

*“To promote the development of knowledge, skills, attitudes, and values that support 21st century citizenry and life-long learning within a holistic, personalized, integrated, flexible learning environment.”*

## **CAPE**

Centre for Academic and Personal Excellence



# **STAFF HANDBOOK**

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## **CAPE CHARTER KEY POINTS**

To view the full charter please refer to [www.capeisgreat.org](http://www.capeisgreat.org)

### **IT IS ABSOLUTELY IMPERATIVE THAT STAFF BE FAMILIAR WITH THE CAPE CHARTER and THE ANNUAL EDUCATION PLANS AND REPORT**

#### **CAPE's Philosophy**

CAPE's personalized, integrated program within a community of learners that encompasses the school, parents, and community and supports each student's efforts in a welcoming, caring, respectful, and safe learning environment. Each learner is offered opportunities for engagement in the pursuit of personal and academic goals at a pace that is appropriate for the learner, that utilizes a learning style that best suits the learner, and provides the learner with avenues for demonstration of learning. Because this program is student-centred, each learner is provided opportunities for investigations and explorations within an open-ended curriculum within the context of Alberta Education Program of Studies.

#### **CAPE believes that:**

1. Each student, as an individual, presents with particular academic and personal needs because of a variety of factors.
2. Students, when placed in a student-centred environment, have the greatest potential of becoming successful students and life-long learners.
3. Students are best served through a personalized, integrated program which is flexible, innovative, and responsive.
4. The school, as a collaborative instructional team, creates a shared learning atmosphere for all members to develop and maintain a student-centred learning environment. Students are grouped and/or streamed to create highly effective learning environments.
5. Parents, as partners in the learning community, provide valuable perspectives and support for their children and deserve to have a choice in an educational program which best supports individualized learning.
6. The community is a partner in the learning as it provides the domain for opportunities and experiences which expand beyond the school, including leadership, collaboration, diversity, and resourcefulness.

CAPE defines excellence as:

- (a) the achievement of the student's personal best in academic pursuits;
- (b) the development of social and interpersonal skills (such as anger management, problem solving, democratic decision making, tolerance, and/or acceptance of different beliefs), self-esteem, self-motivation, and self-direction (independent learning), and the development of 'citizenry' skills.

Charter Goals		Outcomes	
Charter Goal 1	CAPE School is focused on achieving academic excellence.	Outcome 1	Student learning is improved with personalized information from regular and timely assessments so that students are working at their own personal best.
		Outcome 2	Student progress shows above average growth.
		Outcome 3	Students become well-rounded individuals with a broad knowledge base which they can apply in flexible contexts.
		Outcome 4	Students have a greater awareness of the world around them through exposure to other cultures, ideas, and beliefs and integrate ideas from various disciplines.
Charter Goal 2	CAPE School is focused on achieving personal excellence.	Outcome 1	Students have acquired personal and interpersonal skills so that they may become productive citizens of the world and life-long learners.
		Outcome 2	Students learn the importance of caring for others, learn respect for others, and treat others fairly in both smaller and larger contexts.

## The Purpose of CAPE Charter School

The purpose of CAPE's personalized, integrated program is to support the learner's acquisition of cross-curricular competencies, critical thinking and problem-solving skills, and other academic skills while also developing personal skills such as relationships-building, self-advocacy, creation of opportunities, risk-taking, and achieving goals.

CAPE's kindergarten program is a voluntary, pre-school, full-day, every-day, educational program offered to eligible children. The kindergarten program emphasizes a developmental process that encourages every child to grow intellectually, physically, socially, and emotionally at rate that respects the potential of each individual child.

It therefore aligns with CAPE's grade K-9 integrated, personalized program.

CAPE's philosophy and purpose, as outlined above, acts and will continue to act as guidelines for decisions made affecting:

1. educational programs and teaching methodologies.
2. the discipline policy.
3. measurements of student achievement and growth.
4. program and staff evaluation.

We believe that all children have a deep desire to be successful. There is no single right environment that will work as a 'one size fits all' solution to the learning needs of all children. Placed in the right environment, all children/ students will be successful and become life-long learners. In a smaller community such as ours, where there are fewer educational choices for children and families, we believe we are providing a learning environment for children who, for a multitude of reasons, do not fit well into other locally available educational programs. The reasons are as varied as the children themselves, but our school is aimed at students (grade K-9) who are intellectually capable but are underachieving or are at risk of underachieving (in the case of the younger children) for broad social, emotional, or cognitive reasons. Children who become lost in the educational shuffle have a place for meaningful growth and contribution at CAPE. The broad academic objectives of CAPE are to develop a more socially, intellectually, emotionally, and politically informed individual by providing a unique educational environment for students presently underachieving or 'turned off' school.

By fully immersing students in their studies within a small, disciplined, supportive environment through stimulating, intra-disciplinary ways, CAPE is capable of filling the gap found in traditional education programs by providing a school-wide, multi-grade program otherwise unavailable in this area.

Our aim is to prepare students to be literate and caring in a world that is changing rapidly. Through a concrete approach to teaching and learning in a small, family-like, disciplined environment, students are encouraged to make positive contributions to a world in which distances are becoming less relevant and political boundaries are ever changing. In short, we wish for them to become citizens of the world and life-long learners with inquisitive minds, who will face and accept new challenges with enthusiasm.

The smaller, family-like atmosphere at CAPE, with smaller classrooms and additional aides, allows for more flexibility to cater to individual social and program needs of children. By reaching students early and tightly monitoring their progress, CAPE's approach can break the cycle of 'non-learning' and restore an interest in education for its own sake - a benefit to society in terms of productivity and mental health. In summary, **expect excellence - get excellence.**

## **CAPE's 'Uniqueness'**

- CAPE provides a personalized, integrated, flexible, school-wide program that seamlessly blends and supports the whole child.
- Each aspect of the school program is based on investigations of research-based practices to best suit our ever-changing population of diverse learners.
- Students are supported through an effective and extremely timely response to assessed student needs through a collaborative, multidisciplinary team.
- Partnerships with parents facilitate the parents' understanding of their children's needs, ways through which the children can be supported personally, and how the school and parents can work together to create a flexible, responsive environment to maximize learning.
- Partnerships with community provide access to external services and environments that support both personalized learning and groups of learners.
- Partnerships with post-secondary institutions support research, staff development, and staff capacity as researchers, and support the sharing of best practices with regional, provincial, and national education partners.

## **Learning Environment**

CAPE provides a safe, caring, and supportive learning environment for each learner. The learning environment is purposely designed to support student engagement, the pursuit of personal best, capacity, and citizenship.

Parents choose CAPE with the expectation that its environment is understanding, knowledgeable, and responsive to the needs of their children. Parents learn about their children as they develop and the school supports the acquisition of knowledge so that parents may support their children effectively.

The Board, the administration, and the staff are understanding, accepting, and responsive to the distinct characteristics and needs of each child/student. CAPE's small class size and low adult/learner ratio, flexible learning groupings, integrated learning, and differentiated and personalized opportunities provide learners with essential personal, physical, intellectual, emotional, and social experiences as they pursue academic and personal excellence.

CAPE's learning environment reaches into the community to create partnerships which are not only conducive to student engagement but also foster a sense of belonging and of community. These relationships foster and promote life-long learning, global ethical citizenry, and the entrepreneurial spirit. Collaboration within the community allows for learners-mentors and/or role model interactions and for opportunities to participate in experiences that support successful engagement.

## **Teaching Philosophy**

CAPE's personalized program is delivered within the context of integrated learning and teaching. Integration is a cross-curricular approach to program development, a "whole" learning process in which the core content is made richer with meaningful experiences that include the arts, wellness, multiculturalism and global awareness, citizenry, community involvement, and skills development. The program foundations come from the social studies and sciences curricula. Language and mathematics, as well as other curricula, are purposefully woven into the learning experience. Learning experiences and opportunities are added to enrich the environment, increase the relevancy of the material, and engage learners. Within this context, assessment practices are varied and reflect the diverse concepts explored. CAPE's integration program has evolved over time from integration of elective subjects only to integration under the broad descriptors of "Humanities" and "Sciences". The timetable provides for large blocks of time in support of this practice. Physical Education is accommodated within the schedule so as to provide daily physical activities while Second Languages (French and Spanish) time offers basic second language skills integrated with cultural elements.

## Total Integration

Total integration is a term used to describe a “whole” learning process where the core content is made richer with experiences that include the arts, physical education, health and wellness, on-site learning in the community, and social skill development.

CAPE intertwines core learning. The program foundations come from the social studies and science. Language skills are developed within the social studies concepts while the mathematics skills merge with the science concepts. Learning experiences are added to enrich the learning and help the material flourish to become more meaningful, more interactive, and more personal for the students.

One of the best examples is science fair. Each student engages in an area of study that is of interest to s(he). Academic areas developed include language, mathematics, science, technology, public speaking, research, to name only a few. However, it also encourages the development of personal skills such as perseverance, risk-taking, life-long learning, cooperation, resilience, compassion, acceptance, respect, and more. Furthermore, this type of learning fosters ingenuity and creativity, exploration and inquisitiveness.

In this model, the school day is structured into three main parts:

- Humanities: Language, Social Studies, Technology, Projects: Art, Music, Creative Writing, Health, Comparative Religions, Comparative Political Studies, Heritage Fair, Multiculturalism, and many more of our present projects.
- Sciences: Math, Science, Technology, and Projects: Environmental Studies, Science Fair, Health, Art, Physical Education, and many more of our present projects.

### A Typical Day (example):

	A.M.	PE	Lunch	P.M.
<b>Grade 2</b>	Humanities with second language Teacher A                      Teacher D or E	Teacher B		Sciences Teacher C
<b>Grade 3</b>	Sciences Teacher C	Teacher B		Humanities with second language Teacher A                      Teacher D or E

- PE and DPA back-to-back with Second Language or Study Hall. Like our current system, students would have access to PE every day. Second language offerings of French and Spanish would remain, and student groupings would be similar to what they are currently. Enrichment and extended language programs, along with intensive study hall will remain as they provide clear benefits to students.



## Benefits of Integrated Programming

Student Benefits	Teacher / School Benefits
Students receive programming from teachers who are delivering programs in their area(s) of specialty.	Teachers are able to focus on the areas of expertise.
Greater uniformity of program development, delivery and assessment.	Development of lead teachers and mentors in the school.
Students reap the benefit of a consistent approach or methodology in teaching. They are spending less time adapting to differences between teachers and expectations. This also reduces stress.	Greater uniformity of program development, delivery and assessment.
Reduced work for students as the objectives of many areas can be addressed at the same time. This is a “work smarter, not harder” strategy.	Supports the development of an education plan rich in ideas and experiences. The plan would be completed before the start of the school year, so that teachers have the opportunity to focus on program delivery and assessment during the year. Ideally, this reduces the mid-year workload.
Learning becomes more experiential and applied, therefore becoming more personal.	Increased uniformity of assessments; formative and summative. Assessment strategies and materials are developed in the planning phase.
Reduced waste of time in class changes.	Encourages teachers to engage in team planning and team teaching.
Reduced student stress due to transitions.	Encourages teachers to engage in cross-grade teaching and groups.
Greater flexibility for individualization of the program as this model lends itself to teaching and learning through individual projects.	Encourages teachers to introduce concepts outside of the scope of the mandated curriculum.
Increased uniformity of assessments; formative and summative.	Encourages teachers to support student-lead learning experiences.
Emphasis on learning as a whole, rather than in piecemeal chunks; holistic learning. This means students are not trying to place their knowledge into subject compartments; language, math, social, science, etc. Learning practice is more closely related to real life learning, not subject-specific.	Increases the teachers ability to provide data-driven personalized programs for each student.
Greater emphasis on community links and learning in the community.	Encourages teachers to engage in wholistic teaching and learning.
Allows for applied learning, and hands on learning, and 20 <sup>th</sup> century problem solving. Greater student engagement in the learning process and choices to demonstrate learning.	

*Please refer to Policy 1.02 & Procedures 1.02.*

## **Personalized Program**

CAPE's personalized program (referred to as individualized program in the past) is a research-based, data-driven, purposeful, collaborative, and cyclical process through which each student's personalized program is developed, implemented, monitored, and re-evaluated to maximize the achievement of personal and academic goals through the acquisition of knowledge, skills, and attitudes.

Development of the student's personalized program begins with the collection of data through various means and culminates with the developed learning plan.

### **Data Collection**

- Assessment of student current competencies and capacity. Assessment can be cognitive, academic, social, emotional, behavioural, and/or sensory. Valid standardized assessment tools are used to 'drill down' as needed.
- Anecdotal and survey data are collected from students, parents, and teachers, past student files, current classroom assessments, standardized tests, and current diagnostic assessment results.
- Individual learner profiles are developed.

### **Development of an Individual Program Plan**

- Teachers, support staff, administration, school psychologist, parents, students, and community agencies collaborate in the development of the Individual Program Plan.
- The Individual Program Plan and the individual profile are used to establish effective learning groups.

### **Implementation and tracking of individual achievement.**

- Responsive periodic re-assessment of student competencies and capacity facilitate modifications to the plan as needed.

### **Examination of viable options as the individual support plan evolves.**

- The Personal Learning Plan/Individual Support Plan is a living document that evolves as the student needs change.

This program is supported by external organizations and individuals such as AHS (Speech & Language, Occupational Therapy, Physical Therapy, Addictions and Mental Health), Big Brothers and Big Sisters In School Mentor Program, Addictions & Mental Health Clinic and Mental Health Groups, Fetal Alcohol Spectrum Disorder Clinic, Children's Health and Developmental Services (CHADS) Behavioural Services and Behavioural & Developmental Diagnostic Clinic, Next Step, and Human Services: Family Support for Children with Disabilities (FSCD).

Internally, the students are supported by administration, a full-time educational psychologist, educational assistants, and teachers.

- The principal facilitates the development and delivery of the personalized program through a functional timetable, teaching assignments that capitalize on teacher strengths, interests, and experience, and the structuring of learning groups and literacy/numeracy groups, in collaboration with the educational psychologist, and is instrumental in supporting teachers in the classrooms.

- The educational psychologist is responsible for all assessments. Other areas of responsibility include supervision of Personal Learning Plans, the structuring of learning groups and literacy and numeracy groups, in collaboration with the principal, and is instrumental in supporting teachers in the classrooms. This individual also coordinates all external services and, if requested, supervises students in the Counselling and/or psychology master programs in universities.

- Educational assistants are instrumental in the delivery of the personalized program. As such, they are valued and valuable members of the educational team. Therefore, kindergarten through to grade 3 classes are provided with a full-time educational

assistant while the 4-9 classes are provided with the services of an educational assistant if the student needs within the group are such that support is warranted. Students that have been identified with severe needs are supported within the class through educational assistants based on assessments and recommendations. The support from educational assistants allows for a greater variety of accommodations and recommendations to be implemented in a timely manner and tracked for effectiveness.

