

### **Late and Missed Assignments**

It is the policy of the school that we take a positive not punitive approach:

Teachers may consider;

- chunking large assignments
  - conferencing with students along the way
  - identifying the steps to completion
  - parent contact; parent-student-teacher conference
  - helping students with – learning skills
    - time management
- communication with parents : telephone, notes from parents
- requiring note from parent explaining why it's late in order for the assignment to be accepted
- letting students know that after the essays/assignments/projects are handed back the same assignment will not be accepted. The teacher/student may establish a different assignment for completion - alternate assignment that demonstrates the same expectations
- alternate setting for completion of assignment
- use of late Assignment Form (see attached)

### **Late Assignment Strategies**

Stage 1:

- 1) If students know ahead of time that they will not be able to meet a deadline, they need to take the initiative to meet with the teacher to discuss an extension or procure a note from their parent/guardian requesting an extension accompanied by a viable reason for this request.
- 2) If students miss a deadline for a project or assignment or test, they must bring a letter from their parent/guardian explaining the reason for the tardiness.
- 3) A reasonable extension will be discussed with the parent, teacher and student and a deadline will be established.

Stage 2:

- 4) If the second deadline is not met, and the teacher has marked, returned and reviewed the assignment in class, the teacher and student must fill out a **Late Assignment Form (Page 10)** that must be signed by the parent/guardian.
- 5) The student may have to stay after school to submit an alternative assignment that is of equal value to the assignment missed.
- 6) Teachers may put in zeros for any interim reporting, changing it to a mark if the assignment is submitted or a nil mark if not submitted. Final evaluation is the teacher's judgement about the quality of the student's overall achievement of the expectations for the course.
- 7) All late assignments and late and/or unfinished alternative assignments will affect the overall assessment of **Learning Skills** which are recorded on the student's report card.

**LATE ASSIGNMENT FORM**

Student Name: -----

Course: -----

Teacher: -----

Assignment: -----

-----

Current/Initial Due Date: -----

Final Due Date: -----

The student will be staying after school to complete the above assignment:

Yes                       No

Date: -----

Supervising Teacher: -----

I am aware that missing this final deadline will jeopardize my overall evaluation in this course.

Student Signature: -----

Parent/Guardian Signature; -----

This form must accompany the submission of the late assignment.

**A.15 Projects and Culminating Activities:**

All projects and culminating activities must be assigned with clear purpose, a marking rubric specifically designed for the task and containing details about expectations and due dates. Learning skills should be part of the rubric, especially if a group is involved. All elementary projects should be accompanied by a project planning sheet. (See appendix). Consider where the students live when assigning group project work! We have students from all over the island and often it is impossible for students to get together.

#### **A.16 Locker Procedure:**

- For students in Grades 9 – 12, lockers will be assigned immediately after the first day of the year and will be cleaned out during the final examinations. Teachers will be asked how many students wish lockers and they will be assigned. Teachers will submit information to the office using the “Locker Assignment Record” form. (See School Information in Appendix)
- For students in Grades 7 and 8 the same procedures will apply but lockers will be assigned in the downstairs corridor at the beginning of the year.
- Banks of lockers will be assigned to classroom teachers who have a period one in close vicinity to the lockers.
- Teachers will assign a locker to each student who requests one.
- Students will provide their own combination locks. The locker assignment form is to be completed by the teacher indicating the student name, the locker and the combination of the lock used on that locker. This form is to be returned to Marcia Matthew.
- Students will be notified that the lockers are school property and can be entered by approved school staff at any time.

#### **A17 School Late/Unexplained Absence Policy Using 3-6-9 Interventions**

At 3 lates or unexplained absences the teacher could ....

- Interview the student
- Assign a detention
- Counsel the student
- Telephone home and share situation with parent
- Fill in the “RAT” sheet – (See policies in Appendix)

At 6 lates or unexplained absences the teacher could ....

- Send the completed “RAT” sheet to Student Services

At 6 lates or unexplained absences Student Services will interview the student and determine appropriate interventions which may include:

- Counselling
- Referral to administration
- Referral to outside agencies
- Mentoring
- Detention
- Tracking sheet

Student Services completes the “RAT” sheet and returns it to the teacher.

At 9 lates or unexplained absences the Vice Principal will interview the student and may ....

- Assign a detention
- Counsel the student
- Phone home and share the situation with the parent
- Refer to outside professionals
- Mentor
- Put student on a tracking sheet
- Assign any other appropriate strategy
- Call a planning meeting with parents/teacher/student services

The Vice Principal will complete the “RAT” sheet noting action taken and return it to the teacher and student services.

The student is referred to the Vice Principal on each subsequent late or unexplained absence.

### **A.18 Extra-curricular Eligibility Standard**

Maple Leaf students will maintain the academic standing of which they are capable during the playing season of any school sport or activity. While the school recognizes the importance of a strong extra-curricular commitment, a student’s academic progress is paramount.

Teachers will inform the office if a player’s attendance or effort is slipping. If a student’s academic standing is suffering as a result of extra-curricular, he/she will be referred to the office. Administration, in consultation with appropriate parties, will decide if it is wise for the student to continue in his or her activity.

## **B. Supervision, Safety and Security of Students and Staff:**

### **B.1 Attendance:**

In our continuing efforts to provide for the safety and security of our students the following procedures are used:

JK-Grade 8 teachers take attendance during the first few minutes of the day and send the MLIS attendance folder to the office. These folders will be returned to the teachers’ mail boxes. The Attendance staff person will follow up on any unexplained absences. Parents are called regarding unexplained absences to ensure that the student is safe.

