

2021

# 2021 Teacher Handbook



## School District 5 (Southeast Kootenay)

### MISSION STATEMENT

To provide students with equitable, quality, educational opportunities in a safe, supportive environment through the efforts of a caring, professional team in cooperation with students, parents and communities.

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# ABOUT OUR DISTRICT

## History

This handbook has been developed to familiarize teachers and teachers teaching on call with School District No. 5 and provide information about working conditions, key policies, procedures, and benefits affecting employment. This document will be updated continuously throughout the year; therefore, it is suggested that you access the on-line version as opposed to printing the document.

School District 5 Southeast Kootenay serves approximately 6200 students in the communities of Cranbrook, Jaffray, Fernie, Sparwood and Elford.

## Contact Us

### School District No. 5 (Southeast Kootenay)

940 Industrial Road #1  
Cranbrook, BC V1C 4C6  
250-426-4201  
[www.sd5.bc.ca](http://www.sd5.bc.ca)

## District Contacts

All district staff contact information can be found [here](#).

## [Board of Education](#) Contacts

Trustee contact information can be found [here](#).

**Collective Agreement between the Cranbrook and Fernie Teachers' Association and School District 5** can be found [here](#).

## Approved School Calendars

The SD5 school calendars can be found [here](#).

## School List

Schools and contact information is found [here](#).

## School Start and Dismissal Times

Please see individual school start and end times for each school [here](#).

# Strategic Plan – Pathways to Learning



## School District 5 (Southeast Kootenay)

### PATHWAYS TO LEARNING

Vision	Mission	Values
Students love to learn here, staff love to work here, families love to gather here	Our students will graduate with dignity, purpose and options	Respect, Vision, Fairness, Collaboration, Integrity, Inclusion

#### Engaging All Learners

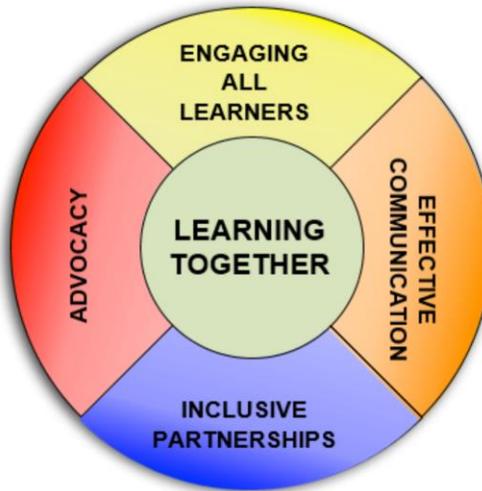
**Goal:** To inspire all learning partners to create and contribute to an engaging, personalized educational experience for our learners.

- Provide a safe, supportive environment that fosters continued growth in a rapidly changing environment
- Honour all pathways to graduation
- Acknowledge deeper learning opportunities based on individual strengths and abilities

#### Advocacy

**Goal:** Advocate for specific needs in our District and for public education in general.

- Encourage governments to fully fund public education
- Advance the replacement of aging schools through Ministry and community partnerships
- Provide a forum for the development and celebration of innovative practices



#### Effective Communication

**Goal:** Continue to foster two-way, ethical communication between the District and all learners, students, staff, parents and community in a timely, concise and inclusive manner.

- Ensure information is current
- Provide user-friendly platforms
- Create opportunities for meaningful dialogue

#### Inclusive Partnerships

**Goal:** Cultivate opportunities for shared community awareness, engagement and resources to enhance student learning.

- Engage community participation in providing meaningful student learning opportunities
- Promote educational partnerships that enhance student learning and are beneficial to the community
- Advance active community engagement in real-world learning opportunities for students

## **Framework for Enhancing Student Learning found [here](#).**

- Goal 1** To enable all students to graduate with a sense of belonging, purpose, choice and hope for their future.
- Goal 2** To foster the growth and development of literate, numerate and socially responsible students in all areas of their education.

## **Enhancement Agreement found [here](#).**

The current Aboriginal Enhancement Agreement was signed in June 2020.