- Supporting each student to maximize student outcomes is no easy task. CAPE's class size, grounded in research and Alberta Commission on Learning, is one factor that supports the school's personalized program. Classes are capped at 18+/-1 for Kindergarten to grade 3, at 22+/-1 for grades 4 and 5, and at 24+/-1 for grades 6 to 9. The smaller class sizes allow for greater time for personalized supports and reasonable, responsive implementation of accommodations and recommendations from assessments and research.

### **Integrated Setting for Enrichment Education Program (I.S.E.E. Grades 4-9)**

This program has two components, the grade 4/5 split and the 6/7/8/9 split. The grades 4 and 5 students are grouped in a cross-grade class. They are offered a fully-enriched, integrated, interactive program of studies in the four core subjects, which also involve group work, individual and/or group projects, and special projects. Grades 6-9 students are grouped in a cross-grade class. They are also offered a fully-enriched, integrated, interactive program of studies, which also involve group work, individual and/or group projects, and special projects. The English language arts and social studies programs are integrated (Humanities) and taught by one teacher or team-taught. An extensive, extended reading list including Canadian, American, British, Russian, etc. authors enrich and challenge. Students are exposed to various forms of literature and types of writings (scientific papers, research papers, position papers, plays, poetry, short stories, etc.). Science and mathematics are integrated (sciences) and taught by one teacher or team-taught. The integration allows for the application of concepts within these areas. Students have access to personal devices, Internet, e-mail, and other technologies. These are integrated into every aspect of the program. In this cross grade program students of different ages but similar abilities/areas of talent interact and work together on the same concepts but at different levels of complexity.

Participation in this program is contingent on meeting the criteria established by CAPE and on parental consent.

#### **Screening Process:**

- All students in Grade 3 are screened using the Canadian Cognitive Abilities Test (CCAT) in the spring of their grade 3 year. Any other student being considered for the I.S.E.E. program are also be screened using the CCAT.
- Any students who achieves at or above the 6th stanine (high average) using age norms on any of the subtests and on the composite score or on any two subtests is considered for the I.S.E.E. program. The placement process begins for these students with parental/guardian agreement.
- Additionally, teachers of students in grades 4 – 8 may recommend students for assessment to determine whether or not they qualify for placement in the program.

The identification process includes the following steps:

- A cognitive assessment: Wechsler Intelligence Scale for Children®—Fifth Edition (WISC-V)
- An achievement assessment (Reading Comprehension & Math): Wechsler Individual Achievement Test®—Third Edition (WIAT®—III)
- A review of the most current grades in the core subjects.
- Checklists completed by both the parents/guardians and the current teacher(s).
- A review of attendance, homework completion and behaviour.

Each of the above steps contributes a particular number of points that are then used to determine eligibility for placement within the I.S.E.E. program. Students qualify for enrichment programming within the I.S.E.E. program if their total score is 45 or higher.

- Parents will then be contacted with the results of the placement process.

### **Continuation in the I.S.E.E. Program:**

Students in the I.S.E.E. program will be expected to keep up their grades and class participation. The following is in effect for all (current and new) I.S.E.E. students in grades 4 – 9:

#### **Probation:**

1. Student grades will be monitored at progress and at report time (5 times/year).
2. If any academic grade (Language Arts, Math, Science, or Social Studies) is below 65%, the student will be placed on probation.
3. If there is no improvement by the end of the school year, the student will be exited from the program for the following school year. The child may re-qualify for the program if all initial criteria are met for the school year after that (e.g. if the child exits the program in June of 2013, he/she would not be able to re-enter the program until the fall of 2014)

#### **Exit Criteria:**

1. Any student who receives lower than a 65% cumulative mark in any academic subject OR two or more “Incomplete” grades on the final report card will be exited from the program for the following year.
2. Regular school or class attendance drops below acceptable levels (10% of the school year), unless it is due to a planned family holiday, medical emergency (hospitalization, surgery), etc.
3. The student is late 10% or more of the time during the school year.
4. Parent or student (with parent approval) request.
5. Behaviour problems of a chronic/severe nature (e.g. disciplinary in-school suspension, out-of school suspension). Vice Principal’s recommendation is needed for removal from the program on these grounds.

#### Re-admittance to the Program After Removal:

Students exited from the program due to grades, attendance, behaviour, or parental request, may be readmitted to the I.S.E.E. program after a minimum of one year's absence if ALL of the following occur:

1. The parent notifies the Director of Student Services to request a return to the program.
2. Behaviour and/or attendance problems are eliminated. Vice Principal's recommendation is needed for re-admittance to the program on these grounds.
3. It is not necessary for the student to again meet the standardized testing criterion; however, the student must have maintained the academic standard warranted by the criteria: i.e. core class report card grades must be 70% (enriched) 80% (gifted) or higher.

In addition to standardized test scores, Achievement test scores, parental feedback, teacher feedback, and student feedback will be used as evaluative tools to assess the effectiveness of the program. Teacher evaluations of the classroom atmosphere, student involvement and productivity, and parental satisfaction also provide valuable insights into the success of the program.

### **Culture-Based Second Language Program**

What is the purpose of learning a second language? Ideally, one aspires to develop skills to communicate within a certain cultural setting. The language one learns is a tool used to interact within a group; a group with its own set of customs, its own history, and its own celebrations. For students to learn a language away from these things seems counterproductive. In an attempt to have students not only gain use of a language, but delight in a culture, CAPE has expanded its second language program to include cultural as well as linguistic studies. This program hopes to cultivate fully bilingual students by the end of grade 9.

Cultural and linguistic studies hopes to intertwine vocabulary and grammar while learning about various peoples that speak the language. For example, students enrolled in French studies would learn about French Canadian culture as well as European French culture, and the culture of French colonies throughout the world. Within a study of culture would be the geography, the history, the holidays and customs, the fine arts, its famous peoples, and food. By studying a culture as well as the language, students may meet with experienced community members and learn from them. Educational experiences may become more meaningful as they engage more of the students' senses and envelop areas of student interest.

Currently, French and Spanish are offered as Cultural and Linguistic Studies. Kindergarten students are introduced to second languages through centre activities once a week. All students from Kindergarten through grade three are exposed to both languages. Students in grades four through nine must choose a language of study; either French or Spanish. Students are then grouped according to ability level. Those students at beginning and intermediate levels, along with students transferring in with no previous language classes, will be placed in level a or b classes. Advanced students will be grouped together into a level c class.

The allocated class time for second language is as follows:

Kindergarten and Grade 1: 15-30 minutes per week of Spanish and 15-30 minutes per week of French

Grade 2 and 3: 60 minutes per week of Spanish and 60 minutes per week of French

Grade 4-9: 90 minutes per week of Spanish and 90 minutes per week of French

CAPE School recognizes the specific needs of those students who require more attention to their English skills before they can manage a second language. For these students, an exemption from Cultural and Linguistic Studies is given.

## ***SECTION 2- Governance***

### **CAPE CHARTER BOARD**

(Board AGM & election of officers in May/June)

[www.capeisgreat.org](http://www.capeisgreat.org)

A maximum of 10 elected Board members: Chair  
Vice-Chair  
Member(s) at Large (parents)  
Member(s) at Large (Community Representative(s))  
Member(s) at Large (School Council Representative)

The CAPE Board of Directors meets once a month, usually on the 4th Wednesday of the month, with the exception of the month of July.

Board Committees: Finance Committee  
Technology Committee  
Ad hoc committees

### **Reporting to the CAPE Charter Board**

Superintendent  
Secretary-Treasurer  
Principal  
Director of Student Services  
Staff Representative

### **CAPE School Administrative Team**

Superintendent  
Principal  
Vice-Principal  
Director of Student Services  
Executive Assistant  
Administrative Assistant  
Administrative Assistant/Building Manager

Out-of-School Care: Manager

## **CAPE School Council**

(School Council AGM & election of officers in September, as well as committee selection.)

Chair  
Vice-Chair  
Secretary  
Treasurer  
Board Rep  
Community Rep  
Principal  
Teacher Representative  
and  
Hot Lunch Coordinator  
Uniforms Coordinator  
Fundraising Coordinator  
Casino/Cooperating Society of Parents

## **Reference Materials**

1. The **Staff Contact List** is compiled in early September by the Administrative Assistant and updated as required. This document is made available to all staff on GoogleDocs.
2. The **CAPE Policy Manual** is posted on the CAPE website ([www.capeisgreat.org](http://www.capeisgreat.org)) and a hard copy is available in the staffroom and the main office.
3. The **CAPE Administrative Procedures Manual** is posted on the CAPE website ([www.capeisgreat.org](http://www.capeisgreat.org)) and a hard copy is available in the staffroom and the main office.
4. The **Forms binder** is available in the staffroom and the main office.
5. The **Staff Handbook** is posted on the CAPE website ([www.capeisgreat.org](http://www.capeisgreat.org)) and a hard copy is available in the staffroom and the main office.
6. The **School Act and Regulations** <http://education.alberta.ca/departments/policy/legislation/regulations.aspx>
7. **Charter Schools Regulation 212/2002** <http://education.alberta.ca/parents/choice/charter.aspx>
8. **Charter Schools Handbook** <http://education.alberta.ca/parents/choice/charter.aspx>



## SECTION 3- Staff

### Qualifications

#### **All CAPE staff**

- must be certified in Alberta.
  - must be dedicated to excellence.
  - must follow exemplary practices of professional conduct. Please refer to the Codes of Conduct on the CAPE website and attached to each contract.
  - must practice high levels of confidentiality at all times.
  - are to be certified in first aid and WHMIS training.
  - must participate in professional development initiatives.
- Please refer to Policy 6.07 and Procedures 6.07

#### **All CAPE teaching staff**

- are qualified teachers **certificated** through Alberta Education. Please refer to Policy 6.01 and Procedures 6.01 must be dedicated to excellence and be diligent in its pursuit.
- hold a Bachelor of Education and preferably one other degree, if possible. (ex: M.A., B. Sc.)
- must be risk-takers willing to trying new ideas/methods/projects.
- must become involved with students in extra-curricular activities.
- are responsible for supervision of students.
- are responsible for supervision and evaluation of educational assistants.

#### **Professional Requirements and Conduct: Please refer to**

*Policy 6.9 Role of the Teacher*

*Policy 6.10 Role of the Educational Assistant*

*Policy 6.11 Role of the Director of Student Services*

*Policy 3.1 Role of the Superintendent*

*Policy 3.2 Role of the Principal*

*Policy 3.7 Role of the Administrative/Executive Assistant*

*CAPE Code of Professional Conduct for Non-Certificated Staff*

*CAPE Code of Professional Conduct for Certificated Staff*

*School Act and Regulations*

### Salary and Tax Requirements

After the first staff meeting, each **new staff member** needs to complete the following forms and return them to the Secretary-Treasurer.

a) **Income Tax - Form TD-1**

b) application form for coverage under the **Alberta Health Care Plan**

c) application form for participation in the SunLife **benefit plan**

- d) teachers need to complete the **membership form for the ATA**, the registration fee may be paid for by the Board

Should a staff member have any questions about completing these forms or terms on these forms, they should be directed to the Secretary-Treasurer. If a staff member has a second job, it is imperative that the Secretary-Treasurer be informed in writing so that appropriate taxes may be deducted. If the staff member neglects to inform the secretary-Treasurer, that member assumes all responsibility for paying owed taxes as assessed on annual tax returns. It is the responsibility of a staff member to inform the Secretary-Treasurer of any change of address, legal name, tax-related changes, health benefit changes, additional dependents or any other changes the staff member wishes to make.

## **Credentials**

**Teachers** must provide the Superintendent (please give directly the executive assistant) with:

- e) an Alberta Education Teacher Certification Services statement (**TQS**) within five (5) months of the start of the first year of employment. It is the responsibility of the teacher to inform the superintendent of any changes to TQS as this will affect that staff member's salary grid placement.

Please refer to Policy 6.01 and Procedures 6.01.

- f) a valid **Alberta Teaching Certificate** within five (5) months of the start of the first year of employment.

Please refer to Policy 6.01 and Procedures 6.01.

- g) **letters of experience** from previous employers within five (5) months of the start of the first year of employment. Please refer to Policy 6.01 and Procedures 6.01.

Since placement on the salary grid is dependant on TQS and documented years of experience, it is imperative that these two documents be provided to administration within the stated timeframe so that salaries may be adjusted. Failure to do so, will result in the employee forfeiting any and all retroactive pay scale adjustments for all full years for which the documentation was not available. Any overpayments during all full years for which the documentation was not available will not be recovered by the employer.

All staff must provide the Superintendent (please give directly to Executive Assistant) with:

- f) a clean **Police Information Check Certificate**, including a clean **Vulnerable Sector Check**, and an Alberta Children Services' Intervention Record Check within two (2) months of the start of the first year of employment. A clean Vulnerable Sector Check, and an Alberta Children Services' Intervention Record Check are conditions of employment. The Vulnerable Sector Check, and the Alberta Children Services' Intervention Record Check must be updated every two (2) years. Please refer to Policy 6.01 and Procedures 6.01.

- g) be certified in **first aid** and **WHMIS** training. These certificates must be renewed every 3 years.

Please refer to Policy 6.01 and Procedures 6.01

## **Teachers Holding Interim Certificates or Newly appointed Teachers**

**Teachers are responsible for ensuring they hold a valid Alberta teaching certificate.** Teachers who have an interim certificate which expires in August, **must** advise CAPE administration by **September 30**, that they will require a recommendation for a permanent certificate or a recommendation for an extension to an interim certificate.

A teacher whose interim certificate expired on or before **August 31**, and has not yet received notification that his or her teaching privileges have been extended **must notify CAPE administration immediately**.

A teacher from outside of Alberta must have an Alberta teaching certificate before teaching at CAPE. A teacher must notify CAPE administration immediately if:

- the teacher has applied for but not received a certificate OR
- the teacher has not applied for a certificate by August 1.

## **Professionalism and Expectations of Conduct**

As a school, CAPE is a professional organization and promotes high levels of professionalism. Specific conduct expectations for teachers and educational assistants can be found in the School Act. Furthermore, the CAPE Board of Directors has adopted the **Code of Conduct for Certificated Staff** and the **Code of Conduct for Non-Certificated Staff**. Any instances of unprofessional conduct may be grounds for immediate dismissal at the discretion of the Superintendent and the administration.

Charter school teachers cannot be active members of the ATA since the *Teaching Profession Act* applies only to school boards (non-charter public boards). They can, however, be associate members of the ATA. Charter school teachers are not bound by the ATA Teachers Code of Conduct since they are not employed by a school board and therefore not subject to the Teaching Profession Act. They are however bound by the *Code of Professional Conduct for Teachers Not Subject to the Teaching Profession Act*.

*Please refer to the website for these codes.*

## **Ethics**

CAPE is not affiliated with any specific religion or political persuasion. We do not teach religion or morals or a political viewpoint. **We present philosophies only.** To this end, we may incorporate ‘Comparing Community Religions’ & ‘Political Systems in the Community’ as part of our program just as we include mythology, history, art appreciation, and history of music.

Personal convictions and/or preferences must remain personal; they must not be presented in the classroom. At best, they may be voiced in answer to a direct question, but one must make great efforts to clearly state that those are personal views. It is preferred if the question were redirected.