For tracking secondary student attendance through each period of the day, each teacher records attendance, and the **MLIS Period Attendance Sheet** is used to indicate the absent students and submitted to the office.

If the reason for a student’s absence is known, state it beside the name. For students leaving the school during the school day, parental permission is required. The application of one of the following procedures will ensure student safety and security. Please review the need for parental permission for leaving the school

premises and the procedures to be followed when leaving is permitted. The security guards will not allow any student to leave the school premises except under the following conditions.

- A note from the parent is presented to the classroom/homeroom teacher. If the student will be in another classroom when the time to leave is planned, then the homeroom teacher initials the note and the student keeps the note to present to the teacher at the beginning of the appropriate class for that teacher's initialing. Prior to leaving the student will attend the office to obtain a stamped **MLIS Permission Slip to Leave School Premises** (green). The note from the parent is stapled to the green slip. This slip with attached note is given to Security at the front gate upon departure from the school premises.
- If parents arrive unannounced to pick up their child, direct them to the office. The green slip will be prepared and stamped at the office and taken to the class teacher for signature. Then the student is allowed to leave the school premises.
- Grade 11 and 12 students may have a signed letter on file from their parents providing ongoing permission for leaving the school premises and going to the food outlets in the Plaza at lunch or during spares. Security will have a list of these students.
- In the infrequent situation where the student/parent has forgotten the permission note, the office staff may call the parent to obtain verbal permission to prepare a stamped **MLIS Permission slip to Leave School Premises**. The classroom/homeroom teacher initials this slip.

**Students Arriving Late to School** must go directly to the office where they sign in and obtain a **Late Slip** prior to going to class.

Teachers will manage occasional late coming with appropriate consequences but persistent lateness or absences should be handled using the RAT Sheet.

- Please collect a note from the child on return giving reasons for the absence. Keep your attendance records and notes in a secure and organized manner. If no note is available, the office should be notified so that a call can be made as to the reason for absence. Teacher attendance records are the official records.
- The Ministry of Education requires a daily record of attendance for all secondary students. Attendance and lates must be filled in on the report cards.

**Habitual Lateness or Absenteeism:**

Please consider each student individually. Try to ascertain the cause and provide counseling to help the student with the issue. Call parents for help, make referrals to the team, and work toward solutions for this concern.

\* DO NOT lock students out of classes or deny access to the learning environment. Students who are late for class will have registered in the office and should have a slip with them. This slip is for record keeping only. Please deal personally with the lateness of the student and employ the RAT Sheet process.

**B.2 Supervision:** All teachers have some assigned supervision responsibilities (Please see appendix for schedule). Staff must be on time and in the proper location to be **pro-active** in preventing poor behaviour. Staff must be available to students 15 minutes prior and after each school day. At all times, teachers must be aware of student uniform propriety, proper conduct and interactions, and respect for the school and its environment. Please intervene whenever necessary. Lunch time supervision is the most difficult due to the need to provide adequate supervision while students are in lunch lines, at tables and at play, during three lunch periods. Please assist when you can in promoting good manners and clean eating areas. Be prompt to your duty time and area assignment. Be active. Talk to students. Move about.

**Student Injuries: Bring the injury to the office if minor, for care and a call home. If the injury is serious, send for help from the office, apply first aid if appropriate, and do not move the patient. An ambulance will be called, and the measures taken. Fill in an accident form (see appendix).**

**B.3 Bullying and intimidation,** play fighting of any sort, and any “hands-on” behaviors are not to be tolerated. To handle the situation, follow these steps:

- stop the action immediately
- discuss why the action is hurtful or inappropriate, and against the rules of Maple Leaf,
- warn each person of further consequences if actions are not stopped. If the action is sufficiently dangerous to self and others, bring the student(s) to the office. Short term intervention may be all that is needed, and the student may be asked to take a time out on a bench, or clean up an area of the yard. Do not speak disrespectfully to the student. Model the behavior that the student should have shown.

Warn that the incident will be recorded in the office (if sufficiently concerning to do so).

It is important that actions of bullying and intimidation are recorded, so that if other staff are finding the same behaviors, programming for the student will be arranged. A behavior record binder is maintained at the office.

**B.4 Harassment of students or staff** in regards to sexuality or race will be dealt with seriously. Consequences could include counseling, suspension, or permanent removal from the school.

**B.5 Security** is provided so that students should never leave the compound without knowledge of the main office. Senior (grades 11 and 12) students may leave the compound with written permission on file for lunch only. Do not ask the guards to leave their duties to assist in other roles without proper coverage for security.

**Daily Supervision:** Teachers must be available for the students 15 min. prior to the start of each day and 15 min. after. Elementary teachers should escort their classes to the next room, or make arrangements with the receiving teacher to avoid lack of

supervision. Being pro-active will prevent concerns with discipline. In break times, there must be at least one supervisor available in each area of space. The area is small and the overt kicking of footballs is dangerous. Encourage the use of the gym, if available, or the playing of different games.

**B.6 Early Dismissals:** These may occur when the electricity or water is turned off, or a professional development day is planned. During an electrical outage there is emergency lighting-stay in the classroom. Students are expected to put in place with their parents a plan in that event. Those with no alternative will be housed in Building A.

**B.7 Child Custody Issues:** From time to time, lawyers or social workers may request that school teachers be involved in child custody issues. Report the request to the principal immediately. The principal may report school attendance or achievement, but will not report any psycho-social progress or development.