## **The School Action Plans**

The school action plans are developed as part of a purposeful plan for achieving both the school goals and district priorities. A variety of information (including classroom, school, district, and provincial data, school and parent priorities) is used in the development of the plan. The most important aspect of the plan is the expected student outcomes and the resources required to support them.

These plans can be found [here](#). A review of the school plan occurs in May/June of each school year and will be posted shortly thereafter.

## **District Committees**

**District Committees** may be formed to address specific board or district concerns. Parameters for these committees will be provided to the relevant organizations at the time of formation. Some of the standing committees are listed below. If you are interested in being a part of one of the District Committees, please contact your Union President.

**District Technology Advisory Committee** provides vision, context and support for software and hardware recommendations and procedures to the district. This committee also advises on the 5-year district technology plan. The committee meets as required throughout the school year.

**Joint Curriculum Implementation Committee** provides advice to the district on curriculum implementation or significant educational change initiatives. Appointment of teachers to the committee is through the Union. The committee meets as needed throughout the school year. Meetings are scheduled in and outside of instructional time.

**French Advisory Committee** acts as an advisory to the board. This committee will stand for a period of three (3) years at which time a review and evaluation of the committee will take place. The committee meets as needed throughout the school year. Its goals include:

-  Understanding and advising on policies and practice.
-  Developing and/or communicating effective pathways supporting French Immersion education and Core French studies.
-  Improving the understanding of the student/parent experience.
-  Seeking of supports for promoting the study of French.
-  Establishing transition pathways for students of French.
-  Planning support systems for students of French.

**Communicating Student Learning Committee** was formed in response to the Ministry’s examination of the current student reporting policy. The purpose of the committee is to provide a vision, context and support for flexible assessment and reporting options within the provincial reporting framework. This committee meets as needed throughout the school year.

### **District Occupational Health & Safety Advisory Committee (DOHSAC)**

The District Occupational Health and Safety Advisory Committee (DOHSAC) has representation from all employee groups and acts as an advisory to district management. The committee meets on a regular basis throughout the school year.

## **GENERAL INFORMATION**

### **Reporting Child Abuse or Neglect**

If you have reason to believe that a child or youth needs protection under section 13 of the Child, Family and Community Service Act you are **legally responsible** to report the matter to a child welfare worker. Phone 1-800-663-9122 at any time of the day or night. If the child or youth is in immediate danger, call 9-1-1 or your local police.

Please talk to your principal or school counsellor for support during this process.

The Ministry of Children & Family Development’s “*BC Handbook for Action on Child Abuse and Neglect for Service Providers*” can be found [here](#).

Please ensure you review and understand your obligation to report child abuse and neglect.

The District Policy *Section 3.36* Child Protection can be found [here](#).

### **Confidentiality and Privacy**

-  Confidentiality in a school district is of utmost importance and is governed by:
  - district policy Access to Information and Protection of Privacy *Section 2.3*,

- the *Freedom of Information and Protection of Privacy Act*,
- the *School Act*, and
- *Personal Information Protection Act*.

 As a result of your employment in the district you may receive, learn about, be acquainted with, or have access to confidential information regarding students, families, staff, the school and district. The management and safekeeping of confidential information is the responsibility of all employees.

### Remember the following regarding confidential information:

-  you have an obligation to protect the privacy of students, families, staff, the school and district;
-  you must have permission from the parents to post pictures of students on the school district portal. Pictures of students are not to be posted on social media platforms.
-  restrict access of confidential information on a 'need to know' basis. Disclose confidential information to meet its intended purpose: which is to support work activities; and
-  proper handling and protection of confidential information remains in effect after the employment relationship ends.

It is expected that employees do not use or disclose confidential information inappropriately. If you are in doubt as to whether certain information is confidential, ask your supervisor before disclosing, releasing, or transmitting the information.

For more information on confidentiality check out the School Act [here](#) and the Freedom of Information & Protection of Privacy Act and Personal Information Protection Act [here](#).

### District Website, Office 365 & Communication

Visit our district website at [www.sd5.bc.ca](http://www.sd5.bc.ca) for district, school and employee information as well as links to various resources relevant to staff and education. Use the utility link to access 'Email', 'Office 365', 'PowerSchool (SRB)' and 'Portal' login information.