## **Staff Evaluations**

Staff evaluations are conducted on a regular basis using both informal (supervision) and formal (evaluation) formats. Expectations for teachers are outlined in the Teaching Quality Standard as per Alberta Education. Expectations for educational assistants supports the work of the teachers. The administration will inform staff of formal evaluation dates and will conference with the staff member to discuss the evaluation form.

At any time, staff may request feedback, guidance, or assistance with the understanding that this does not reflect negatively upon the staff member.

Two types of teacher evaluations will be carried out - formative evaluation (teacher supervision) and summative evaluation (teacher evaluation).

- Formative evaluation will be carried out by the principal with feedback to facilitate professional growth and the improvement of instruction. This will be conducted very informally, with the purpose being a collaborative discussion about teaching, learning, and facilitating student success.
- Summative evaluation will be done by the principal. This formal evaluation will be done once in the first year and possibly for any other probationary employment years. This formal evaluation will also be done at the request of the teacher or when, or on the basis of information received through supervision, the principal has reason to believe that the teaching of the teacher may not meet the teaching quality standard or for purposes of gathering information related to a specific employment decision such as promotion or for purposes of assessing the growth of the teacher in specific areas of practice.
- Two types of educational assistant evaluations will be carried out - formative evaluation (supervision) and summative evaluation (evaluation).
- Formative evaluation will be carried out by the supervising teacher with feedback to facilitate professional growth and the improvement of instructional support skills. This will be conducted very informally, with the purpose being a collaborative discussion about assisting the teaching, learning, and facilitating student success.
- Summative evaluation will be done by the teacher. This formal evaluation will be done once in the first year and possibly for any other probationary employment years. This formal evaluation will also be done at the request of the educational assistant or when, or on the basis of information received through supervision, the teacher has reason to believe that the educational assistant may not meet the CAPE standards or for purposes of gathering information related to a specific employment decision such as promotion or for purposes of assessing the growth of the educational assistant in specific areas of practice.
- Two types of administrative assistant evaluations will be carried out - formative evaluation (supervision) and summative evaluation (evaluation).
- Formative evaluation will be carried out by the principal with feedback to facilitate professional growth and the improvement of support skills. This will be conducted very informally, with the purpose being a collaborative discussion about assisting the administrative assistant in achieving greater effectiveness in the role.

- Summative evaluation will be done by the principal. This formal evaluation will be done once in the first year and possibly for any other probationary employment years. This formal evaluation will also be done at the request of the administrative assistant or when, or on the basis of information received through supervision, the principal has reason to believe that the administrative assistant may not meet the CAPE standards or for purposes of gathering information related to a specific employment decision such as promotion or for purposes of assessing the growth of the administrative assistant in specific areas of responsibility.

*Teachers please refer to Policy 6.03, Procedures 6.03 and Forms Binder, Staff, Staff Evaluations, Teachers.*

*Assistants please refer to Policy 6.04, Procedures 6.04 and Forms Binder, Staff, Staff Evaluations, support Staff.*

*School Leaders please refer to Policy 6.03, Procedures 6.03 and Forms Binder, Staff, Staff Evaluations, School Leaders.*

### **Dress Code for Staff**

All staff members are required to dress in accordance to their specific job, with professionalism in mind. This means that clothes worn for work and work-related activities need to be of modest coverage (no strapless tops or spaghetti straps for women, no muscle shirts for men). While fitted clothing may be fashionable, staff members need to be aware of the fine line between fitted and too tight. If lines from undergarments can be clearly seen, the garment is to be considered too tight. Women must be attentive about clothing with low-cut or gaping necklines and skirts or bottoms that are too short or have revealing slits. These garments are not appropriate attire for a school. At no time should skin at the midriff be visible.

#### **“Guide to Business Casual Dressing for Work”**

The objective in establishing a professional dress code within a school is to allow the staff to work comfortably in the workplace. Yet, we still need the staff to project a professional image for our students, parents, potential staff, and community visitors. Business casual dress is the standard for this dress code.

No dress code can cover all contingencies so staff must exercise a certain amount of judgment in their choice of clothing to wear to work. If uncertain about acceptable professional business casual attire for work, please ask your supervisor.

Because all casual clothing is not suitable for the office, these guidelines will assist in determining what is appropriate to wear to work. Clothing that works well for the beach, yard work, dance clubs, exercise sessions, and sports contests are not appropriate for a professional work environment. Unless teaching physical education classes for the majority of the day, yoga pants, sweats, etc. are not appropriate attire.

Even in a business casual work environment, clothing should be pressed and never wrinkled. Torn, dirty, or frayed clothing is unacceptable. All seams must be finished. Any clothing that has words, terms, or pictures that may be offensive to other staff or students is unacceptable. Clothing that has the school logo is encouraged. Sports team, university, and fashion brand names on clothing are generally acceptable. Clothing that reveals too much cleavage, back, chest, feet, stomach or undergarments is not appropriate in a school environment, even in a business casual

setting. This must be considered not only when standing, but also when moving and bending. Clothing that may be offensive to others is never appropriate. Certain days may be declared dress-down or themed dress days. On these days, jeans and other more casual clothing are allowed.

The following is a general overview of appropriate business casual attire. Items that are not appropriate for the office are listed as well. Neither list is all-inclusive and both are open to situational change. The lists tell you what is generally acceptable and not acceptable as business casual attire.

- **Slacks, Pants, and Suit Pants**  
Slacks that are similar to Dockers and other makers of cotton or synthetic material pants, wool pants, flannel pants, dressy capris, and nice looking dress synthetic pants are acceptable. Inappropriate slacks or pants for the classroom include jeans, sweatpants, exercise pants, Bermuda shorts, short shorts, bib overalls, leggings, and any spandex or other form-fitting pants such as people wear for biking. Jeans are only appropriate for messy class activities or field trips to places that are likely dirty i.e. farms. If teaching or assisting with a physical education class, gym-appropriate clothing is acceptable. However, these items must not be too tight, nor should they allow any midriff to show.
- **Skirts, Dresses, and Skirted Suits**  
Casual dresses and skirts, and skirts that are split at or below the knee are acceptable. Dress and skirt length should be at a length at which one can sit comfortably in public. Short, tight skirts that ride halfway up the thigh are inappropriate for work. Short mini-skirts and spaghetti-strap dresses are inappropriate for the office.
- **Shirts, Tops, Blouses, and Jackets**  
Casual shirts, dress shirts, sweaters, tops, golf-type shirts, and turtlenecks are acceptable attire for work. Most suit jackets or sport jackets are also acceptable attire for the office, if they violate none of the listed guidelines. Inappropriate attire for work includes tube tops; midriff tops; shirts with potentially offensive words, terms, logos, pictures, cartoons, or slogans; halter-tops; muscle shirts for men; hoodies and sweatshirts. Again, specific sports wear must be appropriate for instructional times.
- **Shoes and Footwear**  
Conservative athletic or walking shoes, loafers, sneakers, boots, flats, dress heels, and leather deck-type shoes are acceptable for work. Thongs, flip-flops, go-go boots or other boots, extremely high heels, and slippers are not acceptable in the office. The type of footwear that is appropriate for school greatly depends on the activities in which one will be engaging.
- **Jewelry, Makeup, Perfume, and Cologne**  
Should be in good taste, with limited visible body piercing. Remember, that some students and other staff may be allergic to the chemicals in perfumes and make-up, so wear these substances with restraint.
- **Hats and Head Covering**

Hats are not appropriate in the school. Head covers that are required for religious purposes or to honour cultural tradition are allowed.

If clothing fails to meet these standards, as determined by the staff's supervisor, the staff member will be asked not to wear the inappropriate item to work again. If the problem persists, the staff member may be required to return home to change clothes and will receive a verbal warning for the first offence. All other policies about personal time use will apply. Progressive disciplinary action will be applied if dress code violations continue.

This short outline of the CAPE dress code expectations is provided for guidance only.

### **Teacher Responsibilities**

The teacher at all times remains responsible for the instruction of students and fostering of student learning as outlined in the Teaching Profession Act (though not applicable to charter school teachers at this time) and the School Act. Specific codes of conduct and policy expectations are attached to staff contracts.

The teacher is responsible for the diagnosis of educational needs, the design of appropriate instruction and programs, the evaluation of students' progress, and the communication and reporting of students' progress to students, parents, and the Board.

The teacher may use the services of educational assistants in assisting the teacher to fulfill his or her responsibilities. For example, a teacher may assign an educational assistant to prepare classroom materials or to provide students with assistance in the application of concepts included in the relevant program(s) of studies. Similarly, a teacher may seek input from educational assistants in diagnosing needs and designing instructional programs.

The teacher is responsible for the direction, supervision, and evaluation of educational assistants. All relevant information emanating from such activities must be reported to the administration.

The teachers must ensure that educational assistants carry out their role and responsibilities in a manner consistent with approved programs of study and the maintenance of students' safety and well-being.

A teacher is assigned an educational assistant only if the teacher so requests and at the discretion of the administration, unless it is part of the school program.

When teachers encounter difficulties in their relationships with non-teaching personnel, they should attempt to resolve those concerns by discussing them directly with the person involved. The teacher has a right to expect the same level of respect when a teacher's educational assistant has concerns about the teacher. The next step in the resolution of the concern is administration. A teacher must not attempt to resolve a concern between a teacher and the educational assistant by making unilateral decisions.

The teacher is expected to handle issues with fellow staff in a discreet and direct manner. Only the people involved need to be informed of the situation. The people involved have the right to confidentiality and to resolve the concern

without third party involvement. Should the situation not resolve itself, the involved parties are to seek help from the administration only.

*Please refer to Policy 9.05, 9.08 and Procedures 9.05 and 9.08.*

### **Principles to Guide Teachers Supported by Educational Assistants**

Educational assistants constitute part of what, in the education community, are known as support staff, a term designating personnel who help teachers carry out the educational mission of the school and who make the educational experiences of children more rewarding.

The teacher is:

- at all times responsible for the instruction of students and the fostering of student learning.
- is at all times for the diagnosis of educational needs, the design of appropriate instruction and programs, the evaluation of students' progress, and the communication and reporting of students' progress to students, parents and the Board.
- responsible for the supervision, direction and evaluation of the educational assistant.

The educational assistant provides support by the following means listed in order of importance:

- working directly with students to deliver activities that reinforce and advance the educational program.
- providing the teacher with feedback and suggestions.
- enhancing the physical environment of the students by structuring bulletin boards, organizing centres, etc.
- assisting the teacher with marking of objective work using a key.
- inputting information such as test scores and report card comments in the computer. Proofreading (but not making final corrections of) comments written by the teacher.
- monitoring student daily planners.
- photocopying student work or required resources.
- attending to classroom organization and cleanliness.
- supervising activities as directed by the teacher.
-



## **Responsibilities of Educational Assistants**

- Educational assistants are responsible firstly to the class and then teacher to whom they are assigned.
- Educational assistants must not be asked nor be expected to take work home, stay well past a reasonable time (ex: 4:15 p.m.), or use a personal vehicle to run errands of a personal nature on behalf of the teacher or any other staff member. They are expected to be on site at least 20 minutes before school starts and remain until at least 20 minutes after classes are dismissed.
- Even if the teacher's educational assistant (and other members of the team working with the student) participates in a parent-teacher meeting, the teacher remains the final decision maker and spokesperson for the team.
- As teachers are ultimately accountable for a school's educational program, non-teachers should not normally be allowed to participate in decisions about the educational program and budget. However, educational assistants are invited to attend case conferences and meetings at which monitoring of students' progress takes place in as much as they work closely with the students.
- Teachers and educational assistants are **strongly reminded** of privacy issues. The privacy and confidentiality of students must be maintained and respected at all times.
- A teacher's educational assistant has the right to expect concerns to be addressed directly before others are involved. Similarly, the teacher has a right to expect the same level of respect when a teacher's educational assistant has concerns about the teacher. The next step in the resolution of the concern is administration. A teacher must not attempt to resolve a concern between a teacher and the educational assistant by making unilateral decisions. The people involved have the right to confidentiality and to resolve the concern without third party involvement.

### **Educational assistants DO NOT:**

- report on student progress to parents.
- comment on discipline issues to parents.
- comment on classroom teaching methodologies/practices.
- plan or comment on programs within the classroom.
- comment on teacher professional activities.
- write or make revisions to report card comments.
- calculate report card marks.
- write report card marks in official books or folders.

Such issues must be referred firstly to the teacher and then to the administration, if the need arises.

*Please refer to Policy 6.10 and Procedures 6.10 and the CAPE Code of Professional Conduct for Non-Certificated Staff*

## **Professional Development**

Professional development activities are expected for all instructional staff. All PD must be approved by the administration, with the expectation that staff take part in two activities per year. It is suggested that teachers access one activity in town and one out of town each year. Depending upon availability of funds, CAPE will cover the bulk of the costs associated with professional development. For sessions that would benefit multiple staff, it is encouraged that traveling and lodging expenses be shared.

PD activities can take the following forms:

- visit the classroom of another teacher
- organize a speaker for the whole staff
- take an evening or weekend course
- take a short summer course
- take a correspondence course
- attend an evening at the theatre, ballet, opera, theatre in the park, go to a good movie
- visit a cultural site
- organize an exchange program or start a pen pal correspondence
- go visit a school that is trying a different approach
- join professional associations, or a professional learning community (PLC)

**All teachers are required to complete Professional Growth Plans yearly. The Professional Growth Plan for each teacher is individually chosen and must be of an area that will impact student learning.**

*Please refer to Policy 6.03, 6.04, 6.07, Procedures 6.03, 6.04, 6.07 and Forms Binder; Staff, Professional Development.*

## **Substitute Teachers and Substitute Educational Assistants**

**No teacher** can be hired to substitute until he or she has been placed on the substitute teacher list in the CAPE office. To be included on the list and be accepted to sub, interested parties must:

- submit a current resume with references.
- take part in an interview.
- provide a copy of a valid teaching certificate.
- provide a clear Criminal Records Check and Vulnerable Sector Check.
- provide a clear Child Welfare Check.

This procedure will ensure that teachers have a valid teaching certificate. A list of substitute teachers will be available in early September. If a teacher will be absent, please contact the Administrative Assistant as soon as possible directly by phone (no texts) so arrangements can be made for a sub. Plans for the day's classes, including supervision requirements, need to be provided to the Administrative Assistant to forward to the sub. Should a teaching assistant be absent, arrangements for subs will be made at the discretion of the Principal. All arrangements for substitutes will be at the discretion and approval of the principal.

## SECTION 4- School Day & Protocols

### School Day for Staff

Full time teaching and support staff members are to be on site from **at least twenty minutes before the first bell until at least twenty minutes after** the dismissal bell. Part time staff is expected to be on site at least 20 minutes before their start time and until at least 20 minutes after their end time. Executive/Administrative assistants will have staggered schedules to ensure coverage of the office from 7:45 a.m. until 4:30 p.m. with breaks given for coffee and lunch. All staff is to be on site during Friday afternoons until 3:30 p.m. to participate in planning activities, professional development activities, or staff meetings that are scheduled for that day. Part-time staff is to be on site an amount of time equivalent to their FTE time, with consideration of staff meetings.