**B.8 Student Neglect or Abuse:** It is the duty of each teacher to report to the administration any child whom the teacher suspects is being neglected or abused either physically or emotionally, or a child who is exposed to such abuse. No contact should be made with the parents nor should any actions commence to determine the cause of the abuse made.

**B.9 Field Trips: Approval, Parental Permission, Supervision, Safety:**

Please use the field trip form to request a trip, two weeks in advance.

\*Approval must be given by the administration and then parent permission must be given before participation on any trip.

- The maxis used for field trips must be outfitted with seatbelts. Two operators we use are:  
Jesse James (683 5202/633 3486) and Ms. Maria Beharry-Queen (759 6716/633 0721)
- Students must pay for all expenses on the trip, including the transportation and teacher and chaperone expenses. Be sure to include all expenses when asking money from parents for the trip.
- Please be clear as to why the trip is being taken, giving reference to learning skills and curriculum expectations. Please include security as part of the planning. Make sure that the proportion of time spent in activity is greater than the travelling time.
- Pupil-Chaperone/teacher ratio of 6:1 is expected for JK-Grade 3.
- A ratio of 10:1 is usually reasonable for short trips for Grades 4 – 8.
- For out-of-country or overnight trips, a ratio of 10:1 is expected. Mixed gender groups require male and female chaperones.
- For out-of-country or overnight trips, another risk assessment form is required.
- Supply teachers will not normally be provided for field trips. Discuss with the administration.
- The supervising teacher will take along a cell phone to use in case of emergency. Student behavior is expected to be the same as in a classroom, with the same consequences for non-compliance. See the field trip form in the appendix.

- Student insurance is the responsibility of the parent. Most policies carry a statement about school injuries.
- Fill out an injury form when returning to the school if such occurs. See appendix.
- Parent volunteers are encouraged. Please note how many are needed on the Field Trip Form and attempt to be equitable in the selection of volunteers.

## **B10. EMERGENCY PROTOCOLS**

### **General Evacuation Procedures**

For all occasions when students evacuate the buildings the following will happen:

- Grades JK-3 will assemble in grade designated areas
- Grades 4 – 10 will assemble in grade designated area in front of Building A
- Grades 11 – 12 will assemble in grade designated area in front of Building B
- Students accompanied by their teachers will meet in the area designated by grade number. Using a class list, teachers will verify all students are present. Teachers will remain with their class. Administration must be notified immediately if a student is missing.
- Teachers will remain with their class at all times.
- When possible, if school is to be dismissed, announcements will go out to the Chairperson of PTA Grade Reps. who will attempt to contact parents by email and telephone.

In addition to the above, the following process will be followed for Grades 7 – 12.

- If the emergency occurs during class time, staff will remain with and be responsible for their current class. Should the emergency occur during breaks or lunch teachers will then be responsible for their Homeroom class in grade designated area.
- All free teachers will be responsible to assist with monitoring the gate/building exits and will assist the Safety Committee and Administration.
- No students or staff will be permitted to enter any building without approval/direction from the Safety Committee and Administration.

#### **1. POWER OUTAGE**

- During a power outage all students will remain in their classrooms unless directed otherwise by Administration.
- If a power outage occurs during a break or lunch, school will continue following the regular schedule. Students will move to their next class at the appropriate time.
- No calls are to be made to parents for pick up unless directed by Administration. Cell phones are to remain off and out of sight. Students will not be given permission to leave the classroom to call home for a ride. Students on break/lunch will not call home unless notified to do so by Administration.
- If the power outage involves school dismissal, staff will be notified by Administration of the procedures to be used to contact parents.

## **2. FIRE/FIRE DRILLS**

When the alarm sounds, take your class list and escort your class quietly out of the building to the designated grade areas outlined in the general evacuation procedures. Teachers will remain with their class group at all times. Administration must be notified immediately if a student is missing. **If evacuation from the school compound is required, the gates will be opened,** and staff and students will move together in class groups in a quiet, orderly fashion. Teachers will continue to monitor their class groups, verifying that all students are present. (See evacuation of the school compound)

## **3. EARTHQUAKE**

- Follow the posted procedures from the National Emergency Management Agency
- When the immediate danger has passed, staff and students will bring their bags and move in an orderly fashion to the designated areas outlined in the general evacuation procedures.
- Remember to keep students away from under roofs and overhead lines.
- Administration will determine if school will resume or if school will be dismissed.
- Administration will use the PTA email communication to notify parents of the situation.
- Administration will determine the need for an assessment of the school structures by an engineer.
- No calls to parents until notified to do so by Administration.
- Teachers will remain with their class at all times.

## **4. SAFETY ALERT CODE (External Threat)**

- If a dangerous situation occurs, a code RED will be announced over the P.A. System. At this time, gather your students together in your classroom, lock the door, keep away from windows and wait for further instructions. Wait for the code green before exiting. Code yellow means there may be a concern. Be aware of your environment and location of the students. Do not permit students to leave the classroom until code green is announced. If an evacuation is necessary, the general evacuation procedures will be followed.

## **5. EVACUATION OF SCHOOL COMPOUND**

In case an evacuation of the school compound is required following any of the above:

- Elementary students (JK-8) will exit accompanied by their teachers by the top gate on the compound, and move directly to the top gate of the Plaza Parking Lot.
- Secondary students (Grs. 9–12) accompanied by the teachers will exit the school compound by the main gate and will enter the Plaza at the side gate.
- The security guards will be responsible to stop traffic.
- If further evacuation is required, the students will move as a group with their teachers to the Trinidad Christian Centre Parking Garage.

