



Vanguard Community School

Policies and Programs

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Staff, Student and Parent Policies:

Accidents Resulting in Injury:

Accidents resulting in injury, which occur while at school, must be reported immediately to the principal. The following procedure is to be followed:

1. Report accident to principal.
2. Administer First Aid until the most experienced First Aid respondent can be located.

3. Fill in the accident reporting form.

For ALL injuries to the head (a slight bump is not an injury):

1. Parents are informed ASAP.
2. A medical check is required if the child's parents cannot be reached.
3. All head injuries are treated as serious with immediate referral to medical authorities and notification of parents.
4. If a student is sent home, a responsible person must be there to supervise, or they stay at school supervised.
5. Student accident reports will be kept on file at the school for one year.

If students are injured, there is an accident report form (on file) that needs to be filled out for insurance purposes.

Staff should document any injuries sustained while on the job.

Administrators' Meetings and Teacher in Charge Designations:

Admin meetings take place once a month. If you are interested, you will be assigned a portion of the school year, in which you will cover any TIC days that might arise. Otherwise, Mr. Englot will act in this capacity. You will also be responsible for finding an alternate TIC, should you be unable to fulfill your duties on any given TIC day

Alcohol and Drugs

Student involvement with drugs or alcohol will not be tolerated in any way while at VCS. The following guidelines will apply:

- a) If a student is found to be under the influence of drugs or alcohol, the student will be suspended for the day. Parents will be notified and students will be required to meet with a student counselor.
- b) If a student is found to be in possession of drugs or alcohol, the student will be suspended for a minimum of three days, parents will be notified and students will be required to meet with a student counselor.
- c) Repeat violations will result in suspensions of up to 10 days.
- d) Considering that possession of alcohol is illegal under the age of 19 in the Province of Saskatchewan, students are to be discouraged from talking about activities in which they have engaged in alcohol consumption. Noon period detentions may result at the discretion of VCS staff.
- e) If a student is found to be in possession of a schedule 1, 2, or 3 drug (<http://laws-lois.justice.gc.ca/eng/acts/C-38.8/>), the RCMP will be notified immediately as this is a violation of the Controlled Drugs and Substances Act. The RCMP will also be notified immediately in any instance of alcohol or drug trafficking.

Allergies:

As of June 1, 2013, tree nuts and peanuts are excluded from the school site, based on the ingredient list of any food product that identifies peanuts or nuts as an ingredient. This includes all school-related activities and functions hosted within the school.

In response to a growing number of food sensitivities in our school community and in recognition of the severe consequences of a peanut/nut exposure to individuals, Vanguard Community School is implementing a plan to go peanut/nut friendly on the school premises. Adults and children need to be mindful of any products containing peanuts/nuts when preparing and bringing food onto the school site. The immediate impact of a peanut/nut exposure to an individual with an allergy can be life threatening and require medical intervention or hospitalization. The support of all school families and staff is appreciated.

Vanguard Community School Practices in response to peanut/nut allergies include:

1. Attempting to limit and hopefully eliminate any peanut or tree nut content brought onto the school premises.
2. Washing of hands by everyone (staff, students, and visitors) upon entering the school building.
3. Daily cleaning of surfaces, door knobs and handles.
4. Training of all staff in the correct use of an epipen.

5. Providing education and awareness for members of the school community (children, parents, and staff) to support this policy.

6. Training of all staff in emergency response procedures related to anaphylactic reactions.

Assemblies (Grades K-12):

Assemblies will be held in the gym. Please note that hats are to be removed for assemblies. General assemblies will be held Monday morning at 9:00 a.m.

Assessment:

I. Philosophy Statement: The Purpose of Assessment

At Vanguard Community School, we believe that the purpose of assessment is to improve learning and teaching. We believe that assessment provides students, parents and teachers with an accurate picture of student performance in relation to the learning outcomes of the Saskatchewan Curriculum.

Assessment opportunities at Vanguard Community School take on one of three primary roles:

1. Assessment OF Learning:

This type of assessment is usually summative and is mostly done at the end of a task, unit of work etc. It is designed to provide evidence of achievement to parents, other educators, the students themselves and sometimes to outside groups. It is the assessment that becomes public and results in statements or symbols about how well students are learning.