### Timetables and Schedules

Teachers are supplied with a series of schedules and timetables for the year. These are distributed at the first staff meeting, if not sooner. These documents are posted on google docs, accessible through the school-based email.

Sometimes, revisions need to be made. Each version will be dated and staff will receive updates electronically. Please ensure the latest date document is the one used.

### Staff Meetings

The school holds staff meetings regularly. These meetings will be held as needed on Fridays starting at 1:15 p.m. Meetings may include a variety of personnel based on the purpose of the meeting and the type of information shared.

- Full Staff meetings (all CAPE staff)
- Instructional staff only (teachers and educational assistants)
- Teachers only (self-explanatory)
- Teaching Assistants only (self-explanatory)
- POD Meetings (grade-specific groups of teachers and support staff with administrator)
- Office Staff (executive/administrative assistants)
- Administration (superintendent, principal, Director of Student Services, FOIP coordinator, fundraising coordinator)

It is expected that required staff attend all designated staff meetings. The schedules for Fridays (meetings or PD activities) is distributed via e-mail prior to the meeting. Fridays that do not have specific group meetings will be specifically allocated for such activities as small group work, planning special projects, working on IPPs, in-service sessions, or collaborative planning. **It is, however, to be clearly understood that this Friday time is not time off and that all staff members are to stay until at least 3:30 p.m..** Brief staff meetings may be called on these Fridays, or other times, as important issues arise.

## **Supervision**

Supervision is a part of the job for instructional staff and is allocated in an equal manner in an attempt to balance allocated work minutes per week (supervision and class time). In order for the students to routinely follow expectations, it is important for staff to try and be consistent in administering rules within the school and outside.

- **Within the classroom**

Students are expected to work or eat quietly in their classrooms. Voice volume must be appropriate for indoor situations. All teachers, especially those teachers who share a classroom, should address the classroom expectations and post them so that other staff are aware. At no time should students be walking on desks. Playing non-educational games on computers and having food by computers is strictly prohibited.

- **Playground**

Vigilance on the playground is vital. Supervisors should patrol the playground individually to maintain adequate supervision of all the playground areas. At no time are students allowed to walk on top of the playground structure or play chasing games on the structure. Long items, such as skipping ropes and scarves are a strangulation hazard and as such as strictly prohibited on the structure. Students should finish snacks before engaging in running or climbing activities as to not increase the risk of choking.

- **Injuries**

Should an injury take place in the school or on the playground, the supervising teacher or teaching assistant is responsible for completing the Injury Report Form (*see Forms Binder, Safety, Accident Report*). Any head injuries should be identified immediately to the office for further management.

If a teacher is absent, the substitute will be responsible for any scheduled supervision. For teaching assistants, the same rule will apply if a sub is available. However, in an attempt to create a cooperative working atmosphere, it is encouraged that a pay-back system be used. Teachers should not assign extra supervision to a teaching assistant as a regular practice. This should only be used in extreme cases (parent meeting, emergency). Again, a payback system is encouraged where the parties involved come to a collaborative agreement.

## **Documents and Forms**

### **Documents**

CAPE uses a number of documents to provide support to staff and clarify expectations. Most of these documents will be e-mailed to staff at the beginning of the year. Forms are also available in the workroom in labelled binders. These should be saved on individual computers and updated as updates are sent. Should you at any time require any of these documents, please see administration.

- **School Act @ <http://www.qp.gov.ab.ca/Documents/acts/S03.CFM>)**  
Particular parts of the School Act that pertain to teachers, teaching assistants, students and parents are highlighted in policy and code of conduct documents that are attached to the annual contract. It is expected that staff read through these and be familiar with expectations as mandated by the province.
- **Staff Handbook (e-mailed to all staff, hard copy kept in office, electronic copy on the CAPE web site [www.capeisgreat.org](http://www.capeisgreat.org))**  
This document contains specific school information. Expectations are clearly outlined. Details are given as to how to execute specific tasks. Recommendations are given for specific issue management. Please refer frequently to this document as it is written specifically for CAPE staff.
- **Student Lists (given to all staff electronically)**  
Class and family lists will be sent electronically to staff. Updates with modified date will be sent to staff electronically with the necessary changes made. Please ensure you use the most recently dated information.
- **Supervision Schedules (given to all staff electronically)**  
Supervision of students is necessary for times during recess, fitness, lunch, prior to school and after school. A homework room supervision schedule is given to teachers of students in grades 4 through 8. Updates will be dated and sent to staff via email.
- **Alberta Curriculum (e-mailed to teachers and found on-line @ <https://education.alberta.ca/topic-search/?searchMode=3>)** The Alberta Curriculum is the foremost source of objectives for teaching students. An electronic version of the curriculum is supplied via e-mail for easy reference and for cutting and pasting directly onto electronic plans. Locally-developed objectives, such as those covered in Wellness projects, will also be e-mailed to teaching staff as a separate document.
- **Evaluative Tools (e-mailed to teachers and on server)**  
A file containing rubrics and checklists is provided to assist with student evaluation. Teachers are encouraged to use these tools and modify them as necessary. Please save any modified forms and forward them to administration to add to future resources.
- **Planning and Tracking Documents (e-mailed to teachers)**  
Within the teaching planning folder emailed to teachers there is a collection of blank planning templates. All plans are to be completed electronically and printed as often as the teacher prefers. The planning templates include:
  - Integration Year Plan Template
  - Second Language Planning Template
  - Daily / Unit Plan Template
  - Parent Communication Log \*also sent to teaching assistants (as outlined above)

## Staff Forms

### ○ **Special Events Forms**

Special events forms are used to keep track of occurrences such as guest speakers or volunteers, completed field trips, professional development, and contests. These forms are to be filled out **completely** by the teacher **immediately** after the event. This ensures timely delivery of such things as thank-you letters.

**At the end of each month** teachers are expected to return the forms in the envelope provided to the designated administrative assistant. It is vital the forms are completed in full.

### ○ **Parent Communication Log Forms**

Parent Communication Log forms are used to keep track of face-to-face, e-mail, planner or letter communications with parents/guardians. These forms are to be filled out **completely** by the teacher **immediately** after each communication. This ensures timely recording of the communication for future reference and follow-through.

**At the end of the year** teachers are expected to return the forms to the designated administrative assistant. It is vital the forms are completed in full.

*Please refer to Forms Binder;*

### ○ **Field Trip Forms**

To prepare for a field trip, these forms help track the process of permission, transportation, etc. Please be sure to read the section on field trip protocols. Completed forms need to be given to the designated administrative assistant upon returning from the trip along with a special events form.

*Please refer to Forms Binder, School-Sponsored Initiatives.*

### ○ **Accident / Injury Report Form**

Anytime that a student sustains a substantial injury and requires assistance, an accident form needs to be completed by the teacher and/or aide that helped the student.

Ensure that the form is completed in its entirety.

The forms can be obtained from the designated administrative assistant and returned to her as soon as possible.

*Please refer to Forms Binder, Safety, Accidents Reports.*

### ○ **Professional Growth Plans**

A copy of this form will be sent to teaching staff electronically at the beginning of the year. These plans need to be completed and returned electronically by the due date.

*Please refer to Forms Binder, Staff, Professional Development, Teachers or School Leaders, PGP.*

## Student Forms

### ○ Homework / Behaviour Forms

These pink forms are used to track student behaviour and allow students and staff the opportunity to present their perspectives on a situation. These forms are used to track two types of instances; homework infractions and issues with behaviour.

- **Homework:** If a student is not finished the homework, the teacher is to provide the student with a form and collect the form. The student is to stay in class unless the activity requires other arrangements.
- **Behaviour:** Following the 1-2-3 Magic steps, staff must record the behaviour of students who are timed-out or removed from class. These completed forms are to be given to the Special Services Coordinator/Counsellor the day of the incident.

### Student Attendance (pink forms)

#### ○ Permission Forms

Written parent/guardian consent must be given for students to take part in various programs, such as participation in out-of-town field trips and Human Sexuality in health. Permission forms must be sent to parents with ample time to have the form returned.

*Please refer to Forms Binder, School-Sponsored Initiatives.*

*Please refer to Forms Binder, Human Sexuality.*

#### ○ Procedure for Sending and Collecting of School-Wide Permission Forms (ex: Human Sexuality waiver forms)

1. The designated administrative assistant prepares packages.
2. The designated administrative assistant delivers packages to home room teachers in a file folder with a class list attached.
3. Teacher distributes packages to students.
4. Teachers collect the forms and mark off the student's name on the list (keep returned forms in a folder).
5. When ALL forms are returned, the teacher returns the whole file to the designated administrative assistant for filing. Students who do not have a signed consent form or letter may NOT take part in the program.

○ **Procedure for Sending and Collecting of Grade Specific Permission Forms** (ex: Field trip waiver forms)

1. The teacher (or group of teachers) is/are responsible for preparing, distributing, and collecting the packages.
2. When ALL forms are returned, teachers will return all the forms to the designated administrative assistant (Rebecca Thompson) to date and file.

*Please refer to the Forms Binder.*

### **Daily Attendance**

- The homeroom teacher is responsible for inputting student attendance into the electronic system by 8:50 each day. Each teacher is responsible for taking attendance every period.
- Attendance by period should be reported to the designated administrative assistant via specific attendance sheets. She will call the parents and communicate to the teacher as to why the student is absent.
- An accurate record of students' absences must be available at all times. A parent must be contacted if a student accumulates a significant number of absences. Contact the Principal for immediate action.
- A written note or a phone call from a parent/guardian is necessary on the morning/day of the absence or immediately after a student returns to school. Please keep all such notes for the full academic year. At the end of the school year these notes may be shredded.
- All attendance information must be entered into the School Management Program for effective record keeping. This will be done by the designated assistant. Each teacher must hand in weekly attendance sheets each Friday. These will be used to record the absences in School Management Program, copied, and then returned to the individual teachers.

If a teacher knows that a student will be away, please inform the designated administrative assistant for record keeping purposes.

- Please ensure that all "lates" are recorded. If several "lates" are accumulated by one student, the homeroom teacher is to contact the parents. If the issue persists, contact the Principal for immediate action.
- A late student does not require a note to be excused (by a reason such as "medical" or "note"), but must bring a late slip as issued by the office to gain admittance to the class.



*Please refer to Policy 8.03, Procedures 8.03 and Forms Binder, Students, Attendance.*

### **Delivery of Messages**

Any messages taken via the office will be forwarded to staff with preferences for e-mail or iChat. It is expected that staff use iChat regularly to communicate attendance with the office.

### **Classroom Organization/Cleanliness Protocol**

Students are responsible for keeping the classroom and their individual work place clean and tidy. A recommended breakdown of expectations by grade will be given to teachers and accessible on google docs through the school mail. Along with teacher expectations to teach and enforce student organization, these specific expectations are to be followed:

- Pencils, pens, erasers, etc. are to be neatly organized in/on desks in supplied pencil boxes.
- Papers need to be neatly filed in binders (in the rings).
- Books and binders must be neatly stacked on the desk or in provided storage areas.
- Computers and computer areas need to be clean and free of food, drinks, and garbage at all times.
- Clothing, backpacks, and other attire must be kept on hooks separate from the student desk area.
- Shoes must be neatly organized in designated areas as per the homeroom teacher's guidelines.
- Lunch items and snacks need to be cleaned up immediately at the end of break times. Food items are to be kept off of desks and work spaces during instructional classes.
- At no time are materials to be stored on the floor. These are potential hazards in case of an evacuation emergency.
- A clean up routine for the end of each day is expected to be set up and maintained by each homeroom class. Chairs must be put up on tables. All classroom garbage cans are to be emptied into large bins in the main hallways. Classroom white boards or chalkboards should be erased. Homework items and vital information may stay on the board.

**Teachers and teacher assistants should remember that as role models for the class, you are also expected to follow these guidelines. This helps set the expectations for the class.**

### **Infractions for Organization**

- If a student is not maintaining an organized work space or storage area even with the given class time and assistance, it is acceptable for a student to use recess or break times to get these areas organized to the teacher's satisfaction.
- If organizational issues continue and expectations and practices are not heeded, the student may be given a behaviour tracking form. It is then expected that materials be organized.

## **Parents in the School**

Generally, parents are welcome at CAPE at any time. They are an integral part of our educational group and must be made to feel as such. Parents are welcome to:

- visit.
- have lunch with their children.
- serve as general aides under the guidance and supervision of the teacher.
- serve as guest lecturers.
- organize or assist with fundraisers.
- organize special activities in unison with the teachers.
- share in the supervision, but not substitute for the assigned employee of the school.
- make suggestions about the programs.

Please, keep parents well informed as to the progress of their children and enlist their help if needed.

## **Volunteers**

Because a classroom is a work site, adult visitors to the classroom are expected to be part of the working team for the time that they are present. The classroom teacher is ultimately responsible for determining how frequently parents can visit and how extensively they can become involved in classroom activities. Volunteers who are allowed into a classroom gain access not only to the children themselves but also to confidential records. In addition, they may witness interactions of a confidential nature. For these reasons, before any volunteers have access to classrooms they must:

- have the express permission of the supervising teacher to be present.
- work strictly under the direct supervision of the teacher.
- agree to respect the confidentiality and personal integrity of the students, the teachers, and other staff.
- focus on helping students attain goals set by the teacher.
- agree to help all children as needed, not just their own. To assist in this, CAPE encourages volunteers to work in classrooms in which they have no children.

Volunteers are not permitted to:

- mark or distribute the work of students.
- help in the management of the student planners.
- counsel students in a private capacity.
- discipline students.
- discuss classroom issues with those outside the classroom.

*Please refer to Forms Binder, Safety, Waivers/Log.*

*Please refer to Forms Binder, Community Involvement, Special events.*

## ***SECTION 5- School Health and Safety***

### **Staff Health & Safety**

**In compliance with Alberta’s mandate for ‘safe and caring schools’, CAPE employs a number of health and safety measures.**

#### **Criminal Check with Vulnerable Sector Check and Child Welfare Check**

Upon accepting a position at CAPE, each staff member is responsible for supplying a current criminal record check, with vulnerable sector check, and child welfare check with the expectation that each are returned clear of offences. These documents must be received within the first 4 months of employment. Every three years, these documents must be updated. The Board will reimburse half the cost of updating these documents. Each staff member is responsible for reporting any change in the personal documents. The presence of offences, or failure to report changes in status, may be cause for dismissal at the Superintendent’s discretion.

*Please refer to Policy 6.01 and Procedures 6.01.*

#### **First Aid and WHMIS Training**

All CAPE staff is to be certified in first aid and WHMIS. CAPE will pay for staff to take these programs. Should a staff member fail to pass the course, the individual member will be responsible for taking the course again at his/her own expense and within an acceptable time as arranged with the Principal or Superintendent.

*Please refer to Policy 6.01 and Procedures 6.01.*

#### **Universal Precautions**

In order to reduce the spread of infectious agents, CAPE uses universal precautions. These precautions are to be posted in each classroom, the library, washrooms, and common areas (office and staff room). The homeroom teacher is responsible for reviewing these with the students at the beginning of the year. All staff members are responsible for employing these measures to safeguard against the spread of germs.