## **B.10 School Bomb Threat Procedures**

### **PREMISES:**

- Unnecessary building evacuation puts students in a dangerous situation concerning their personal safety. We are safer on our own campus.
- The suspension of the school day is harmful to the pupils' education.
- The goal of the caller is to cause the evacuation of the building and the cancellation of the rest of the day.
- The writer has been involved in dealing with bomb threats since the 1970's and no bomb has ever been present.
- In Trinidad, 100% of bomb calls to schools have been false alarms.
- Caller I.D. is most effective when there is a consistent and timely response from the Police.
- Because the building is secured twenty-four hours a day, it would be highly difficult for a perpetrator to place an explosive device anywhere on the campus.
- A thorough search is better than a quick search.

### **PROCEDURES:**

1. The person receiving the call will:
  - Be calm. Take down the information as given. Do not interrupt the caller. Obtain as much information as you can. Ask questions such as:
    - What time will the bomb explode?
    - Where is it? What does it look like?
    - Where are you calling from?
    - What is your name?
    - Record: sex, estimated age, accent, voice (loud or soft), speech patterns as slow, fast or hesitant, diction as good, lisp, or nasal, etc., manner as to vulgarity, calmness, emotions, etc., background noises, caller familiarity with area
    - Notify the Principal immediately
    - Call Police and fire services
2. An assembly of students and staff will be called for in the gym. Students will bring their backpacks and all other belongings. This serves to eliminate theft. The gym area will be swept for any potential risks to safety beforehand. Routes leading to the gym will be swept before students use them.
3. A general P.A. message will alert teachers to the situation.
  - It is: "Oliver requests that teachers meet him in the gym". This announcement will be repeated.

Teachers will:

- a) tell the class this is an emergency procedure and they will take all their belongings from the classroom and attend an assembly in the gym;
- b) bring attendance registers

- c) complete a quick visual check of the room; and
  - d) leave classroom unlocked.
4. A designated staff member and Oliver will sweep the route to the gym and the gym itself for suspicious articles.
  5. A threat assessment will be conducted by the school safety team. Each member has been previously assigned an area of the school to check and will be aware of signs which would indicate a potential problem. Staff members are familiar with the building and its contents and are well placed to conduct an extensive search.
  6. The visitor file will be checked to account for everyone's presence.
  7. The Safety Team meets with the Safety Team Captain within 15 minutes to report on the threat level at the guard hut.
  8. Students' bags will be searched in the gym; teachers' bags are to be searched as well.
  9. Based on the information presented, the Safety Team Captain will make the decision to evacuate the premises or return to class.
  10. The present evacuation plan should be followed if the decision is made to leave.
  11. If the threat analysis is such that the building is deemed safe, students will return to class.
  12. Student safety remains the top priority.

### **School Safety Team**

Upon hearing the general announcement: "Oliver requests that teachers meet him in the gym"

Safety Team officers will:

- 1) Provide an attendance register to the teacher in the next classroom and have the class leave for the gym with the neighboring teacher. Teachers on spare periods will take over these classes in the gym.
- 2) Conduct a visual sweep of a pre-assigned area looking for any strange parcels, articles or anything out of place.
- 3) Attend a meeting at the guard hut to inform the Safety Captain of any extraordinary findings.
- 4) The team will advise the Safety Captain (Principal) who will make the decision to evacuate or not.
- 5) If evacuation is deemed necessary, we follow the existing evacuation policy.
- 6) If evacuation is not deemed necessary, we inform students and teachers who return to class.
- 7) An announcement is made to students who have lockers. They are asked to go to their lockers and open them. They will be inspected by Safety team members who do not have classroom responsibilities. Teachers on spare periods will assist.
- 8) Student safety remains our top priority.

- B.11 Keys** - A key to the classroom is given to each teacher (no master keys exist in Trinidad!). Sign it out from the office manager. The security guard has keys to every room if needed.
- B.12 Theft:** Record information about the theft in writing. Inform the office about the situation. A lost and found box is available at the office.
- B.13 Vandalism:** Report to the principal immediately.
- B.14 Medical Assistance:** Report to the principal immediately. 990 is the emergency phone number. There are trained staff on premises who can begin First Aid procedures. Using the medical emergency information filed in the office, the family of the victim will be informed by the principal.  
**\*All staff should fill in the medical emergency form to ensure quick response to any emergency.**
- B.15 Grief Support Team** is available to assist with staff or student emergencies through Student Services.
- B.16 Medications:** Any medications for students must be locked in the office, accompanied with written instructions from the parent as to administration. Parents must provide the medication in the appropriate container, and records must be kept as to the provision of the medication to the student. Gloves are available in the health kits to use when dealing with bleeding. In most cases, parents are called to handle the situation.
- B.17 Sick or Injured student** – if a student is ill and needs to call home have another student walk the student to the office where arrangements with parents will be made. Do not send an injured or sick student alone.
- B.18 Substance Abuse:** Any possession or use of any prohibited substance, drug or alcohol will result in mandatory participation in an information program, paid for by the parents and arranged by the school. Suspension will result if the program is not entered or completed by the student.
- B.19 Cell Phones:** Students may not use their cell phones on the school compound. Cell phones may only be used after school and in the designated area adjacent to the Guard booth. Cell phones must be off and not visible. If students are found with a visible cell phone, it is assumed that they are sending or receiving messages, and the phone will be confiscated. A parent will be notified, and the phone will be returned to the parent. If a student continues to have difficulty following the rules, they will be dealt with as in the code of conduct of the school which may result in a suspension from school.
- Personal Listening Devices**  
Personal Listening Devices such as I-Pods may not be used on the school compound. Such items are the personal responsibility of the owner. The school assumes no responsibility for loss or damage.