The district uses Office365 for its e-mail service. To maintain confidentiality and privacy, use your school district email for work related communication **only** and do not use your district email for

personal communications. Be advised that the district has the ability to monitor any network access and sites you visit.

All communication to you from the district is electronic (including payroll slips & T4s) so check your SD5 email on a regular basis to ensure you are not missing important emails. Office365 provides a multitude of conference groups to support district communication, including, but not limited to, Indigenous Education, All Staff, Library Staff, and Pro-D (Professional Development). The various conference groups support staff connections in the district.

Do you have questions on Office365? Ask a school secretary, a co-worker, your supervisor, or contact the district helpdesk at 250-417-3857 or 1-866-417-3857. Office365 help can also be found in the support section on the portal. Should we also have the help desk email here?

## WHAT YOU NEED TO KNOW TO START WORK

### **Absence/Dispatch System (ADS) Leave Request Process – (PowerSchool SRB)**

Staff who will be absent from their assignment must complete an online leave request using our Absence/Dispatch System (ADS). ADS is a web-based, online tool used to request a leave, to book unavailability, to view absence/dispatch history, or make changes to future absences/dispatches. It is a requirement to book all off-school site work (i.e., PSA day) through the ADS system. The system will automatically forward leave requests to the appropriate supervisor for review, and depending on the leave type, to district staff for final review. Go to the 'HR' portal information page for instructions on accessing ADS and using the system. If you require further assistance, see your school secretary, administrator or supervisor.

Entering the leave with as much notice as possible will give the system an opportunity to secure a replacement. Absences must be cancelled by 4:00 pm the day before to be in compliance with the Collective Agreement.

### **In preparation for absences, it is expected that teachers will:**

-  plan for absences by providing a completed daybook or set a detailed plan in a visible or obvious place along with other materials needed (note any special events happening at the school on the day you are absent in the comment section in the ADS system);
-  let the Teacher Teaching On Call ("TTOC") know if a daybook plan will be required for your return;
-  leave a few blank class lists;
-  provide information if your class has education assistant scheduled for portions or whole day and include a description of how the educational assistant supports in your classroom.

### Your day plan should include:

-  directions regarding assignments that should be marked from that day's work and to what criteria and standards;
-  a list of students who may require special consideration (such as medical, social, behavioural), and the appropriate action to take should an issue arise;
-  the Safety Plans for adults as per WorkSafe;
-  a schedule with information about students who leave the room for other services such as ELL, learner support, speech and language, Youth Care Worker, Aboriginal Education support, etc.;
-  a current seating plan, timetable, fire drill/lock down procedure, assembly and a supervision duty schedule;
-  information regarding where needed keys can be obtained.

Teachers should contact the dispatched TTOC directly through the School District 5 email system with concerns that cannot be expressed in the dispatch message or in the daybook. It would be to your advantage to have all the above information in a folder along with a contingency file of productive teaching/learning activities to cover unexpected sick days, or for the TTOC to use if, or when needed.

## HEALTH AND SAFETY

### Emergency Quick Reference Guide

Each teacher is responsible for knowing the procedures outlined in their school's Emergency Handbook. This plan has been developed to prepare the employees at each site to respond to a sudden emergency. At the beginning of each school year, the school administration team will refer to the various procedures with all employees. The teacher will prepare the students in their charge to respond appropriately to a variety of emergencies through classroom practice and participation in school emergency practice drills.

**Each room should have posted the necessary Emergency Quick Reference Guide including emergency exit routes. Every teacher working in the school should have a key to lock the classroom door in case of emergency.**

***Health & Safety Manual [here](#).***

**It is the duty of all staff to follow proper work procedures, to observe all regulations pertinent to their work, and to cooperate in attaining the objective of an environment free from industrial accident and disease. Please become familiar with the information in the School District No. 5 Health and Safety by following the link above.**

## Joint Occupational Health & Safety Committees

Each school or district site has a site-based Joint Occupational Health and Safety Committee or health and safety representative. These site-based committees are responsible for carrying out duties outlined in the legislation and detailed in the district's Health and Safety Program and reporting the issues to the District Occupational Health and Safety Advisory Committee. This is your first step to addressing health and safety issues at your school.