*Please refer to Policy 9.01, Procedures 9.01.2 and Forms Binder, Safety, Universal Precautions.*

#### **Sick Days & Absences Due to Illness**

Should a staff member be ill and need to be away from work, it is the responsibility of the staff member to notify the office as soon as reasonably possible. Teachers and teaching assistants who will need a substitute for the day are to contact the designated administrative assistant **by phone** at home between 6:45 a.m. and 7:15 a.m. Staff is to speak directly to the designated administrative assistant to ensure the information has been received and understood. Text

messages, emails, and voice messages are not considered appropriate notice. If the assistant cannot be reached, the staff member should then contact the school office after 8:10 a.m.

Teaching assistants and teachers alike are to contact the designated administrative assistant rather than each other to confirm an absence or arrange for a sub. Instructional teams are welcome to intercommunicate, but the office must be the primary contact.

Should a staff member contract a contagious illness and be gone more than 3 days, a doctor's note excusing the absence for an estimated period of time would be appreciated. Illnesses that would warrant a staff member to be sent home include; lice, chicken pox, measles, Fifth Disease, pregnancy (as a precaution against infection).

### **Registered Visitors**

In order for the school to better ensure the safety of its students, all visitors between the hours of 9:00 a.m. and 3:00 p.m. are asked to check in at the office. If the visitor is staying in the school, they will be signed into the school by an administrative assistant and issued a registered visitor name tag. When the visitor leaves, the tag is returned to the office and the visitor is then signed out.

Should staff see someone lingering in the school without a registered tag, please ask the individual to sign in at the office and confirm with the office that a person has checked in matching the description of the person seen.

*Please refer to Forms Binder, Safety, Waivers/Log.*

### **Registered Staff**

To assist the office in knowing who is in the building, staff is asked to check in and out of the office when they arrive and leave the building. In cases of emergency, we know which staff is accounted for and where. Current staffing will be tracked in the office through the use of an in/out board that will not be visible to parents.

### **Approved Access to Students**

For the safety of the student, only approved people may remove a student from school. Consent must be received in written form. If speaking to a person on the phone, the staff member must confirm the identity of the caller.

*Please refer to Forms Binder, Safety, Waivers/Log.*

**Please note Section 9 of the Policy Manual and Section 9 of the Procedures deals with safety, including bullying, workplace discrimination, violence, harassment and abuse, critical incident intervention/prevention, and the Public Interest Disclosure Act (PIDA).**

## **Emergency Procedures**

Evacuation Procedure (Fire Drill), Emergency Lock Down Procedure, Presence of Potentially Dangerous Person in the School or Immediate Community, Response to a Strange, Potentially Harmful Person, Response to a Potentially Dangerous Chemical Spill, Guidelines for Dealing with Extreme Temperatures / Weather, School Closures, and Pandemic Plan are all within the **CRITICAL RESPONSE MANUAL**, part of the Administrative Procedures Manual.

## **Safety on School Site**

*Please refer to:*

*Policy 9.01 Health and Safety of Students and Staff*

*Procedures 9.01.1 Accident/Injury*

*Procedures 9.04.1 Office Spaces/ Common Areas*

*Procedures 9.04.2 Teaching Spaces*

## **Guidelines for Working Alone**

Occupational Health and Safety has requirements for staff working alone. Should a staff member be working alone, particularly after hours, immediate access to a school phone or cell phone is vital. It is recommended that staff do not come alone to the school during very late night hours. A staff member should NEVER open a locked door during late hours to respond to knocking unless the person seeking access to the school is visually identified as a police officer or other safety worker.

*Please refer to Policy 9.01 Health and Safety of Students and Staff*

## ***SECTION 6- Communication***

### **FOIP Protocols**

Alberta's Freedom of Information and Privacy Act governs how communications need to be conducted. The following list is a basic set of guidelines to help staff follow the Act as intended.

- Any student information or paperwork must be kept in the possession of the teacher or teaching assistant, or in a locked filing cabinet.
- Student work that is marked must be kept secure before it is returned to the student. **Only** teachers or teaching assistants may hand back marked work where the mark is visible.
- Any discussions regarding students or parents must be conducted in a closed environment; doors closed, **never** in the hallway, open class, or out in public.
- Calls to parents or outside professionals must be made in the privacy of an office with the door closed. This is especially important in the case of an emergency.
- Written communications between teacher and parent via the planner must be kept confidential. Neither parents nor volunteers are to have access to other student planners.
- Only legal parents/guardians may have access to student information.
- Student names, information, and/or other dealings are strictly confidential and remain within the school environment. Posting of any confidential information on the internet is a FOIP violation and will be reported.
- **At no time is any student information to be given to an outside party without prior written parent consent and verification of the receiving party.**

*Please refer to Policy 2.16.*

### **FOIP for All Communications**

To follow Alberta's FOIP Act, please be sure to do the following:

- ♣ Ensure privacy by meeting with parents in the principal's office, staff room, or another area with the door **closed**.
- ♣ Be sure other students or adults are **not** overhearing the conversation.
- ♣ Use a private office phone when calling parents, even in case of emergency.
- ♣ Any information learned in a parent meeting, staff meeting or Board meeting are to be kept confidential.
- ♣ All information contained within a student file, especially the red confidential file, is to be treated with extreme care and sensitivity. **NO** information is ever released without prior **WRITTEN** permission.

- ♣ Do not discuss the issues of **any** student other than the one belonging to the specific parent with whom you are talking, even if they mention a name.
- ♣ Be sure to be aware of any custodial issues and court orders. Please see the administrative assistant (Jody Wolfe) for this information and keep this confidential. For parent/teacher interviews when parents may be divorced or separated: -Under Section 18(2)(c) of the *School Act*, a person who has access to the student under a separation agreement or an order of the court may review the student record. In addition section, 16(5) of the Divorce Act states that “Unless the court orders otherwise, a spouse who is granted access to a child of the marriage has the right to make inquiries, and to be given information, as to the health, education and welfare of the child.” It seems reasonable that if a person is entitled to review the student record, they have the same access to the information when the school decides to have these in-person interviews. If a divorced parent brings a ‘friend’ to the parent/teacher interview, please refer to the student’s file and see if there is a written letter/court judgment stating who has access to information pertaining to the student and follow it accordingly.

*Please refer to Policy 2.16.*

### **Parent Teacher Conferences & Case Conferences**

Parent teacher interviews may be done with single teachers or with a teaching group. Should a teacher request support from administration, an administrator will attend any parent meeting. A member of the administrative team will also be present at CASE conferences.

The following are guidelines for meeting with parents.

- Before the meeting, make notes and prepare work for viewing. All information contained in the student file, especially the red confidential files, is to be treated with extreme care and sensitivity. No information is ever released to other sources without **written** permission from the parent/guardian.
- If the parents are divorced, check with the Administrative Assistant (Jody Wolfe) for court documents pertaining to restrictions in information. If the parent brings a ‘friend’ to the interview, that person may not sit in on the interview unless written consent is given by the other parent. The attending parent may not give consent for the other/absent parent.
- Ensure the meeting is in a location where the information can be kept private. Locations such as an administration office, staff room or classroom with the door closed are acceptable spaces.
- If a staff member does not feel comfortable at any time in the meeting, the staff member may excuse themselves and ask to rearrange a time to meet with the parents at a later date with support from the administration. If a staff member is concerned about the meeting beforehand, assistance may be requested from the Principal.
- Any discussions that pertain to student behaviour, work habits, progress, parents, staff, etc. must be carried out in a private office away from general open access, behind closed

doors-all information shared during such discussions is confidential and must be treated as such.

- During the meeting, take notes that include the date, who was present, what was discussed and any plans for action. Have all the attendees sign the form and keep this for future reference.
- Record the meeting on your parent communication log. If more than one staff member attends, only one needs to record the meeting for all involved.
- Any information shared at parent-teacher conferences (formal or otherwise), staff meetings, Board meetings, etc. that deal with personal issues are also confidential and must be treated as such.

Should a teacher feel uncomfortable or threatened during a parent meeting, the teacher is to excuse him/herself from the meeting and see or contact an administrator immediately. Should future meetings be arranged, the teacher will be accompanied by an administrator for support.

### **Communication with Parents**

At CAPE, parents, teachers, and students are partners in education. Therefore, open communication is a must. If a problem arises, please discuss it with the parents and work towards a solution together. The parents know the child best and see a part of that child the teacher does not get to see at school. The converse is also true. Parents can be extremely valuable allies in our education efforts.

### **Parent Communication Log**

CAPE encourages regular teacher/parent communication. All instructional staff are required to keep an electronic parent communication log. On this chart, it is expected that all school-related interactions with parents be tracked. Please be sure to fill each box accordingly. Information from this electronic document is required for government reporting. At the end of the year, each staff member is required to forward this document to the designated administrative assistant.

*Please refer to Policy 3.06, Procedures 3.06 and Forms Binder, Communications, Parent Communication Log.*

### **Web Pages/Blogs**

To improve communications with the parents, CAPE has opted to use class web pages or blogs. These may include:

- upcoming tests or quizzes dates
- study guides (if applicable)
- field trips information
- upcoming concepts or projects



- requests for volunteers
- pictures of events and activities
- student learning resources
- parent resources
- videos
- other

It is **imperative** that these web pages or blogs be updated very very often.

### **Annual Student Showcase**

Each spring, CAPE issues a student showcase. Each student is to have at least 1 sample of work in the showcase and be identified by name. Samples of work may include drawings, creative or functional writing, photographs taken by the students, or other suitable work. Class submissions must be ready-to-copy when submitted to the designated administrative assistant. Please be space savvy when compiling submissions.

### **Community Thanks**

Whenever a community member visits the school, or the community has enriched the school program, a note of thanks is issued by the office. The office knows who to whom to send thanks and the particular information after a special events form is submitted to the designated administrative assistant in the office. This form should be submitted within a day or two of EACH community event or trip.

*Please refer to Forms Binder; Communication, Special Events.*

## ***SECTION 7- Students***

### **Discipline & Behaviour**

#### **The School Act states:**

##### **Students (12)**

**A student shall conduct himself or herself so as to reasonably comply with the following code of conduct:**

- (a) be diligent in pursuing the student's studies;**
- (b) attend school regularly and punctually;**
- (c) co-operate fully with everyone authorized by the board to provide education programs and other services;**
- (d) comply with the rules of the school;**
- (e) account to the student's teachers for the student's conduct;**
- (f) respect the rights of others;**
- (g) ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;**
- (h) refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means;**
- (i) positively contribute to the student's school and community.**

At CAPE, this means, all persons within the school are expected to exhibit polite, respectful behaviour at all times towards oneself and all others in the school.

Expected behaviours include:

- reporting to class fully prepared with all materials and supplies.
- attending to tasks without disturbing others.
- wearing appropriate, prescribed uniform and physical education strip, including appropriate footwear.
- keeping the work area neat and cleaning up after oneself.
- keeping the work area and work materials organized at all times.
- addressing all people respectfully.
- treating self and others with respect and courtesy.

CAPE uses a combined counselling approach with the principles of 1-2-3 Magic to address discipline. Staff should lead by example and post classroom expectations in positive statements in a highly visible place in the classroom. It is expected that the teacher also go through these with the class at the beginning of the year.

This approach

- is to be used consistently throughout the school.
- is low key (conversations are not conducted in the heat of the moment).
- is conducted in private (**never** in front of a class or group).
- includes all parties involved in the discussion of the problem and in the identification of the solution.
- is an attempt to manage students fairly based on their individual circumstances.
- keeps parents informed.
- keeps administration informed of recurring issues.
- keeps written records of behaviour patterns and methods that have been used in an attempt to modify the behaviours.

## **The 1-2-3 Magic Approach for the Classroom**

**1-2-3 Magic for the Classroom** is a proactive approach that stresses prevention. It is based on the following three principles:

1. Praise students for acceptable and commendable behaviours and set them up for success. Flood them with positives.
2. The “paycheck” for positive behaviours should be much greater than the attention they receive for negative behaviours.
3. A school-wide, predictable, and consistent system of discipline and consequences is vital. The program must be predictable, easy to understand, and fair.

The 1-2-3 Magic system of discipline uses the behavioural psychology concepts of positive reinforcement and extinction of undesirable behaviours. Time-outs are used so that a child’s negative behaviours do not inadvertently become reinforced. 1-2-3 Magic eliminates two of the biggest discipline mistakes: one, too much negotiation; and two, too much emotion.

1-2-3 Magic for the Classroom involves three separate and critical steps;

1. Controlling Undesirable Behaviour
2. Encouraging Good Behaviour
3. Strengthening Staff Relationships with Students

### **Step 1: Controlling Undesirable Behaviours**

#### **The 1-2-3 Magic Method:**

The 1-2-3 Magic strategy is used for “Stop Behaviours” – those behaviours we want the student to stop, such as arguing, teasing, whining, disrespect, talking out of turn, yelling, etc. **Time-outs or “quiet time”** is used to let the child know that if he or she chooses to misbehave and/or be disrespectful in the presence of others, he or she won’t be in the presence of others.

When a child begins to engage in a “stop behaviour”, the teacher holds up 1 finger and calmly says, “That’s One”. The child’s name is moved to the “green light” on the stop light. If the behaviour ceases, the student marker may return to the “parking lot” after a few minutes. If the unacceptable behaviour continues, the teacher holds up 2 fingers and calmly says, “That’s Two”. The student’s decision making regarding the behaviour will determine whether the marker is moved to the “yellow light” on the stop light, or if it stays on green. If the student continues to engage in unacceptable behaviour, the teacher holds up 3 fingers and calmly says, “That’s Three – take a time out.”

#### **Time-Out**

The type of time-out received will depend on the behaviour and the setting. The form of time-out may take one of the following, starting from less removed to more removed from the group:

- Head down on desk
- Moved to a “time out” or “quite time” chair within the room
- Moved to a desk just outside the room
- Sitting on a bench while outside or in the gym
- Moved to another classroom
- Visit with administration
- Phone call home

These are considered to be minor consequences.

### **Immediate “3’s”**

Some behaviours must be stopped immediately and not allowed to continue. In this case, the student will immediately receive a count of 3 and guided to an appropriate time-out, depending on the situation. Behaviours that warrant an immediate 3 include the following:

- Any type of physical aggression directed towards any other person
- Any type of verbal aggression directed towards any other person
- Any type of vandalism or destruction of property

### **The Behavioural Accounting System**

The Behavioural Accounting System is managed by the main office and provides an orderly way for keeping track of the disciplinary history of each student. The purpose of this system is to be evaluative and corrective, not punitive. Incidents that occur represent “steps” on a progressive discipline and intervention program. If a student continually experiences behavioural problems, the situation needs to be examined more closely. At this point, a counselling approach is used and may involve working with parents, as well as the student.