## **C. Professional Expectations and Development:**

Professional development opportunities are provided by the school, the community, and various on-line providers. Reading current materials, attending conferences and workshops, taking courses, and participation in professional dialogue are encouraged to improve pedagogy. This may mean remaining after school periodically or spending time on a weekend to benefit from extra training. Funds for professional development are provided through contracts for local teachers.

**C.1 Staff meetings:** These occur the first and third Wednesday of each month. Do not schedule a practice, workout or activity on these days. Only scheduled games will constitute a reason for not participating in the staff sessions. Secondary Team Leaders meet on the second Wednesday of each month.

**C.2 Staff Memos:** Please keep all staff memos in a section of a binder for further reference.

**C.3 Salary -** is based on qualifications and experience, and given as a range. A salary committee is formed to review salaries on a regular basis and the goal is to maintain competitive wages while being sensitive to the student fee structure. The actual salary is recommended by the principal and approved by the Board's H.R. and Finance committees, who use a guide grid and performance criteria to set the amount. Secondary foreign staff are paid housing, travel and shipping allowances.

**C.4 Teacher Absences:** Inform the administration as soon as possible. Call the Vice Principals or Principal **between 6:15 - 6:45am.** if possible; **(K-8) – 637-5660 (9-12) Bill 632-1345. A supply teacher may be hired for the day.** A full day plan is expected to be available for the supply, complete with any duties, a seating plan, and any special requirements for students. At the end of the day, call the office and indicate whether you will be in the next day or not. This allows us to retain the supply teacher.

\*Be sure that the students have a good understanding of your expectations in regards to behavior in your absence at the outset. Let them know that meaningful work will be done although you are absent and that you fully expect that your expectations will be met. Upon your return, follow up on any concerns about behavior. If the supply teacher did not follow your instructions, please discuss this with the administration.

A medical certificate must be supplied by the teacher after 2 days of absence.

### **OCCASIONAL LEAVE**

Occasional leave is time away from your duties for reasons other than illness or school business. Up to five (5) days of sick leave may be requested as Occasional Leave to attend to personal business not able to be conducted beyond the school day. Occasional leaves may be requested in full or half days. Once approved, the school administration will allocate staff to classes missed. When possible, 2 weeks advanced notice is requested, and in all instances approval must be granted

by the Principal. Last minute requests create difficulty in finding supply teachers. Use the “Request for Leave form” found in the Appendix. Do not use your occasional leave to extend a holiday or long weekend. This is politically sensitive, and gives the wrong message to students. The school administration may limit the number of occasional leaves granted on any one date.

**C.5 Preparation Time:** Each teacher will have specific times allotted for planning, preparation of lessons, meeting with parents, visiting the library or marking papers. “Prep” time is generated by time tabling or with other teachers such as Spanish or Music, and **is meant for professional duties on site**. Staff may, from time to time, be asked by administration to cover internally for other staff. This assistance is greatly appreciated and allows for some flexibility when an emergency or opportunity arises.

**C.6 A Professional Library** is housed in the main library for all staff to use. Please look there for ideas – graphic organizers, how to handle ADD students, math quizzes, and many other professional books and journals.

**C.7 Professional Development** – All staff are expected to share their expertise. If a staff is requested to provide a service at another school any profit is split between the school and the presenter on a 40% /60% basis.

**C.8 Staff Committees:** Staff may take leadership roles by participating on committees such as: P.T.A. representatives, Social Committee, Safety Committee or being an Elementary Team Leader.

**C.9 Staff Relations Committee:** The Staff Relations Committee acts as a communication forum between staff and the Board on a variety of matters, including salary.

**C.10 Supervision of Staff:** Meetings will be set with each staff member or division to set goals.

Strategies and measurement tools will be put into place, and the result of the work will be demonstrated and measured at a later date. The success of that process will depend on the plans made by that individual or division and will be ongoing.

**C.11 Extracurricular Activities:** Each teacher is expected to provide some form of extra curricular involvement. This may be in the form of coaching a team, running a club or other such activities for students. It is often these activities that make lasting memories for students.

Some staff may volunteer their time to assist a paid coach from the community. These activities may incur a student charge. These programs require administrative permission.

**C.12 Staff Dress Code:**

Business casual: No shorts, jeans or T shirts. The school polo shirt is acceptable. There is no Friday dress-down day unless celebrated by the entire school. Collared shirts, dress pants for men, tie is optional; skirts, dress pants, dresses, suits for

women are acceptable. No flip flops/slippers, spaghetti strap tops, open midriffs or other casual beach/party attire. Your professionalism should be visible by the way you dress.

### **C.13 Staff Department:**

This is a small island. Your actions and words will be seen, heard and discussed by the community here. Your behavior outside of the school may affect your working relationship with students, parents and your peers.

### **C.14 Fundraising:**

Staff and students may not fundraise without the permission of the administration, with a specific purpose, and methods of money collection that are safe and accountable. Obtain permission from administration and have your date recorded on the School Master Calendar in the Vice Principals' office.