## Mandatory WHMIS and Bullying/Harassment Prevention Training

The Workplace Hazardous Materials Information System ("WHMIS") is a major response to Canadian workers' right to know more about safety and health hazards of materials used in the workplace.

Provincial legislation, through amendments to occupational health and safety regulations, requires that all employees receive education on controlled products; workplace labelling and identification; and Material Safety Data Sheets ("MSDS").

All employees are expected to complete WHMIS training. This information will be included in your hiring package from Human Resources. Once completed, your certificate must be sent to the Human Resources Department at the Cranbrook Board Office. If you have not yet received WHMIS training, contact Human Resources as soon as possible.

A Workplace Bullying and Harassment Prevention course must be completed. This information will be included in your hiring package from Human Resources. Submit the certificate to the Human Resources Department as soon as the course is completed. Refer to Policy *Section 2.2- Workplace Bullying and Harassment* on the district website or [here](#).

## Violence Prevention

If any staff experiences an act of violence or receives information regarding a potential risk (including threats of violence), that risk **must** immediately be reported to the supervisor who will assess the situation and provide information as appropriate. Incidents or threats of violence must be reported to the supervisor and a Violent Incident Report completed for investigation purposes. Violent Incident Reports are available in every school/site office or [here](#). As per WorkSafe regulations, a Safety Plan must be developed for workers in a school if there is a child who exhibits violent behaviour towards them or their students.

## Physical Restraint and Seclusion

Our district expects positive and least restrictive approaches regarding interactions with problematic student behaviours. Respect for student rights, maintaining student dignity, and the safety of all involved is paramount.

Every effort should be made to structure learning environments and to provide learning supports that make physical restraint and seclusion unnecessary. It is expected that all staff implement effective supports and interventions to prevent and de-escalate potentially unsafe situations.

The Board of Education requires regular review of the physical restraint and seclusion regulations and procedures to ensure alignment with current research and practices.

Find the Physical Restraint and Seclusion Policy *Section 3.9* [here](#).

### **Inclement Weather Days**

Schools will normally remain open for students and staff during inclement weather conditions and staff are expected to make every effort to attend work. The only exception to staff not reporting to work at their regularly scheduled work site would be due to a road closure advisory issued by the RCMP. If roads were not closed and staff felt that reporting to work would be putting themselves at risk due to road conditions, leave without pay would be granted. If road closure did occur, teaching and support staff would report to the nearest school for duties to be assigned.

### **Purchasing Protocol**

Each district facility receives an allocation from the budget each year to maintain an inventory of equipment and supplies, as well as obtain services such as contracting resource people for in-service training, or making repairs to equipment. Staff may be involved in certain aspects of purchasing decisions. The administrator makes all final purchasing decisions for the school. The buying process is controlled by the need for security and clear documentation when purchasing with public money:

-  **The employee or department head** researches and specifies needs, presenting these in requisition form to the administrator.
-  **The administrator** reviews requisitions and approves based on appropriate need and available funding.

**School purchasing card and in-service training** is available to staff. Please see your administrator to set up. Please do not use personal credit cards to purchase supplies/services.

**Note: The purchase of educational technology equipment including software *must* be cleared through the IT Department prior to finalizing a purchase order.** This is to facilitate a standardized process for the acquisition of this type of equipment.

### **Student Account Activities (Fund Raising)**

The administrator's **prior** approval is required to permit the initiation of a fundraising effort. Funds raised by student, parent and staff efforts are maintained by the school office. **All money earned is submitted to the office staff.** Office staff deposit it into the school's trust account, money will be withdrawn to pay appropriate bills by cheque and transactions reported to the board office for the district's financial statements.

Please find the Policy *Section 4.12* Depository of School Funds/Student Activities [here](#).

### **FSEAP – Your Employee and Family Assistance Program**

FSEAP is our district's employee and family assistance program which provides resources including counselling services for any event or situation that may affect your family life, work life, or general well-being. This service is available to employees and their immediate family members who permanently reside in the employee's household. The service is confidential and FSEAP has flexible hours that work around your work schedule.