2. Assessment FOR Learning:

Assessment for Learning happens before or during the learning, often more than once, rather than at the end. Students understand exactly what they are to learn, what is expected of them and are given feedback and advice on how to improve their work. In Assessment for Learning, teachers use assessment as an investigable tool to find out as much as they can about what their students know and can do, and what confusions, preconceptions, or gaps they might have. The wide variety of information that teachers collect about students' learning processes provides the basis for determining what they need to do next

to move student learning forward. It provides the basis for providing descriptive feedback for students and deciding on groupings, instructional strategies, and resources.

3. Assessment AS Learning:

Through this process students are able to learn about themselves as learners and become aware of how they learn – become metacognitive (knowledge of one’s own thought processes).

Students reflect on their work on a regular basis, usually through self and peer assessment and decide (often with the help of the teacher, particularly in the early stages) what their next learning will be.

Assessment as learning helps students to take more responsibility for their own learning and monitoring future directions.

II. Responsibilities/Expectations

Teachers’ Roles in Assessment of Learning:

Teachers have the responsibility of reporting student learning accurately and fairly, based on evidence obtained from a variety of contexts and applications. Effective assessment of learning requires that teachers provide:

1. a rationale for undertaking a particular assessment of learning at a particular point in time.
2. clear descriptions of the intended learning.
3. processes that make it possible for students to demonstrate their competence and skill.
4. a range of alternative mechanisms for assessing the same outcomes.
5. public and defensible reference points for making judgements.
6. transparent approaches to interpretation.
7. descriptions of the assessment process.
8. strategies for recourse in the event of disagreement about the decisions.

Teachers’ Roles in Assessment for Learning:

Assessment for learning occurs throughout the learning process. It is interactive, with teachers:

1. aligning instruction with school, division and provincial learning outcomes and initiatives.
2. identifying particular learning needs of students or groups.
3. selecting and adapting materials and resources.
4. creating differentiated teaching strategies and learning opportunities for helping individual students move forward in their learning.
5. Providing immediate feedback and direction to students.

Teachers' Roles in Assessment as Learning:

The teachers' role in promoting the development of independent learners through assessment as learning is to:

1. model and teach the skills of self-assessment.
2. guide students in setting their own goals, and monitoring their progress toward them.
3. provide exemplars and models of good practice and quality work that reflect curriculum outcomes.
4. work with students to co-construct clear criteria of good practice.
5. guide students in developing internal feedback or self-monitoring mechanisms to validate and question their own thinking.
6. provide regular and challenging opportunities to practise, so that students can become confident, competent self-assessors.
7. monitor students' metacognitive processes as well as their learning, and provide descriptive feedback.
8. create an environment where it is safe for students to take chances and where support is readily available.

Students' Role:

Students will:

1. Complete all required assignments and assessment activities
2. Demonstrate pride in completed work by ensuring that all assignments are of high quality.
3. Participate in activities to celebrate learning and/or demonstrate that learning has occurred.
4. Take advantage of opportunities to revise or redo assignments or assessment activities.
5. Participate in all learning and/or assessment activities.
6. Take advantage of all intervention opportunities.

Parents / Guardians' Role

Parents/Guardians will:

1. Provide the time and place to support student learning.
2. Actively participate in communicating with staff; including reading newsletters and other information documents, attending conferences that focus on student learning and achievement.
3. Convey the importance of school in general and learning activities specifically to their children.
4. Endeavour to ensure that their children are present for as many learning and assessment opportunities as possible given varying circumstance.

III. Grading Practice:

Assessment OF Learning:

1. Student behaviors (effort, participation, adherence to class rules, etc) should not factor into summative grades unless specified in the curriculum.
2. Work or assignments submitted late should not result in a reduced mark. Provide support or intervention for the learner instead.
3. Bonus points or extra credit should not factor into a summative grade.
4. Don't punish academic dishonesty with reduced grades; apply other consequences and reassess to determine actual level of achievement.
5. Don't consider attendance in grade determination; report absences separately.