Each “3” count is considered an incident. The timeline of “steps” in this system are as follows:

#### **The Behavioural Accounting System**

##### **Pre-suspension/Expulsion Incident and Consequence Timeline**

incident 1: minor consequence

incident 2: minor consequence

incident 3: minor consequence, phone call to parents

incident 4: minor consequence

Major Step: after incident 5

Meeting with student, parents, discipline coordinator/principal

Plans for addressing problem

incident 6: minor consequence, phone call to parents

incident 7: minor consequence, phone call to parents, half day in-school suspension

Major Step: after incident 8

Meeting with student, parents, discipline coordinator/principal

Meeting of teacher team

Involvement of counsellor

Plan for addressing problem

incident 9: minor consequence, phone call to parents

incident 10: minor consequence, phone call to parents, full day in-school suspension

Major Step: 11

Case study, or other thorough evaluation/assessment

Administrative meeting with parents

Full-day out of school suspension

Should this process need to be continued, out-of-school suspensions will increase by one day each time. Once a five-day suspension has been reached, the matter is referred to the superintendent and expulsion will be recommended to the CAPE

### **Step 2: Encouraging Acceptable Behaviour**

The **“Window of Opportunity Rule”**: The “window of opportunity” is the length of time one stoplight cycle will be used. Once that window of opportunity is finished, all name makers return to the parking lot indicating a fresh start. For children in kindergarten, the “window of opportunity” will be much shorter than for students in higher grades. It may be as short as twenty or thirty minutes. If a child receives a “1”, and does not misbehave for another thirty minutes, the supervisor would go back to the count of 0. If however the student tries to manipulate the system and figures out that misbehaviour can occur every thirty minutes, the next count would become a 2.

At no time are any the following advisable methods for dealing with students:

- raising of voice, yelling or loudness
- threats
- detention for the sake of sitting
- lines
- ejections
- put downs
- ridicule, teasing or humiliation
- outward expression of anger, frustration, or contempt

### **Step 3: Strengthening Staff Relationships with Students**

#### **Orienting Students to the 1-2-3 Magic System**

The 1-2-3 Magic will be explained to the students, in detail, during the first week of school. During the second week of school, class discussions are geared towards the students telling the teacher how the system works, to ensure their understanding. Role playing and modelling will be used to show the students both what happens when a student reaches a three, and what happens when the child only reaches a two and remains with the group.

#### **Support for Students and Parents**

A counselling approach to discipline is used. When students reach a Major Step, a professional on staff works with students, parents, staff, and administration to resolve the issue in a positive and constructive way that will hopefully lead to the student's personal management, problem resolution, etc.

Some behaviours are skills or habits that need to be developed. These are referred to as “Start Behaviours”, and are those behaviours we want the students to engage in. This includes behaviours such as getting to school on time, starting their school work, completing their homework, wearing their uniform, attending school, etc.

Several strategies can be put into place for students who are having difficulty with start behaviours. These include the use of positive reinforcement, natural consequences, and charting to track how the student is doing with particular start behaviours. These strategies are then combined with logical, intangible, and if necessary, tangible reinforcers. A modified counting system can be used with behaviours that would take less than 2 minutes (for example, hanging up a coat, rather than throwing it on the floor).

#### **In-School Support to Correct Behaviour**

Repeated behaviours may need to be dealt with through increased assistance at school via an in-school suspension. These behaviours include:

- Incomplete homework or repeated homework issues (6 within a 3-month period)
- Truancy

- Leaving the school grounds at any time without permission.

In-school suspensions will begin with a half-day, proceed to a full day and then to two full days. Should further disciplinary action prove necessary, the student will begin serving out-of-school suspensions.

### **Behaviours that Compromise the ‘Safe and Caring’ School**

Some behaviours are severe enough that they threaten or jeopardize the ‘safe and caring’ school environment as mandated by Alberta Education. Such behaviours will be dealt with by prohibiting the student to attend school for a pre-determined amount of time (an out-of-school suspension).

Behaviours that warrant this type of consequence include:

- uttering threats
- physical aggression
- verbal aggression
- harassment of any sort
- vandalism.
- theft, regardless of from whom.
- coming to school with or under the influence of illegal substances; (i.e. alcohol, illegal drugs).
- coming to school with a weapon or the use of school materials as a weapon.

Out-of-school suspensions begin with a full day duration, then increase by the full day. Depending on the severity of the offence, out-of-school suspensions may be as long as 5 days in duration as per the School Act, Section 24. After three out-of-school suspensions for any student, the Board will be advised of the situation. Upon a fourth offence, a recommendation will be made to the Board to seek expulsion. Documentation will be provided to the Board and the parent or guardian. Expulsions are managed as per the School Act, Section 25. Expulsions are at the discretion of the CAPE Board, upon administrative recommendation. Such a decision may be appealed to the Superintendent, and eventually to the Minister of Education.

All student behaviours will be addressed in a private manner and information regarding consequences will be made known only to that student’s parent(s) or guardian(s). At no time will the specific behaviour or consequences of a student other than your own be discussed with you. Under Alberta’s Freedom of Information and Privacy Act (FOIP), all communications regarding individual students are privy only to the parent(s)/guardian(s) of that student.

*Please refer to Policy 8.08, Procedures 8.08 and the Forms Binder, Behaviour/Discipline, Discipline.*

## **Attendance**

1. Parents/guardians are to excuse a child/student absence via phone, note, or e-mail on the day of the absence or, if possible, prior to the absence.
2. Excusable absences from school include illness, accidents, medical or dental attention and compassionate or other special circumstances as noted in Section 13 (5) of the School Act.
3. An unexcused absence is considered a truancy and addressed according to the CAPE's discipline policy via suspension or expulsion.
4. The designated administrative assistance contacts the parents/guardians of any child/student that is absent and for whom the office does not have a valid reason.
5. The teacher contacts the parents/guardians of a student that has been absent for a significant number of days, is habitually absent or late to discuss the concern and arrive at a satisfactory resolution.
6. If teacher's efforts at resolving the issue of habitual absences or lates have proved ineffective, the Principal is to contact the parents/guardians of the child/student to discuss the concern, the impact of the lack of attendance on the child/student's achievement and performance, and the very possible retention of the child/student, and arrive at a mutually satisfactory resolution.
7. The Principal communicates frequently with the parent of a child/student that is habitually absent or late to ensure that the parents/guardians are fully aware of the attendance issue.
8. An overall absenteeism rate of 20% of the total teaching days for the academic year may result in retention.
9. The Principal may, as a final measure, report the lack of attendance to the Attendance Board.
10. As CAPE has a closed campus, students are expected to be on school grounds at all times during the school day, unless attending a school function (i.e. field trip) or excused by a parent/guardian.
11. Students who must leave the school at any time during the day (i.e. appointments) must be signed out by a parent/guardian (or parent-approved designate), and must sign back in at the office if returning that same day.
12. Leaving school grounds without permission or being signed out is considered a truancy and will be addressed accordingly.

*Please refer to Policy 8.08, Procedures 8.08 and the Forms Binder; Student, Attendance.*

## **Dress Code Protocol for Students**

CAPE students are required to wear a prescribed uniform. Parents and students are supplied with the following information.

**Designated Day Wear and Physical Education uniforms are mandatory for all CAPE students.** If a student arrives at school not properly attired in the school uniform, the parent(s)/guardian(s) will be notified and that student will be marked absent from class until they return to school dressed in school uniform. The uniform policy also applies to physical education (all grades) and fitness (grades 6-8) classes (no uniform, no participation in that particular class). If there are difficulties in availability of sizes or styles of uniform separates, staff will be notified and the affected student(s) will be excused until they are supplied with the uniform. All uniform offences will be tracked by the Special Services/Discipline Coordinator via the pink disciplinary forms.

### **Mandatory Day Wear is as follows:**

- **CAPE School Shirts (purchased through Land's End):**
  - green short-sleeved polo shirt with the CAPE logo
  - green short-sleeved polo shirt with CAPE logo
  - green long-sleeved polo shirt with CAPE logo
  - green sweatshirt/hoodie with CAPE logo
- **Black Bottoms:**
  - jeans, pants, shorts, skirts, skorts, jumpers, etc.
  - track pants, tear away pants or any other bottom with decorations of any type (stripes, logos, etc.) are NOT ACCEPTABLE
- **Black Shoes:**
  - must be black or as close to black as possible.
  - red, pink, purple, blue, yellow, fluorescent, etc. footwear is NOT ACCEPTABLE. Running shoes MUST be worn for gym activities.
  - Appropriate, separate footwear for **both** outdoor and indoor use must be accessible.

### **Mandatory Gym Wear (purchased through the school):**

The following are acceptable mandatory gym wear:

- green short-sleeved T-shirt with logo / maroon short-sleeved T-shirt with logo
- green long-sleeved sweatshirt with logo
- black sweatpants, track pants, or yoga pants



- black short with short legs
- black shorts with long legs

\*The above black shorts, even though black, are **only** to be worn as CAPE physical education wear. They are not acceptable day wear uniform.

Students are required to have proper footwear for indoor and outdoor use. For safety and maintenance reasons, students are not permitted to wear outdoor boots or muddy/wet footwear in the school. In the case of an emergency, students need to have proper footwear for safe evacuation.

**Parents are responsible for ensuring their student(s) comes to school in full mandatory CAPE uniform. Any student not in uniform will be sent home to change.**

### **Uniform Infractions**

- If a student does not come with appropriate **day wear**, the first infraction is given an oral reminder with a note in the planner. The student is expected to phone home for proper attire. Upon the second offence, students are to be given a behaviour tracking form.
- Should the student come without proper **gym strip**, participation in the class will be strictly prohibited. Students may NOT join the class to watch. Other, curriculum-related work must be given to that student along with a behaviour tracking form. The student is to be relocated in another classroom.
- Repeated uniform infractions will be dealt with through the school's discipline policy.

*Please refer to the Forms Binder, Physical Education Letter.*

## **Personal Devices**

### **Cell Phones:**

- Cell phones are permitted in class but must remain in the students' bags. It is understood that the student cell phone is to be used only outside of school (off school site). When needed, students may use the office phone to contact parents, and likewise, parents may call the office to contact a student.
- Should a student bring a cell phone to school, it must remain 'off' out of sight at all times. Should a cell phone be seen by staff, it will be confiscated and turned into the office. Students may sign their phone out of the office at the end of the day. If the phone is confiscated a second time, parents will need to sign for the phone.
- FOIP privacy regulations are to be respected at all times. Should a student be found abusing or misusing the cell phone privilege, the school will follow the discipline process. The student cell privilege will be terminated i.e. the student will no longer be permitted to have a cell phone at school.
- The school is NOT responsible for cell phones that may be lost, damaged, or stolen.

**Game and Entertainment Systems:**

- Game systems such as PSP or Nintendo DS, are prohibited at school as students have a full day and do not require these items to interact with peers during social times.
- Music systems, such as MP3 players and iPods, may be brought once prior arrangement is made with the individual teacher. Permission for students to use the devices is at the discretion of each individual teacher on a case by case and class by class basis. At no time are these devices to be used during gym classes or when guest speakers are present.
- Students are solely responsible for these items and their care. The school will not be held responsible for lost, damaged, or stolen items.

**Protocols for Students and Computers/iPads**

- Computers are to be used as tools for learning, not as toys.
- Communications over electronic media must be appropriate and respectful. Cyber-bullying, harassment, or forwarding of inappropriate material will result in the privilege to computer access being revoked, and the offence being dealt with according to the discipline policy.
- Downloading music or videos is against copyright and therefore prohibited.
- Social networking sites such as Facebook, and unrestricted video sites such as YouTube are strictly prohibited as these are not educational nor can the content be adequately screened.
- Students are not to add programming to, nor delete programming from computers. Students who engage in such activities will lose computer privileges for a length of time at the teacher's discretion.
- Students in grades 4-8 are given personal email addresses and passwords for personal login onto the school network. These security passwords are not to be shared by students. Guest accounts can be accessed on each student computer. Students who attempt to 'hack' into other student computers, or into administration areas, will lose all computer access privileges for an extended period of time.

Students are to use technology responsibly. Responsible use of computers means:

- the computer is kept clean of stickers, magnets, drawings, etc.
- the computer keyboard is kept in its appropriate placement.
- the computer and associated parts are kept whole.
- the computer is used primarily as a tool.
- the desktop pattern is plain and non-distracting.
- only authorized games are played with permission and supervision.
- proper etiquette is used in messaging.
- files are named as to what they are and organized in folders.
- a student uses only the computer assigned unless otherwise indicated by the teacher.
- accessing only appropriate websites.
- having food or drinks kept away from the computer at all times.

Parents and students are supplied with the following information in the student planner.

Should students commit infractions such as:

- defacing the computer with pens, felts, etc.
- placing the keyboard any place else other than the keyboard shelf.
- taking apart the mouse.
- playing unauthorized games.
- placing inappropriate messages on other people's computers.
- moving or deleting other people's files.
- "fooling around" with other people's computers.
- hanging other people's screen savers.
- recording inappropriate sounds and/or messages.
- having desk top patterns that are too bright, too loud, that move, etc. so that they become a distraction and make icon identification difficult.
- Hiding files, folders, or the program dock.
- using the network 'to play' or send/receive inappropriate messages at inappropriate times such as during class time.
- using the Internet to access inappropriate sites or at inappropriate times such as during class time.

then consequences will ensue as follows:

- first offence - loss of computer for 1 week.
- second offence - loss of computer for 2 weeks.
- third offence - loss of computer for 4 weeks.
- fourth offence - loss of computer for 2 months
- fifth offence - loss of computer for 3 months
- sixth offence - loss of computer for the entire year

**It is strongly encouraged that any copies of any inappropriate communications or site visitations be shared with parents (with other student names removed if necessary) to recruit their assistance in promoting appropriate computer usage.**

### **Homework Policy**

The expectation to develop strong work habits through the completion of homework is part of the program at CAPE. A guideline for staff is that it is reasonable that students have not more than 10 minutes of homework total per grade per night. It is also reasonable that students should not have that amount of homework each night. The CAPE program also encourages participation in extra-curricular activities. Second-language classes would have very minimal homework. Projects classes should generally not have homework assigned.

Parents and students have been provided the following information:

**The School Act states:**

**“A student shall conduct himself or herself so as to ...  
be diligent in pursuing the student's studies.”**

## Section 12(a)

At CAPE, this means students are expected to attend classes on time, come prepared with necessary materials, and reasonably comply with the school's homework policy.

Expected behaviours include:

- having work completed to acceptable standards.
- preparing for all tests and quizzes following the directions of the teacher.
- ensuring assignments are turned in on time and fully completed.

As the grade level increases, homework will be assigned with increasing frequency and amounts. A good rule of thumb is to expect **10 minutes of homework per grade level each night**. For example, a grade 6 student may expect 60 minutes of homework **per night**. It is understood that some days teachers may not assign homework, another night one teacher may assign more than the minimum and the others will not assign any, some days all core teachers might assign some homework.

At CAPE, this means students are expected to attend classes on time, come prepared with necessary materials, and reasonably comply with the school's homework policy. As the grade level increases, homework will be assigned with increasing frequency and amounts. A good rule of thumb is to expect **10 minutes of homework per grade level each night**. For example, a grade 6 student may expect 60 minutes of homework **per night**. It is understood that some days teachers may not assign homework, another night one teacher may assign more than the minimum and the others will not assign any, some days all core teachers might assign some homework.