To access FSEAP either go to their website [here](#) for resources or call 1.800.667.0993 or TTY 1.888.234.0414. Phone lines are available 24 hours per day, 7 days per week.

### **Expectations for Work Related Activities**

District expectations for teachers' conduct while on work-related activities:

-  Teachers on work-related activities are expected to conduct themselves in the same manner they would while on school district property. This applies to activities involving students as well as non-student activities such as professional development.
-  District expectations for teachers' conduct while away from work ("off-duty conduct") have been set out by the B.C. Court of Appeal:

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*"The behaviour of the teacher must satisfy the expectations which the British Columbia community holds for the educational system. Teachers must maintain the confidence and respect of their superiors, their peers and, in particular, the students, and those who*

*send their children to our public schools. Teachers must not only be competent, but they are expected to lead by example. Any loss of confidence or respect will impair the system and have an adverse effect upon those who participate in or rely upon it. That is why a teacher must maintain a standard of behaviour which most other citizens need not to observe because they do not have such public responsibilities to fulfill.”*

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To discover the origins of this ruling, read the Shewan Arbitration [here](#).

## **GOVERNMENT EXPECTATIONS FOR TEACHERS**

### **Teachers’ Responsibilities according to the Ministry of Education:**

- A. A teacher’s responsibilities include designing, supervising and assessing educational programs and providing instruction to individual students and groups of students.
- B. Teachers shall perform the duties set out in the regulations.

Find the *School Act 17 (1), (2)* [here](#).

### **Teacher Regulation Branch Professional Standards for BC Educations are:**

1. Educators value the success of all students. Educators care for students and act in their best interests.
2. Educators act ethically and maintain the integrity, credibility and reputation of the profession.
3. Educators understand and apply knowledge of student growth and development.
4. Educators value the involvement and support of parents, guardians, families and communities in schools.
5. Educators implement effective planning, instruction, assessment and reporting practices to create respectful, inclusive environments for student learning and development.
6. Educators demonstrate a broad knowledge base and an understanding of areas they teach.
7. Educators engage in professional learning.
8. Educators contribute to the profession.
9. Educators respect and value the history of First Nations, Inuit and Metis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Metis.

Find more details on the Professional Standards for BC Educators [here](#).

## DISTRICT EXPECTATIONS FOR TEACHERS

In addition to the duties outlined above in the *School Act* 17 (1) (2) our district expects teachers to:

-  be accountable for professional conduct;
-  be versed in TRB Professional Standards for BC Educators found [here](#);
-  be professional, courteous, fair, consistent and honest in working with students, parents/guardians, other teachers, support staff, administrators and district staff;
-  be responsible for their personal growth and professional development;
-  be on task while performing assigned duties and meeting deadlines;
-  be in the school at least 15 minutes prior to class beginning and at least 15 minutes after class dismissal and be on time to class, to supervision and to meetings;
-  be dressed appropriately for the school setting;
-  implement the Ministry of Education's curriculum and core competencies found [here](#);
-  plan major learning outcomes, timelines, assessment and evaluation strategies (see page 13 of this booklet for more details on expectations);
-  inform parents/guardians of program concepts, skills and expectations in the classroom in a variety of ways according to the communicating student learning criteria (see your administrator for details);
-  establish clear expectations for students both in and out of the classroom;
-  prepare for students and their classes during time provided for this purpose in the schedule, or during other non-instructional time;
-  emphasize positive student work habits, organizational skills, note taking abilities, study and listening skills, and goal-setting (this includes incorporating study skill units in previews or overviews);
-  use the districts' internet service accordingly to understand the Technology Use Agreement found [here](#), Social Media Use Policy found [here](#), and the Social Media Use regulations found [here](#);
-  refrain from engaging with students on social media platforms or through use of cell phones (the district's Cell Phone Use Policy can be found [here](#));
-  be proactive in contacting all parents/guardians about student success and concerns, as well as in a variety of areas and beyond the required formal and informal reporting;
-  post and maintain a current timetable schedule in your classroom;
-  be well-prepared for those times when a teacher-on-call is required.