### **GUIDELINES FOR MLIS BAKE SALES**

BAKE SALES have become a major fundraiser to support school activities. In the interest of equity and consistency, the following guidelines have been created:

It is understood that:

1. bake sales are limited to one per week;
2. bake sales items are restricted to those items **not** sold at the cafeteria;
3. any one activity will be limited to two bake sales per semester- changes can occur subject to administration approval;
4. bake sale dates are requested from the secondary vice principal - this shall be done 2 weeks in advance;
5. bake sale dates are recorded on the master school calendar;
6. all set-up and clean-up shall be performed by students, not security staff;
7. no raffle tickets are to be sold during class times;
8. students shall not miss classes to conduct a bake sale – exceptions may be made with the written permission of all teachers whose classes may be affected;
9. all monies earned will be counted by two people. It will then be given to the Manager, Administration to be placed in a school account for safe keeping;
10. groups will be issued cheques from the school account as money is requested. Requests for cheques must be supported by proper documentation i.e. a receipt or quotation.

The PTA appreciates the support given to their fund raising efforts by the staff and students. We work to support their efforts and in turn their efforts assist the school.

### **C.15 Requirements for Planning:**

All planning will be based on the expectations found in the Ontario Curriculum for that particular subject or grade level. Excellent planning will include a focus on essential learning, integrated and higher order thinking, differentiation of program and teaching techniques, and continuous assessments.

Each teacher will produce a set of **long term plans or curriculum outlines as required by the Ministry for approval**, showing the expectations to be assessed, what resources will be needed, and which strategies will be used.

- A **daybook** will show the plan for the day's work – the expectations of each lesson, the assessment methods, the resources, and strategies will be clearly stated.
- Maintain day book for 3 days in advance in case of an emergency. Some teachers like to do a week at a time.
- Elementary – have student and teacher timetables posted.
- Prepare a supply teacher file with timetable(s), seating plan and clear instructions regarding routines.
- Supervision duties should be noted.
- A mark book shall be part of the day planner or maintained electronically to illustrate continuous assessment.

#### **C.16 Students Requiring Special Accommodations:**

Certain students require special accommodations in their lessons, assignments, test and exams. Student services staff maintain a list of students with a documentation file in their OSR and ESL students file. The teacher is responsible for reviewing the document file in the student's OSR, to review the student's needs.

Accommodation strategies are provided in the appendix of the Staff Handbook. As well, the Ontario Curriculum planner has "Adaptations" in each lesson and the Secondary Course Profiles have a section for each unit called "Accommodations". These sections provide more subject specific accommodations.

#### **C.17 Students on Extended Leave**

All attempts should be made to provide work and assignments to allow the student to keep up with their lessons and courses. Electronic communication assists both the teacher and student. No student shall be penalized for legitimate extended absence.

#### **C.18 Teachers' Views on Religious and Political Topics**

Teachers should ensure that they present an unbiased view to students on issues of a political or religious nature. At no time should the students be aware of your particular point of view or bias. The educator's role is to encourage students to seek their own understanding by a fair and unbiased examination of alternate views on issues.

#### **C.19 Cell Phone and Internet Use**

Staff are expected to have cell phones off and out of sight during instructional time and when on supervision duty. If you are expecting an emergency call, please direct it to the main office and we will arrange for you to take the call. Use of computers during class should be solely for the purpose of demonstrating

concepts and skills on the day's lesson to the students. Computer/Internet use for planning purposes is appropriate during preparation periods.

Use of the computer for personal communication purposes during class time is not acceptable.

**C.20 Annual Learning Plan**

Teachers will submit their Annual Learning Plan on the form provided by the 15<sup>th</sup> of October. Teachers select a goal for the year for their professional development and plan for several specific actions that they will undertake to reach their goal. The goal should be related to and support the school goals. During an evaluation year, the plan will be part of that process as well.

**C.21 Temporary Absence from a Class**

If a teacher needs to leave a class for a short time, ask a neighbouring teacher to watch the class or send a student to the office with a note requesting coverage.

**C.22 Elementary Timetabling** – see Appendix “Staff Information”

**D. Staff Communications:**

**D.1 Telephone calls:**

Long distance calls must be made from the fax phone or administrators' offices, and must be recorded. Please note personal calls, so that they will be charged back to you. Our lines are busy. Please keep your personal calls short or for after hours if at all possible, to keep our lines free for business.

**D.2 Messages:**

Phone messages are placed in your mailbox.

**D.3 Mailboxes:**

These are found near the staff room door.

**D.4 Photocopying:**

Please give the office manager a 4 digit code number which will give you access to the photocopier. This is a very expensive service and one in which we can cut costs if we consider alternative ways to present materials.

**D.5 Posters:**

The display of posters, other than ones used to support lessons, requires Principal/Vice Principal approval.

**D.6 Email:**

Two computers are available in the staffroom for your use. Use the lab when not in use or after school.

**D.7 Master School Calendar:**

This is kept in the Vice Principal's office. This is to record and organize school level events. Do not make any addition/deletion without the approval of admin.

**D.8 The Staff Maple Leaflet** is a summary of the upcoming week's events. Please submit any information that you wish to share to the Manager, Administration for sharing with all staff.

**D.9 Internal Postings**

An internal posting provides information so that current staff may indicate interest in the position before it is advertised outside the school. An interest in the position does not guarantee assignment to the position.

An interview will be arranged if the move affects a difference in job category. For example, an educational assistant may be interested in a teacher position or secretarial position and may apply internally if such a position opens.

An interview is not necessary for lateral moves, for example, from one class/grade to another. It is the responsibility of the administration to assign staff for positions in the school.

If interested in any position, indication of interest must be done in writing to the principal by the latest date given on the posting.

**E. Frequently Asked Questions (FAQ's)**

**E.1 The Resource Centre:**

The library is open until 3:00 p.m. for all students needing resources. Arrange for assistance from the teacher-librarian for help in teaching research skills, finding appropriately leveled books for your students, and for finding teaching resources and audio visual equipment.