6. Don't include group scores in grades unless a group assignment has individually assessed components; use only individual achievement evidence.

7. Where possible avoid organizing grades by assessment method or terms. Organize by curriculum outcomes.

8. Use clear performance standards and achievement expectations when assigning grades. Involve students where possible in the creation of assignment criteria.

9. Avoid using zeros in grade determination when evidence is missing or as punishment. Use alternatives, such as:
 - reassessing to determine real achievement.

 - use "I" for Incomplete or Insufficient Evidence. Please note that at Vanguard School we can communicate to parents and students if a failing grade is a result of missing assessments or a result of not meeting curriculum expectations. In Grades 10-12 however, final grades must be reported to the ministry as such and no distinctions can be made.

 - For students that are habitually late in handing in assignments, tests and quizzes can be used to make up 100 percent of the student's summative mark. This should be brought up at a TAT Meeting.

 - synthesis projects at the end of a course of study.

10. Comprehensive Midterms may be given. Final exams are to be from the midterm to the end of the course. Teachers may give a comprehensive final exam upon consultation with the principal.

11. There will be a designated time for end of course assignments and exams

12. Non-accredited teachers will give government exams.

13. Assessment must be tied to learning objectives in the curriculum.

14. Assessment strategies will measure content, process, and product.

15. Marks cannot be deducted as a punitive measure.

16. Marks from summative assessment will only factor into grades.

17. Plagiarism may result in:
 - Automatic redoing of the assignment.

- Alternative assessment opportunities.
- Synthesis project.
- Forfeiting of assignment privileges.
- Withdraw from high school courses.

Assessment FOR Learning:

1. Students will receive multiple low-stakes opportunities to demonstrate mastery of the learning.
2. Assessment should be ongoing and should include a variety of strategies.
3. Assessment should be differentiated according to student needs.
4. Assessment should provide timely feedback.
5. Assessment should be used in forward planning.

Assessment AS Learning:

1. Instruction should be based upon a number of metacognitive strategies.
2. Students should be given opportunities to co-construct assignment criteria.
3. Use exemplars of good practice whenever possible.

IV. Reporting Progress

1. For Grades K-9 there are three reporting periods (November, March, June).
3. Grades 1-9 use the Chinook School Division Learning Folder.
4. Grades K-12 use the Chinook School Division High School Report Card generated by the Maplewood Student Database.

5. Chinook School Division marking scale:

Exceeding Expectations	90-100
Meeting Expectations	75-89
Progressing towards Expectations	60-74
Needs more time and support	<60

6. For Grades 10-12 there are four reporting periods (November, January, April, June)

7. Grades 10-12 students take part in a formal final exam session in January and June. Grades 7-9 students have exams as part of regularly scheduled classes only.

8. For K-12 student led interviews take place in November and March.

V. FAQ`s

Why don't you give students zeros?

- We need to make sure students do the work that is required of them. We can't let them off the hook by giving them a zero. If we do that, they don't do the work and we can't assess what they know.
- Assessment is a summary of what a student knows. It is not a commentary on behaviour.
- Missed assignments are a behaviour issue. Teachers are responsible for finding out why an assignment was missed and take steps to address this issue. This takes a lot of work, but our students are worth the effort.
- Educational research has shown that many students are not motivated to work harder at learning when they get a zero grade. Some students are at risk of not completing school. We need to keep them motivated, help them learn the curriculum, and give them fair and appropriate opportunities to demonstrate their learning.
- For Grades 10-12 students zeros will be given at the end of a course if all other options are exhausted.

Why were zeros okay when I was in school?

- Like all things, the nature of assessment has changed considerably over the past few decades.
- At one time, assessment only measured what a student had learned at the end of a unit or course. There was no way for students to benefit from ongoing assessment throughout the year.
- Educational research has shown that sharing ongoing feedback with students about their progress throughout the year is a better approach.
- By giving students regular feedback, assessment helps students understand where they are doing well, where there are gaps in their understanding, and what they can do to bridge that gap. This approach is having a great deal of success among students who are struggling.