## Expectations for Teachers Teaching On Call (“TTOC”)

The TTOC is expected to fulfill the duties and responsibilities of the absent teacher.

**On arrival at the school, the TTOC must report to the school office and will be provided with pertinent information such as:**

-  all keys necessary to carry out their teaching duties;
-  sign-in instructions, including instructions on how to log “loss of prep” or acquiring additional teaching blocks in the event these occur;
-  fire drill, lock down and other emergency procedures;
-  health and safety program information;
-  bell schedule;
-  student code of conduct information.

Once the assignment is complete, the TTOC returns all keys and pertinent information to the school office.

**It is a district expectation that the TTOC:**

-  sign in at the school office at least 15 minutes prior to the start of class, and stay at least 15 minutes after dismissal;
-  fulfill any scheduled supervision duties of the absent teacher except for the first day in the position as per the Collective Agreement;
-  follow the plans left by the teacher as closely as possible and leave a detailed list of what was accomplished noting any adaptations that were necessary;
-  plan for the following day (unless advised otherwise by the absent teacher) and complete preliminary work (such as putting up board work and doing photocopying);
-  mark work assigned/collected during the day (unless advised otherwise by the absent teacher);
-  if the assignment includes scheduled preparation time, the TTOC is expected to use this time to complete planning related to the assignment (if requested by absent teacher). The TTOC may ask the administrator and/or Student Services how to best use their teaching skills during this time, if they choose;
-  leave your name and email address in the daybook in case the teacher needs to contact you;
-  leave the class as you found it, be considerate of the custodian, have the students pick up the garbage on the floor and straighten up and find out from the students if the chairs need to be stacked.

**Remember:**

Students can be a helpful source of information on usual practice, however be aware of students who capitalize on your unfamiliarity with the class routine.

It is important not to allow disruptive behaviour to persist, if necessary consult with the administrator or send a message to the office for administrative assistance. Also, it is helpful to leave the teacher a list of issues that occurred, including student names and actions taken.

## **PLANNING AND ASSESSMENT**

### **Instructional Planning**

Teachers are expected to demonstrate long term planning. Planning within the curriculum model Know-Do-Understand includes learning standards, timelines, resources, and assessment and reporting strategies. Purposeful planning, which reflects curricular and core competencies and takes into account the students' learning styles, is the central component of effective instruction. Sound planning includes three components:

-  Long-Term Planning - overviews of the course, the semester, and/or the year. This will include broad learning standards, units/themes of study, broad timelines, resources, and assessment and reporting strategies and procedures.
-  Unit or Thematic Planning - outlines the curricular competencies within an instructional unit or thematic approach. Includes a progression and timeline of lessons to be taught, instructional resources, and assessment strategies to be used.
-  Daily Lesson Planning - reflects the specific learning standards for the lesson. Daily lesson planning should include the progression of specific teaching strategies to teach the curricular competencies materials required for the lesson, and specific assessment strategies to be used.

Overviews, unit/thematic plans, and lesson plans should be consistent using the BC Curriculum Learning Standards. School guidelines for communicating teaching, learning and assessment procedures to parents and students are to be followed. Check with your administrator for requirements.

### **Inclusive Education - Accessibility and Replacement Programs**

Teachers are to include in their planning the various strategies necessary for students on adapted or modified programs. Students on modified programs must be on an Individual Education Plan (IEP) prepared in collaboration with the student services teacher. There are the rare situations when a student may be modified but only on a Student Support Plan (SSP) and not an IEP. It is a very specific process in our district to have parents involved in the decision. The same may apply for students requiring adaptations, which expects adherence to the learning standards. Teachers

need to be aware of students on these programs, especially through the student services teacher, learning support teacher or administrator responsible for special services in the school. Inclusive resources can be found [here](#).

For clarification and more information, please see the Ministry of Education adaptations from the Special Education Manual released April 2016 [here](#).