**E.2 Audio Visual Equipment:**

Teachers may sign out TV-VCR/DVD sets, cassette recorders, digital projectors, and cameras through the librarian. The Library Technician will keep an accurate inventory of this equipment. Please be careful with this costly equipment. Both theft and student misuse of equipment can be avoided by proper supervision of its use.

If any piece of equipment is not working, please attach a note to it which outlines the problem. Send it to the Business Office which will arrange for repair. If the equipment is too large/heavy, please ask Oliver to move it.

**E.3 Computer Labs:**

Computers are curricular resources and it is expected that every effort will be made to have them accessible to students. The IT Manager and the school technician will keep an accurate inventory of all computer hardware and components. Only school owned software is permitted on school computers.

The laboratories may be booked in advance. Please be flexible. Sometimes rotary does not allow as much flexibility as home room classes may have. Assure that each class has some performance tasks reliant on computer usage during the year.

\*Students may not use email in the labs, without permission and may not access video games of any kind.

\*\* **NEVER leave students alone in the computer labs.** Students will sign a contract stating that they will be responsible for visiting only appropriate sites on the internet. The breaking of this contract will mean loss of the use of the computers for some time, or in some cases, suspension from school.

#### **E.4 Classroom Resources:**

Elementary teachers have a certain amount per classroom depending on the budget for each year, to spend on supplies. Please order these as a division through the Team Leader and not as separate class orders.

Secondary teachers should indicate their resource needs to the Vice Principal.

#### **E.5 Weekend use of the school:**

The school can be made available to you on a weekend. This must be arranged in advance with the Business manager. Security is required.

#### **E.6 Textbooks:**

Our textbooks are numbered upon arrival. Assign them carefully and record the students' names and the text numbers on the Text Distribution Form (Appendix). If a book is lost, reports and transcripts are held until the book is found or the cost of replacement paid. Always keep books under lock and key, since here they are very valuable and hard to replace.

At the end of a course, staff will collect all texts. If a student does not return a text, the teacher will make the first attempts to retrieve it using the "Textbook Return Default List" (see appendix). After a reasonable attempt, forward the completed form to Gisele. Textbooks are very expensive; we must be vigilant.

### **STAFF ISSUES:**

#### **E.7 Are P.D. days mandatory?**

Yes. Staff are required to participate in the activities planned for the day.

#### **E.8 Are staff social events mandatory?**

- a) Staff social events carried out in the course of the school day or PD day are mandatory. An example of this is the PTA luncheon provided on one of the PD days at the end of August. This is a welcome luncheon for all staff.
- b) Staff social events held in the evening or weekends are by invitation and usually include a sign up process. An example of this would be a Staff Christmas get-together or the Friday Night Lime hosted by the principal at the end of the first week of school. These are not mandatory.

## **E.9 Are staff permitted to leave school during their prep time or lunch break?**

Teaching staff are required to be in attendance at school during preparation time. Lunch breaks are only 35 minutes. If you are going to HiLo in Alyce Glen Plaza there is no need to inform us. If you wish to leave/drive away from the campus please let us know so that we know when you return. This is to ensure that

- a class is not left unattended,
- on-calls can be made, if you are late and returning
- if there is an emergency which requires evacuation, we know that your class requires a teacher,
- if there is an emergency and you are not accounted for, we know that you are off campus,
- if a parent asks to speak with you, we know you are not available;
- if you do not return and we do not hear from you, we would be concerned and do some investigating to try to ensure that you are alright.

We are not saying you may not leave during a lunch break, we are saying that there are a number of reasons for us to know when you leave and will return.

## **F. Reporting and Responding to Incidents**

### **REPORTING**

#### **F1. What types of incidents must be reported?**

The same types of behaviours that must be considered for suspension or expulsion must be reported.

#### **Student behaviours that can lead to *suspension* include:**

- Uttering a threat to inflict serious bodily harm on another person
- Possessing alcohol or illegal drugs
- Being under the influence of alcohol
- Swearing at a teacher or at another person in a position of authority
- Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school
- Bullying
- Any other activities identified in school board policy.

#### **Student behaviours that can lead to *expulsion* include:**

- Possessing a weapon
- Using a weapon to cause or to threaten bodily harm to another person
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner
- Committing sexual assault
- Trafficking in weapons or in illegal drugs
- Committing robbery
- Giving alcohol to a minor
- Any other activities identified in school board policy.

**F2. Who has to report an incident?**

All school board employees are required to report in writing to their principal any incident that must be considered for suspension or expulsion. Board employees include:

- vice principals
- teachers and educational assistants
- all non-teaching staff, such as those involved in social work, child and youth work, psychology and other related disciplines
- administrative and custodial staff
- guards

**F3. What happens when an incident is reported to the principal?**

The principal determines what disciplinary action, if any, is required. If the incident leads to suspension, the principal will inform the parents or guardian of the suspended student. If another pupil was harmed, the victim's parents or guardian will be called.

**What information is shared with the parents or guardian of the victim?**

The principal can tell parents or guardian about:

- the incident
- the harm their child suffered
- what steps were taken to protect their child's safety, including any disciplinary measures taken in response to the incident.

The principal cannot name or provide any identifying information about the aggressor.

**Does the principal always call the victim's parents or guardian?**

There are exceptions. A principal is not permitted to call the victim's parents or guardian if:

- the student is 18 years or older or is a 16-or 17-year-old student who has withdrawn from parental control
- the principal believes that telling the parent(s) would put the student at risk of harm from the parent(s).