Why does it seem like public education doesn't hold kids accountable?

- Public education works to instill accountability among students. One of the ways we do this is by requiring them to submit missed assignments. We don't allow them to get off the hook by giving them a zero and moving on. We find other approaches to ensure they get the work done. They are in school to learn. Some of the things students learn as part of their education are concepts of responsibility, commitment and accountability.

Isn't it our responsibility to teach kids about the real world?

- For students, school is the real world. They need to get to school on time. They need to attend regularly. They need to study to pass tests. They need to turn in assignments to get a grade. They gain time management skills, learn how to balance competing priorities and discover how to overcome challenges.

Athletics

Parents and Athletes:

1. From Grades 7-12, all students have the opportunity to participate on volleyball, curling, badminton, and track and field teams.

2. Community coaches as well as VCS staff coaches are employed by our athletics program. The scope of authority is similar. All coaches can expect that students and parents will treat them with courtesy, respect, and fairness.

3. Uniforms are provided to students free of charge. Destroyed or lost uniforms cost 30 dollars to replace. Athletes will be billed if a uniform is destroyed for any reason other than its regular use.

4. Students having a driver's license are allowed to transport themselves to athletic events at the home school only. This includes Vanguard and the Millar Gym. The decision as to whether these students may transport other students to such school activities in the home school shall rest with the parents.

5. We want other schools to regard our teams with the highest respect, therefore, students/players are expected to act in a courteous and sportsmanlike manner at all times. This means:

- personal appearance must be neat and suitable to the occasion.
- respectable hours should be kept prior to game/tournament day.
- Students/athletes are expected to volunteer at athletic functions not only at home but while at other athletic events (eg. Officiating, clean-up)
- Athletes are expected to be competitive. This means athletes are to try their hardest, be positive and be supportive of the team and players at all times. As an athlete, you owe this to your teammates as well as your competitors.
- Accepting your role on a team. Not everyone can or should have the same role.
- As an athlete, you should treat an away facility BETTER than you would your own living room – No exceptions.

6. The use of drugs, tobacco, or alcohol cannot and will not be tolerated at any time during a school athletic function. Immediate suspension from participating will occur.

7. The use of drugs, tobacco, or alcohol should not occur at all during an athletic season. Our purpose after all is to promote athletics. As a school, we ask parents to discuss this matter with your student athlete and support the school.

8. Athletes cannot be absent from school as a result of illness or injury and expect to participate in practices or games after school. If you are too sick to be in school, you are too sick to participate.

9. ONLY coaches have a say in an athlete's playing time or role on a team. Generally speaking, playing time is more likely to be evenly distributed during league games. Equal playing time cannot be expected during playoffs, regional tournaments, or provincials.

- Parents should not approach a coach during or immediately after a game. Concerns can be taken up with a coach the next day. If a parent approaches a coach during a game, the coach reserves the right to not play their son/daughter for the remainder of the game.

- Only a captain should approach a coach during a game. That is their purpose.

10. Practice and preparation are always more important than the game. This must be the focus for all coaches, athletes and parents.

Coaches:

1. Coaches should host a team meeting early in the season that generates/outlines the goal/goals for season. Athletes should be made aware of the expectations that come with being part of the VCS athletics program.

2. A general letter should be sent home to parents introducing you as a coach, explaining what your team goals are, and what the VCS expectations are regarding athletics. Other information could include dates of tournaments and games and trip and driving procedures.

3. The procedure for taking an athletic trip is identical to that of taking a field trip. How do I take a field trip? See the procedure manual in the office.

4. Ensure that your athletes understand that practices and preparation are more important than games.

5. Playing a game at Millar College of the Bible or Hodgeville School (for coop programs) is not considered a field trip.

Attendance Policy

I. The Law:

According to the Education Act regular attendance at school or regular attendance at an approved educational program is required of all school aged children. Summary convictions resulting in a fine can occur for anyone in violation.