○Examples of expectations:

- Grades 1-3 must expect 1 or 2 short homework assignments per week.
- Grades 4-6 must expect at least 1 homework assignment per night.
- Grades 7-9 must expect homework on a daily basis in more than one subject.
- All homework must be completed according to the guidelines set out by the teacher. A brief description of the assignment, with due date, may be accessed on the school web-site.
- The student will be instructed in the use of a daily planner and will be expected to make extensive daily use of it. It is recommended that parents view and sign the student planner daily to ensure they are informed of what is currently happening and what events are upcoming.
- **Grades 1-9:** Unacceptable work must be redone immediately in school under teacher supervision to the satisfaction of the instructor.
- Parents are encouraged to notify the school as soon as possible if a planned or prolonged absence will be coming. This allows staff to work with families in an attempt to have missed work completed in a timely and relatively stress-free manner.

- **Students in grades 4 - 9 are responsible for covering the material missed during absences within one week of returning to the classroom after consultation with the teacher.**
- In previous years, a teacher-supervised homework room was made available for students in grades 4 – 9 to assist them in completing late or missed work. Teachers volunteered their time to offer this assistance. However, in the past two years, the homework room has not had the desired level of effectiveness, and will therefore be discontinued. Should students require teacher assistance outside of school time, they should make arrangements with the specific teacher.
- **Grades 4-9:** Work not done by the due date is to be completed by the following day and is due at class time. 10% of the total assigned mark will be deducted for lateness. Work not turned in by the following day will be assigned a mark of zero. The accumulation 4 or 5 zeros within a term or subject will result in parents being notified, a conference with the student to identify and address the issues, and an in-school suspension. It is imperative that everyone understand clearly that several suspensions result in expulsion.
- As per the CAPE discipline policy, an accumulation of 6 incomplete / missed / unsatisfactory homework assignments within a 3-month period will result in parents being contacted

This process eliminates the zero scores on incomplete assignments, and the inevitable poor report card marks that result from them. It also retains the students in class so that they do not lose class time, nor the benefit of teacher explanations. It eliminates the tremendous number of disruptions in the administration area caused by students coming down to complete work. It is also expected that utilization of student time after school will motivate students to do the assigned work, and come back to school prepared for class. A very good reason is required for the rescheduling of this homework make-up time.

### **Standards for Acceptable Homework**

Criteria for acceptable homework are as follows:

- first and last name (left hand side)
- class with grade (centre)
- date with year (right hand side)
- title of assignment and/or page number (centered)
- chapter/page and question numbers, left hand side
- legible handwriting/printing or appropriate computer font
- complete sentences if specified
- all work shown for writing process, mathematic steps and scientific processes
- paper not torn, bent, crumpled, stained.
- multiple pages stapled in top left corner

If a piece of homework is not considered acceptable, the student must redo the assignment either at lunch or after school.

## **SECTION 8- Assessment, Evaluation, Reporting**

### **Student Assessment and Evaluation**

Teachers must assess progress and evaluate students on the basis of a number of indicators of performance such as everyday assignments, projects, quizzes, and tests. Feedback to students must be provided in a timely and meaningful manner.

**An evaluation folder complete with rubrics and checklists is provided for each teacher at the beginning of the year via email so that uniform methods of evaluation are utilized.**

Careful records must be kept of these marks in the event a teacher is required to justify a mark to a parent. Formal student reports are sent to parents according to the following schedule:

- Kindergarten
  - Report cards in November, March, and June
  - Informal reports
- Grades 1 – 3
  - Report cards in November, March, and June
  - Cumulative mark pages with March and June reports
- Grades 4- 9
  - Report cards in November, March, and June
  - Cumulative mark pages with March and June reports

A written mark book is provided to each teaching staff member. This book is to be kept locked or in the teacher's personal possession at all times.

In organizing the mark book, it should be divided into sections: core, second language (if applicable) and projects. For each core class, gridded mark pages are given and must be filled out entirely. For staff who teach projects, larger-block sheets are given. Copies of typed comments need to be included in the mark book with each reporting period; math comments behind the math marks, art comments behind the art marks, etc.

The mark book is to be turned in to the administrative assistant at the end of the academic year.

## **Course Outlines and Mark Breakdown**

Before the end of the first week of school, each teacher must provide students with a course outline. In this course outline, the evaluation breakdown must be given. For all core courses, the following breakdown is to be used.

### **Marking Schemes**

#### Humanities 1-9:

10 %	Language Content/Assignments
10 %	Social Studies Content/Assignments
20 %	Integration Projects
10 %	Language Tests (tests and quizzes)
10 %	Social Studies Tests (tests and quizzes)
10 %	Participation & Appreciation
5 %	Technology Integration
5 %	Student Evaluation & Reflection

#### Sciences 1-9:

10 %	Math Content/Assignments
10 %	Science Content/Assignments
20 %	Integration Projects
10 %	Math Tests (tests and quizzes)
10 %	Science Tests (tests and quizzes)
10 %	Participation & Appreciation
5 %	Technology Integration
5 %	Student Evaluation & Reflection

#### Language 6-9:

10 %	Homework - Reading Comprehension
10%	Homework - Writing
5%	Homework - Oral
5%	Homework - Literary Skills
20 %	Term Exam
15 %	Special Application Projects
15 %	Unit Tests (tests and quizzes)
10 %	Participation & Appreciation
5 %	Technology Integration
5 %	Student Evaluation & Reflection

Second Language (variable percentages based on grade level):

30 %	Homework (Assignments & Special Projects)
20 %	Term Exam
15 %	Special Application Projects
15 %	Unit Tests (tests and quizzes)
10 %	Participation & Appreciation
5 %	Technology Integration
5 %	Student Evaluation & Reflection

Health/PE (percentages may vary):

35 %	Basic Skills
20 %	Sportsmanship
40 %	Participation & Appreciation
5 %	Student Evaluation & Reflection

Integration Projects (variable percentages):

35%	Skills or Process
35%	Product
30%	Participation

Rubrics should be made for each core subject to evaluate the computer and technology integration component.

The rubrics may contain the following criteria:

- name, grade, and date (right hand side)
- title (centred)
- format and double spacing
- left justification
- headings/titles bolded and/or underlined
- no indenting of paragraphs
- no headers shown on spreadsheets
- page numbers
- graphs labeled

Cumulative term evaluations or exams are expected to be written by students in grades 4 through 8. The teacher should be mindful of the age and abilities of the students and use a variety of assessment tools; not just formal written exams.



## **Report Card Format**

The CAPE report card consists of a variety of components per grade level.

- ♣ Kindergarten
  - Comment pages
  - Objective checklist divided into focal areas
- ♣ Grades 1 – 3
  - Marks page for the specific term
  - Comment pages
  - Cumulative marks page for terms 2 and final
  - IPP update
  - Accelerated Reader and Accelerated Math reports
  - Promotion record page for year end report
- ♣ Grades 4 – 9
  - Marks page for the specific term
  - Comment pages
  - Cumulative marks page for terms 2 and final
  - IPP update
  - Accelerated Reader and Accelerated Math reports
  - Promotion record page for year end report

## **Reporting of Marks**

- ♣ **Core subjects, second language classes and project marks** for all students are reported in actual percentages. The class average also is shown as a percentage. Each of these classes is given one grade and comment per teacher.

Comments for each subject (core, second language, study hall or project) are to be included in the comment section. The comments section of the report card is to be used ~~generously~~ **concisely** to accurately and in detail communicate:

- ♣ areas of strength.
- ♣ areas of improvement.
- ♣ a concept or skill the student is currently working to develop
- ♣ suggestions to improve and area of weakness.
- ♣ outstanding marks, achievements, behaviours, etc.
- ♣ if the student was absent for a long period of time, justification of a mark of N/A, factors that inhibit progress i.e: Excellent ideas but poor effort in their development.

**All report comments need to be written as a word-processed document first. They must be spell-checked and grammar checked. It is strongly encouraged they also be proofread by another teacher or**

**administrator. Corrections can then be made before comments are put into the Student Information System and this will expedite the proofreading of report cards.**

*Please refer to Policy 3.06, Procedures 3.06 and Forms Manual Section 3.06.*

## **CAPE's Expectations for Student Achievement**

80% is to be our aim at the grade 1 and 2 level as we are aiming for mastery learning.

70% is to be our aim at the grade 3 level as we are aiming at mastery/near mastery.

65% is the passing mark for grades 4-8.

### **Year-End Exams**

Cumulative final exams are written by students in grades 4 through 9.

- Gr. 4 & 5 – final year-end exams for language arts, social studies, math, science
- Gr. 6 – Provincial Achievement Tests for language arts, social studies, math, science
- Gr. 7 & 8- final year-end exams for language arts, social studies, math, science
- Gr. 9 – Provincial Achievement Tests for language arts, social studies, math, science
- Grades 4-9 Second Language

### **Final Marks**

The final mark for core subjects (grades 1 – 9) and second language (grades 4-9) are calculated on blue sheets at the back of the mark book.

- Grades 1-3 Final Core Mark = average of three term marks

$$\text{FINAL YEAR MARK} = \frac{\text{T1} + \text{T2} + \text{T3}}{3}$$

Each of the term marks represent 33.3% of the final year mark.

- Grades 4 – 8 Final Core Mark = average of three term marks

$$\text{FINAL YEAR MARK} = \frac{\text{T1} + \text{T2} + \text{T3} + \text{FE}}{4}$$

## Protocol for Tests and Testing Format

Before the test:

- ♣ Students must be informed well ahead (minimum of a week) of a test-scheduled date and this date must be written in the planner.
- ♣ Arrangements for readers, scribes, etc. for qualifying students are made at least 1 week in advance of individual class tests and 2 weeks in advance during exam weeks.
- ♣ Students must be provided with a study guide, or make a study guide with the group in advance to help prepare for the test.
- ♣ It is encouraged the teacher review with the class and model study practices to aid students in preparing for the exams.
- ♣ The teacher will need to make arrangements for students with accommodations (readers, scribes, etc.).
- ♣ It is imperative that all tests/exams, especially the final exam, test a variety of skills: basic recall specific to the curriculum content, application of concepts, ability to infer and extrapolate general knowledge.
- ♣ All major tests and exams must be submitted to the administration for approval prior to being administered.
- ♣ It is recommended that teachers make themselves available to students that need help.

In making the test:

- The length and format must be selected upon consideration of the students.
- The questions must cover all major concepts covered.
- All major tests & exams must include as many different types of questions as possible:
  - ♣ multiple choice
  - ♣ matching
  - ♣ fill in the blanks
  - ♣ one-word answers
  - ♣ short answers
  - ♣ longer 'essay type' questions
- The questions must follow an easy-to-hard order.
- Bonus questions may be included (it is recommended that at least two such questions be included).
- A title page must be included indicating time allocated for the test, rules for writing i.e. no talking, completing work on designated papers, etc.
- Adequate space must be provided for students to write clearly.
- Sections must be clearly labeled and include clear directions for the section as well as a marks allocation.
- **It is imperative that all tests/ exams, especially the year-end exams test straight recall (specific curriculum content), as well as application of concepts, the ability to infer and extrapolate, and general knowledge.**

During the test:

- The test location must be secure with minimal traffic in and out of the room.
- The test period must be quiet and students are not permitted to listen to music or personal devices. This is in accordance with provincial test procedures.
- Students may not talk to one another during the test period, whether or not they still have a test. Talking during the testing period will result in the student receiving a mark of zero.
- Personal electronic devices (iPods, mp3 players, phones) are not permitted during the test.
- Directions and time allocations must be reviewed by the teacher with the entire class.
- Bonus questions may be included (it is recommended that at least two such questions be included).
- Supports required by students must be offered and the student has the right to accept or decline the supports throughout the test period.
- Students leaving to use the bathroom or pick up printing may only do so one at a time.

After the test:

- ♣ Marking should be done in a timely manner.
- ♣ Students should have access to review their tests and go through the test either individually or as a group to ask questions.
- ♣ It is recommended that students complete a test reflection for major tests and term exams.
- ♣ **Re-tests for individual students will not be administered.** Students must prepare for tests prior to the tests as these are announced well ahead of the scheduled date. **A re-test will be administered to the whole class in cases where the class has scored very poorly on a test, at the discretion of the teacher.**

### **Preparation of Report Cards**

To prepare for report cards, the following guidelines are to be followed.

- ♣ Marks for core need to input into the Student Information marking program on a regular basis. Core comments are to be input at the end of the term.
- ♣ Project marks and comments need to be written and input on a regular basis. Put in comments for classes other than your homeroom first so that others may proceed.
- ♣ The homeroom teacher is responsible for checking the report cards against a reporting list provided by administration to ensure each student has the necessary marks and comments.
- ♣ To facilitate printing, each homeroom teacher will be given a first-print and final-print date. Assistance may be given by other teachers or administration in printing report documents.
- ♣ The homeroom teacher is primarily responsible for the proofreading and correcting of the report card. Other teaching staff may assist. However, teaching assistants may NOT make corrections to report cards. Reports should be double checked for:
  - Correct student name
  - Student grade and class
  - Correct percentages (is the computer mark reasonable?)

- Correct spelling and grammar throughout
- Correct school information (address, email, phone/fax)
- The homeroom teacher's name and administrator's name appear below the signature lines
- Each student has a specific comment along with a general comment for projects.

**No marks are to be divulged to students prior to the distribution of the report cards.**

7. Prepare the IPP cover letter.
8. Make two copies of each the letter and the IPP.
9. Prepare documents to be mailed home by the end of September. One copy of each should be coming back to school signed by the parent(s)/guardian(s).
10. Keep record of those documents that are returned and file them in the red files in the office of the Director of Student Services.
11. After two weeks, contact the parent(s)/guardian(s) of the students whose IPPs have not be returned.

At the end of each term, IPPs must be updated and one copy is sent home with the report card. A second copy is placed in the red files behind the previous update

### **Promotion Policy**

At the end of the academic year, each student in grades 1-9 receives a promotion record with the recommendation for academic placement in the upcoming school year. There are three options which can appear on the promotion record: promotion to the next grade, placement in the next grade with special requirements, or retention in the current grade.

#### **♣ Promotion**

- **grades 1 to 3**
  - ♣ Promotion is based on mastery of all core subject concepts (our aim is 80%).
  - ♣ A summer program may be recommended. The problem areas will be reassessed in September.
- **grades 4 to 5**
  - ♣ Promotion is based on a 65% grade average in each of the core subjects (our aim is 70%).
  - ♣ A student not achieving this level in a core subject will be required to secure tutorial help in the subject (at least 4 weeks) and will be retested at the end of the summer break if the school decides that the retest is necessary.

o **grades 6 to 9**

- ♣ Promotion is based on a 65% grade average in each of the core subjects.
- ♣ A student not achieving this level in any one of the core subjects may be required to secure tutorial help in the subject (at least 4 weeks) and may be retested at the end of the summer break if the school decides that a retest is required.