**Does the principal have to call the parents of the aggressor?**

A principal must call if the incident leads to a suspension. The *Education Act* already requires the principal to inform the aggressor's parents within 24 hours of the incident. Parents also receive written notice telling them the reason for and duration of the suspension and outlining the appeal process.

**Who else must the principal call?**

Depending on the incident, police may be called. Principals must follow their local police/school board protocols when involving police.

When an employee believes that a student may be in need of protection, he/she must notify the principal.

- F4. **If a student asks a teacher or other staff member not to tell anyone about an incident, does that employee still have to report this to the principal?**

If it is an incident that could lead to suspension or expulsion and it happened at school or at any school-related event then the teacher or any other staff member must tell the principal. If the incident occurred off school property and not at a school event, the teacher can direct the student to a community agency.

- F5. **Are teachers required to report serious incidents that happen off school property?**

If a teacher or any other school staff learns of an incident that will have a negative impact on school climate and could lead to a student being suspended or expelled it must be reported.

- F6. **What happens if an incident is not reported?**

If a principal learns that any member of the school staff has not reported a serious incident that could lead to a student being suspended or expelled, the matter could be dealt with as a human resource issue, consistent with board human resources policies.

As well, all staff who hold teaching certificates, governed by the *Ontario College of Teachers Act*, which sets out activities that are defined as professional misconduct or outlines sanctions.

- F7. **Supporting Victims**

School staff who work directly with students are required to support all students, including those who either instigate or are victims of serious student incidents. They will provide contact information about professional supports – such as public health units or other community agencies that offer the appropriate type of confidential support.

- F8. **Supporting All Students**

School staff who work directly with students will provide those students wishing to discuss such issues as healthy relationships, gender identity and sexuality with contact information about professional supports available in their community.

## **RESPONDING**

- F9. **Responding to Incidents**

All staff who work **directly** with students must respond to incidents that will have a negative impact on the school climate. This includes principals and vice principals, teachers, educational assistants and other non-teaching staff.

### **How will staff respond?**

Responding may include:

- identifying the behaviour
- asking the students to stop the inappropriate behaviour
- explaining why it is inappropriate or disrespectful
- asking the students to change their behaviour in future.

**What behaviour is not allowed?**

We can all help make it clear what behaviour is unacceptable and create an environment in our schools where students feel welcome.

Examples of inappropriate and disrespectful behaviour include racist, sexual, sexist or homophobic comments, slurs and jokes or graffiti, as well as those activities and behaviours that can lead to suspension or expulsion.

**Must staff always respond?**

Staff must respond to all incidents, unless doing so would cause immediate physical harm to themselves, a student or any other person. In these cases staff are expected to report the incident to the principal as soon as it is safe to do so.

**RESPONDING AND REPORTING**

WHO	MUST RESPOND	MUST REPORT	Types of Behaviour (examples)
All board employees, e.g. administrative, custodial staff		X	<ul style="list-style-type: none"> <li>• Drinking alcohol</li> <li>• Swearing</li> <li>• Vandalism</li> <li>• Possessing a weapon</li> </ul>
All staff who work <b>directly</b> with students, e.g. teachers	X		<ul style="list-style-type: none"> <li>• Offensive slurs/ jokes</li> <li>• Graffiti</li> <li>• Racist/sexist or homophobic remarks</li> <li>• Drinking alcohol</li> <li>• Swearing</li> <li>• Vandalism</li> <li>• Possessing a weapon</li> </ul>

**Responding to incidents**

All staff who work directly with students must respond to all student behaviour that has a negative impact on the school climate, unless doing so would cause immediate physical harm to themselves, a student or another person.

**Reporting incidents**

All board employees must report to their principal incidents that can lead to suspension or expulsion.

## **APPENDICES**

### **1. School Policies**

- Student Code of Conduct
- Bomb threat Flow chart
- Substance Abuse Policy and Response Plan
- Student Behavior Report
- RAT Sheet
- Academic Honesty Policy
- Excursion/Field Trip Form
- International Field Trips/Sport Excursions
- Student Traveler Medical Release Form
- Risk Assessment and Management for International Trips
- Accident Report
- Human Resources Policy
- Character Education Program
- Progressive Discipline Policy

### **2. Professional Resources**

- The Rubric Builder, Student Link, EBSCO Host, Markbook
- Long Term Planning – Secondary
- Long Term Planning – Elementary
- Elementary Time Allocations
- Project Planner for a Home Assignment
- The Four Characteristics of Secondary Education in Ontario
- Turning the troublesome student around: Thirteen strategies for the Homeroom Teacher
- Program Modifications
- Intervention Log
- Characteristics of a good evaluation task
- Tips for communicating with parents
- The Surfin' Teacher

### **3. School Information**

- School year calendar
- Maps of the Main Campus
- MLIS Organization Chart
- Map of Trinidad
- Board of Directors
- P.T.A. Executive
- Month End Reports
- Fee Schedule
- Locker Assignment Record
- Text Distribution Form
- Textbook Return Default List

- Library Audio-Visual Equipment
- Overhead Projectors – list and location
- Computer Access at School

#### **4. Staff Information**

- Staff List
- Daily Schedule for Breaks and Lunch times
- Teacher Assignments – Secondary
- Supervision Schedules
- Secondary Teachers Work spaces
- Request for Leave Form
- Medical / dental Forms
- Pay Schedule
- Salary Information – Local
- Salary Information – Foreign
- Staff Emergency Information Sheet
- Administration and Support Staff Absences