## **Instructional Methods**

After deciding on appropriate instructional strategies, a teacher must make decisions regarding instructional methods. Instructional samples that identify clear connections to the Big Ideas, Learning Standards, and Core Competencies can be found on the link below. First Peoples Principles of Learning and content are included in some samples. Many of the samples make cross-curricular connections, offer choice for students and teachers, explore multiple entry points and adaptations, provide assessment ideas, and include samples of student work. Some also show how teachers have made explicit connections to the curriculum through cycles of thinking, planning, and reflection. Find BC New Curriculum Instructional Samples [here](#).

## **Classroom Assessment and Reporting**

Assessment involves the wide variety of methods or tools that educators use to identify student learning needs, measure competency acquisition, and evaluate students' progress toward meeting provincial learning standards.

## **Principles of Quality Assessment**

The following principles provide a foundation for the development of classroom assessment, evaluation and communication of student learning. These principles are intended to provide teachers with guidance for classroom assessment that aligns with the redesigned curricula.

### **Principles of quality assessment:**

-  are fair, transparent, meaningful and responsive to all learners;
-  focus on all three components of the curriculum model – knowing, doing, understanding;
-  provide ongoing descriptive feedback to students;
-  are ongoing, timely, specific, and embedded in day to day instruction;
-  provide varied and multiple opportunities for learners to demonstrate their learning;
-  involve student in their learning;
-  promote development of student self-assessment and goal setting for next steps in learning;

-  allow for a collection of student work to be gathered over time to provide a full profile of the learner and learning;
-  communicate clearly to the learner and parents where the student is, what they are working towards and the ways that learning can be supported.

Refer to the links below for more information:

[BC Performance Standards](#)

[Classroom Assessment and Evaluation Handbook Series](#)

[Redesigning Assessment](#)

**There should be no surprises.** The criteria they will be graded on should be clear to students. At any point in the course, parents should be informed if a student is experiencing difficulties or performing below expected levels for that student. Finally, it is important that we not expect too much of grades. Over-reliance on grades as communication vehicles or as motivators will not be beneficial. For effective communication, broad-based reporting with detailed learner profiles is needed.

## Report Card Guidelines

SD 5 is part of the K-9 Communicating Student Learning Pilot and the details can be found [here](#).

## Guidelines for Parent-Teacher Conferencing and Reporting

Each administrator is responsible for assuring that procedures are established within the school for parent-teacher conferencing and other means of informal reporting of student progress to parents/guardians. Informal reports initiated by the teacher may include telephone calls, conferencing, journals, emails, written reports, and portal communications.

All parents/guardians of Kindergarten to Grade 12 students will be provided with opportunities to conference with the classroom teacher each year. Parent-teacher conferences may be arranged for a variety of reasons such as establishing growth plans for a child and communicating student progress. Early dismissal dates have been established in elementary schools for such conferencing. Teachers are also expected to provide other opportunities for conferencing with parents/guardians as necessary.

## Mentorship Program

The Mentor Program is intended to support teachers new to the district or seasoned teachers new to an assignment. The program is based on the rationale that:

-  teachers continue to grow and learn with peer support;
-  teachers have a wealth of knowledge and experience that they are willing to share;

-  we can learn from each other;
-  mentoring decreases teacher isolation;
-  students will benefit.

To access the mentorship program, please contact the president of the local you are working in to complete the paperwork and be assigned a partner.

## **Funding for In-service & Professional Development**

For the purposes of staff development and professional growth, each teacher and school has access to a variety of funds.

**Professional Development funds** are available to individual teachers through the collective agreement for professional development opportunities outside School District 5. Further information is available from school based professional development representatives.

**Staff Development funds** are available to individual and/or groups of teachers who are attending a workshop within School District 5.

**School Growth Plan funds** are provided to the school by the district to support all school level staff development activities as outlined in the school plan. Further information is available from your school administration.

## **Education Assistants**

Education assistants work within school and district policies and practices. Their roles are determined by the needs of students. The day-to-day activities of educational assistants are directed by the administrator, teacher, or student services teacher. Educational assistants' work can be as varied as the teachers and students they support.

Education assistants assist in keeping students engaged in the range of activities that take place in the learning environment. These activities, for example, may be academic, social, or related to specific student needs. They can take place in a variety of situations and settings, ranging from group work to individual pursuits, and from reading and writing to painting, drawing, and working with objects.