♣ **Protocol for Placements**

Placements are awarded in essentially one of three circumstances; the need for a modified program where the student continues with age-level peers, the student's level of achievement is just below the promotion standards, or parents refuse retention.

- ♣ **Modified program:** The teacher should meet with parents and openly discuss the issues as early as February. Records of these meetings and what was discussed need to be recorded and parents should sign a copy agreeing to what was said. Details of the necessity for a modified program should be outlined with the school's special services coordinator, Linda Krochak. These will then be outlined in writing for the parents. Once parents agree in writing to this, the administration needs to be advised.
- ♣ **Failure to meet grade level requirements:** The teacher should meet with parents and openly discuss the issues as early as February. Records of these meetings and what was discussed need to be recorded and parents should sign a copy agreeing to what was said. A record of services and accommodations should also be kept. Program options for the coming year need to be outlined with the school's special services coordinator, Linda Krochak. These will then be outlined in writing for the parents. A summer program would be mandatory.
- ♣ **Refusal of retention:** The protocols for retention are followed. If parents refuse to retain the student, then a note to that effect will be written by the administration with the involved teaching team and be sent to the parent. A note will be made on the promotion record to this effect.

♣ **Protocol for Retentions**

For retention to be considered, the following protocols must be followed:

- ♣ Continuous monitoring of student progress by teachers and necessary professionals must occur.
- ♣ At second report card time, teachers are to identify students for possible retention to the administration in writing. The homeroom teacher can use the following criteria:
  - failure of at least two core subjects
  - the lower the grade below 65%, the more likely the retention becomes

- excessive attendance issues have caused the student to miss a substantial portion of the curriculum
- ♣ Once a student has been identified, inform the principal and set up a meeting with the parents, principal, and teacher(s). At this meeting, student achievement in all core subjects will be discussed and a tentative decision about retention will be made.
- ♣ Teacher(s) will continue to monitor the student's progress until the last week of May. Another teacher(s)/parent(s)/principal conference will occur and at this time a final decision about retention will be made.
- ♣ A letter to parents agreeing to the retention will then be sent and the parent is to return a signed copy of this letter.

### **Student Files**

CAPE keeps two sets of student files: school records and personal/confidential files.

- ♣ **School records**  
These large, manila files are kept in the administrative assistant's (Jody Wolfe) office. In these files are previous report cards, standardized testing scores, and report cards from CAPE. Teachers and teaching assistants have access to these files within that office, but may **NOT** remove the files for any reason.
- ♣ **Personal/confidential files**  
These red files are kept in the office of the special services coordinator. In these files are specialized testing results, counselling reports, IPPs and reports/updates of outside special services. Only teachers have access to these files and **under no circumstances** are these files, or knowledge of their contents, to leave the immediate office.

The Director of Student Services or its designate (executive assistant) is responsible for requesting and sending out all student files (general and personal/confidential).

*Please refer to Policy 8.07, Procedures 8.07, Policy 3.06, Procedures 3.06 and Forms Binder, Accountability to Parents.*

## ***SECTION 9- Planning and Instruction***

### **Program of Studies and Curriculum**

As an Alberta public charter school, CAPE follows Alberta Curriculum. All teachers must familiarize themselves with the latest handbooks, Programs of Studies, and Curriculum Guides, which apply to their teaching assignments. The use of the current Program of Studies is mandatory since it contains the official statement regarding courses. Curriculum Guides and Teacher Resource Guides are service publications, which contain many useful suggestions to teachers for presenting a course. These outlines should be in the school, but if they are not, they may be obtained from Alberta Education. Teachers may refer to the listing provided at the end of this document.

The administration will provide teachers with a chart that indicates dates of the appropriate Programs of Studies to be used for the school year no later than early June. this chart will be posted on GoogleDocs.

### **Authorized Texts and Resources**

Alberta Education lists a number of recommended resources on its website. Teachers are urged to go to the site and look at specific resources. Also, teachers should keep in mind that the Program of Studies, not authorized texts, outline the programs that must be taught. A list of Alberta Education approved resources can be found online at <https://education.alberta.ca/topic-search/?searchQuery=approved%20resources>

### **Guidelines for Use of Materials and Resources**

- Use any resource you feel appropriate. If you are unsure, check with the administration.
- Gather resources that are multi-grade, and that can be used by many teachers. Share with other teachers.
- Access as many resource people as possible; they will motivate, stimulate, and energize the class.
- Use your own experiences as resources. Students are very interested in the teacher as a real person. They will find your comments of great interest.
- Use the parents of your students as resources.
- Access the retired members of the community.
- Access institutions, centres and sports facilities, as well as parks, stores, and government agencies.
- Turn your own students into resource people, especially if they travel.
- Make use of audio-visual materials to supplement the program.
- CAPE has access to a borrowing library, which allows materials to be exchanged weekly.
- Make extensive use of manipulatives.
- There are some really excellent games that can be used as resources.
- Pre-view the resources to ensure suitability.



- If you require resources, be sure to ask others or place a note on the white board in the staff room. Staff is more than willing to share or point you in the right direction.
- Any resources you wish to have purchased must be approved by administration.

## **Preparation for Instruction**

Since CAPE is primarily an academic school, our aim is to provide our students with a solid academic preparation. It is therefore absolutely necessary that all concepts be taught well.

This necessitates practices in 5 areas:

### **Academic Planning and Support**

- Integration is one of the key elements of CAPE. Language/social, math/science, projects, second languages are all integrated. This requires advanced planning; planning that cannot be done at the last minute. Electronic plan templates are provided via eMail. The Plan Book, complete with printed plans is to be turned in to the designated administrative assistant at the end of the academic year.
- It is expected that teachers use of a variety of resources/methodologies (spelling bees, math bees, manipulatives, phonics workbooks, spelling workbooks, games, videos, computer programs, guest lecturers, trips, experiments, group projects, pen pal exchanges, research projects, etc.) to teach curriculum objectives. The curriculum always takes precedence over the textbook.
- Student outcomes should include a variety of activities and reflect the great variation of learning styles.

### **Teaching Methodology**

- teacher explanations are direct and precise, following a logical order from easy to difficult
- numerous examples worked through with students
- one-on-one and small group teaching as necessary
- reinforcement of concepts through added examples, games, audio-visual material, one-on-one work with an aide, homework, etc.
- the teaching must focus on the specific concept first, and then it is followed by generalizations
- addition of more challenging work once the concept is mastered

### **Student Evaluation**

- continuous monitoring of students' understanding through questions, quizzes, spot tests, homework, observation, parent conferences, tests, games, competitions, etc.
- a balance of subjective, objective, and reflective evaluative approaches
- individualized instruction to address specific student needs
- direct one-on-one revision of work
- reasonable homework assignments as per the school policy
  - daily, if necessary
  - of a suitable length

- done in school if necessary to make sure it is completed, with parental permission
- clear, precise instructions for all homework assignments
- all homework assignments are posted daily on the school website ([www.capeisgreat.org](http://www.capeisgreat.org))
- clear, precise notes that the students must copy and use as reference
- clearly defined goals for each lesson
- supplements and study guides provided for students

#### Student Organization

- student work must be labeled with name (top left corner), class with grade (center top) and date (top right corner)
- papers are to be filed in colour-coded binders, in appropriate sections
- organizational skills are to be taught, regardless of grade level
- class time is to be provided to encourage proper organization

#### Parent Communication

- Parents are informed of issues in a timely manner. Parents may be contacted by phone, through messages in the planner, or by email.
- Communication regarding student behaviour, social issues or academic progress must be done by the teacher only.
- Staff are expected to keep an electronic communication log. This document records parent communications in point form. This document must be emailed to the designated member of the administrative team at the end of the year.

### **Integration Principles**

Integration is defined as the intertwining of objectives from various subject disciplines and presenting them in a context-rich environment.

Integration of Humanities and Sciences programs integrate learning initiatives that foster the development of skills and attitudes such as entrepreneurial skills, citizenry, altruism and volunteerism, environmental stewardship, global awareness, awareness of and respect for other cultures, physical and mental health, art appreciation, and more. All staff is encouraged to access community agencies, businesses, organizations and individuals that possess specialized knowledge and expertise that can enrich the learning environment. Certificated staff is encouraged to engage in such initiatives as cross-grade teaching, team teaching, and student mentorship, and to present students with challenges that reach beyond the walls of the school, the family, and the community. Lower elementary Enrichment and Extended Language Programs are to be delivered in integration with the language program.

### **Daily Unit Plans**

Each teacher is required to maintain daily unit plans for all subjects taught. These are to be kept in electronic format on prescribed forms. Pages may be printed as the teacher chooses and filed in chronological order. A plan binder is provided for this purpose. Written notes may be added to these electronic files along with other references.

### **Yearly Plans**

Each teacher is required to develop an integrated year plan using the designated CAPE template.

An integral part of CAPE's program focuses on subject integration. When planning, teachers are encouraged to follow these guidelines:

- Use the current Programs of Studies for all objectives.
- Regularly integrate objectives from art, music, drama, health, and physical education.
- Integrate the technology component regularly.
- Use a variety of activities to attract a multitude of learning styles.
- Link evaluation with the activity and include.
- Be creative with activities and evaluation tools.
- Use as many community people and agencies as possible.
- Access a variety of community resources and sites.

*Please refer to Policy 1.02, Procedures 1.02 and the Forms Binder, Integrated Program.*

## **Personalization Principles**

### **Standardized Tests**

Individualization is the tailoring of the program to the needs of each student at that point in time based on current and available information and through a student specific program plan, the monitoring and assessment of each student plan, and the modification of each student program plan if required. It therefore consists of Differentiated teaching and data-driven individualized learning plans.

Data to support the individualized student plans are derived from standardized tests that are administered yearly. School-wide standardized tests are administered throughout the academic year.

All ISEE, all grade 3 students, and potential ISEE students as recommended by the teachers write the CCAT-7. Individual standardized tests are administered as required or requested.

Once the school-wide standardized tests are administered, teachers may refer students to the Director of Student Services for further assessments.

Individual standardized tests administered include:

- Wechsler Individual Achievement Test

- Dyslexia Screening Tool - Feifer Assessment of Reading (FAR)
- Woodcock-Muñoz Language Survey—Revised
- Behaviour Rating Inventory of Executive Function (BRIEF - 2)

IPPs are then developed for each child/student. The Director of Student Services (and the Principal, if need be) will, in response to identified needs among groups of students, research and recommend possible interventions, and if the recommendation is accepted, implement and monitor such programs. The Director of Student Services (and the Principal, if need be) will monitor the implementation and progress of individualized learning environments and practices, mentor certificated staff in such endeavours, act as a resource for all staff, and provide professional development initiatives. The certificated staff will actively engage in all aspects of the individualization, with support from the Director of Student services:

- Assessment
- Analysis
- Plan development
- Plan delivery
- Plan assessment
- Plan modification
- Reporting

The teacher will be actively involved in one-on-one literacy support program delivered by a designated trained educational assistant under the supervision of the Director of Student Services.

Teachers will guide students through the Accelerated Reading and Accelerated Math so that they may engage in self-directed learning.

Identified students will be provided with one-on-one literacy support delivered by a designated trained educational assistant under the supervision of the Director of Student Services. Supports are to be grounded in sound research and literature.

All students will receive reading and mathematics supports through programs such as the Accelerated Reading and Accelerated Math. Such resources allow students to engage in self-directed targeted learning.

Certificated staff will develop class and individual student learning profiles as to understand their students' needs, provide multiple pathways to learning, share responsibility for the learning (with the learner), take a flexible and reflective approach, and respond to students' individual preferred mode of learning.

The educational assistants will be actively engaged in the delivery of the individualized program (individualization and differentiation), under the direction and supervision of the certificated staff.

Assessment is an integral component any program. As such, assessment methodologies must be tailored to the individualized (individualization and differentiation) program, student needs and student learning modes, and integrate informal (formative) and formal (summative) assessment.

*Please refer to Policy 1.02, Procedures 1.02 and the Forms Binder; Individualized Program, Referrals, IPP & Standardized Tests.*

### **I.S.E.E. (Integrated Setting for Enrichment Education) Program**

The Principal and the Director of Student Services will consider available literature on giftedness and learning styles in the development of criteria and forms that govern student participation in the Integrated Setting for Enrichment Education Program. The criteria must include assessments such as a Wechsler Intelligence Scale for Children – 4<sup>th</sup> Edition (WISC-IV) and others, parent checklists, teacher recommendations, the Renzulli-Hartman Rating Scale, and student academic histories. The Integrated Setting for Enrichment Education Program must be flexible and individualized so that the program can take many forms such as gifted program, enrichment program, accelerated program, expanded program. Participation in this program is grounded in the established criteria, which in turn are grounded in the literature. Any student wanting acceptance into the I.S.E.E. Program must meet the criteria.

*Please refer to Policy 1.02, Procedures 1.02 and the Forms Binder; Individualized Program or Integration Program.*

## ***SECTION 10- Co-curricular Activities***

### **Protocol for Field Trips**

Field trips are encouraged as opportunities for students to access an off-site classroom to assist in student learning. The following protocols must be followed:

#### **Planning**

1. The teacher discusses the purpose and nature of the trip with the administration for pre-approval and to then continue with planning.
2. Using the Field Trip Form, the teacher describes the trip (purpose, location, times, costs including transportation). Staff members that are attending the trip must be listed. Note that there is no expectation for part-time staff to attend a full-day trip.
3. Written consent by the administration is secured.
4. The form is given to the designated administrative assistant.
5. Arrangements for transportation are made through the designated administrative assistant. She will detail the transportation arrangements and note the date these were made. Personal vehicles may not be used to transport students. Parents may transport only their children and the children of those parents for whom personal arrangements were made prior to the trip.
6. The teacher will draft an informational letter to parents outlining the purpose of the trip, the location, the times of departure and return, and necessary student materials. If necessary, signed consent forms will need to be included. This letter needs to be approved and proofread by administration prior to being sent.
7. Upon approval of the letter, the teacher copies, distributes, and if necessary, collects and tracks these forms.
8. For out of town trips, a teacher with a minimum of five-years experience must attend, and both male and female chaperones need to be arranged before administrative approval may be given.

#### **On the Trip**

1. The teacher takes a copy of the attendance and emergency contact numbers for all students. This information is found in the field trip folder as provided by the designated administrative assistant.
2. A fully-stocked first aid kit is taken along.
3. The teacher will carry a cell phone or have access to one at all times.
4. The teacher will notify the office of when the group is leaving the building and immediately upon return.
5. Adequate supervision must be provided on trips with these basic guidelines:
  - o 1 teacher or adult per 5 students for grades 1-3
  - o 1 teacher or adult per 7 students for grades 4-6
  - o 1 teacher or adult per 10 students for grades 7-9

**After the Trip**

1. Return the first aid kit to the office. Let the designated administrative assistant know of supplies which are low, missing or used and need to be replaced or restocked.
2. Complete the Special Events form and return it to the designated administrative assistant.
3. Return the entire field trip folder to the designated administrative assistant.

*Please refer to Policy 9.02 and Procedures 9.02 and Forms Binder, Safety, Field Trips.*