Classroom activities and lessons require a teacher's planning, organization, scheduling and coordination. This "extra pair of eyes and hands" can be invaluable to the smooth functioning of the classroom. If the teacher is absent, they should include in the TTOC notes the details regarding the education assistant tasks in your classroom

The classroom can be an active, fast-paced work environment. Education assistants respond to the needs of the students as well as the teacher and/or school team in a timely and appropriate way. By keeping the lines of communication open and sharing information with members of the school staff, and giving and receiving feedback, education assistants support teachers in the high volume of activity and change that takes place in a typical workday.

Education assistants do not provide feedback or direct communication with parents. The classroom teacher is responsible for that aspect.

Under the direction of teachers and other professional staff, education assistants assist students who require ongoing, long-term support through plans developed specifically for them by an in-school team. Education assistants may be called upon to work together with members of an individual student’s in-school team. While the composition of this team will vary according to the individual student’s needs, it typically consists of those people who are involved with the student on a daily basis at school.

### Roles and Responsibilities of Teachers and Education Assistants

The following table identifies separate and joint roles and responsibilities of teachers and educational assistants.

Topic	Duties of Teachers	Joint Activities (Teachers & Education Assistants)	Duties of Education Assistants
<b>Assessing</b>	Assess learning needs, based on class and individual student profiles.	Discuss student abilities, strengths, and weaknesses.  Attend program planning meetings at the teacher’s request.	
<b>Programming</b>	Develop programming based on required curriculum and individual student needs, choosing from available alternatives.  Prepare individual education plans (IEPs).  Maintain current student profiles and IEPs.	Discuss desired outcomes for the student.  Discuss educational, behavioral, and emotional goals.	

<p><b>Planning</b></p>	<p>Plan lesson activities and choose resources.</p> <p>Choose appropriate accessibilities/replacements to meet IEP specifications.</p> <p>Establish priorities.</p>	<p>Discuss the preparation of materials and accessibility/replacement to the curriculum based on student needs.</p>	<p>Assist in collecting, collating, and organizing materials, creating displays, and undertaking other supportive activities.</p>
<p><b>Supervising</b></p>	<p>Establish a clearly understood classroom management structure, classroom rules and expectations for students.</p> <p>Work within school management structures, school rules, and expectations.</p>	<p>Meet regularly to discuss student progress.</p> <p>Discuss and clarify expectations for student behaviour and classroom rules.</p>	<p>Work within established school structures, including classroom management, structures, behavioural rules, and student expectations.</p> <p>Document and report to the teacher, as appropriate.</p>
<p><b>Teaching</b></p>	<p>Implement lesson plans and direct teaching related to those lesson plans.</p> <p>Supervise and facilitate student learning.</p> <p>Model techniques and appropriate language.</p> <p>Provide resources for education assistants.</p>	<p>Clarify and share outcomes and experiences.</p> <p>Discuss specific strategies, activities, and outcomes.</p> <p>Discuss workplace location.</p>	<p>Clarify elements of the lesson for students.</p> <p>Supervise reinforcement activities.</p> <p>Reinforce specific techniques, strategies, and language as directed by the teacher.</p> <p>Document, monitor, and report objective information to the teacher.</p>
<p><b>Evaluating</b></p>	<p>Monitor and evaluate student progress and</p> <p>Programming.</p>	<p>Discuss observations.</p> <p>Exchange information.</p>	<p>Observe student behavior and provide information to teachers.</p>

	Monitor the implementation of the IEP.	Mark objective tests and assignments for teachers to review.	Collect and record data for use in student evaluation.
<b>Reporting</b>	Report to parents/legal guardians and the school team, both formally and informally, as appropriate.	Discuss student information, as appropriate.  Maintain confidentiality within policies and practices.	Report to teachers on students` strengths, achievements, and needs.  Report to teachers on observed student behaviour and outcomes.
<b>Staying Current</b>	Keep up to date on school, school district, and provincial policies.	Follow policies and guidelines.	Keep up to date on school, district and provincial policies.