II. School Expectations:

Unexplained absences or absences for no just cause shall be considered truancy EVEN if endorsed by a parent. As a guideline, acceptable absences or absences NOT resulting in truancy fall under the following circumstances:

- a) Medical/Dental/Illness
- b) Family tragedies/emergencies
- c) Alternate education opportunities
- d) Inclement weather

It is simply not good practice for a student to miss extended periods of school with no pre-planned/ deliberate alternative. It is also not good practice for students to miss school on days where irregular activities (such as presentations or field trips) are planned.

III. School Policy:

1. Attendance will be taken every morning at 9.00 a.m. and every afternoon at 1.20 p.m. (K-6)
2. Attendance will be taken every block (7-12).
3. Parents must notify the school by telephone or handwritten note if their student will be absent for any portion of the day.
4. If a student misses an exam because of an unexplained absence, credit for the exam will not be awarded. The individual student will then have to appeal to have the exam reinstated. The appeal process is as follows:
 - a) The student obtains an appeal form from the individual teacher.
 - b) The student completes the appeal form and has a parent sign the form.
 - c) The student returns the appeal form to the classroom teacher.
 - d) The classroom teacher and principal meet to determine if the appeal is successful.
6. Definition of Absence/Skip (unexcused absence):

A skip is designated when a student is not in school and there has been no call in to a teacher or to the office staff by the parent.

Conditions: Time Duration: Duration of the class skipped.

Applies to: Each class skipped (example: History 20)

1st skip:

- 1) Parents are notified.

2nd skip:

- 1) Parents are notified.

3rd skip:

- 1) Parents are notified.

4th skip:

1) The students' attendance will be discussed at a staff meeting (held every Monday). At that time the impact of the lack of attendance on academic performance will be discussed and an appropriate course of action taken. This may include:

- Suspension
- Cancellation of extracurricular activities
- Alternative assessment plan
- Referral to counseling
- Attendance contract

7. Students with over 95% attendance for the month and who have all assignments and exams complete will be eligible for Final Fridays.

8. Daily Draws - All students in attendance for the entire school day will be entered into a daily draw in which they can win a prize.

Attendance Reporting

Please use Maplewood for attendance.

Parents will be contacted if a student is absent and the school has not been notified.

Parents will be asked to notify the school of an absence either by telephone or with a note.

Bell Times:

K-6

9:00- 10:00
10:00-10:15 - Break
10:15 - 12:00
12:00-12:50 Lunch
12:50-2:00
1:50 - 2:00- Break
2:00 - 3:30

7-12

9:00-10:00
10:00-10:05 - Break
10:05 - 11:05
11:05-12:00
12:00-1:00 lunch
1:00-2:00
2:00 - 2:05 - Break
2:05 - 3:00
3:00 - 3:30

Billets

On the registration form all students must have a billet's name and telephone number. In the case that inclement weather does not permit buses to run at the end of the day, students will be sent to the billets home in Vanguard. Billets will also be used if the school is closed for any other reason throughout the school day. When possible, parents will be notified prior to students leaving the school.

Bicycles

Students are permitted to bring bicycles to school provided school rules are to be observed. Bicycles must be parked in the racks provided. Students are not allowed to ride bicycles on school

property during school hours except to enter and leave the property. Students are not allowed to ride bicycles that do not belong to them and are encouraged to lock their bicycles.

Bicycle helmets are encouraged at all times and are mandatory while on school property.

Bullying

I. What is Bullying?

Bullying is a conscious, willful, deliberate, hostile and repeated behaviour by one or more people, which is intended to harm others. Bullying is the assertion of power through aggression. Its forms change with age: playground-bullying, sexual harassment, gang attacks, date violence, assault, marital violence, child abuse, workplace harassment, and elder abuse. Bullies acquire power over their victims in many ways: by physical size and strength, by status within the peer group, by knowing the victim's weaknesses, or by recruiting support from other children, as in group bullying. Bullying can be physical or verbal. It can comprise of direct behaviours such as teasing taunting, threatening, hitting, and stealing or it can be indirect in the form of gossip or exclusion. With repeated bullying, the bully's dominance over the victim is established and the victim becomes increasingly distressed and fearful.

II. What Should You Do (students)?

1. If you are teasing, taunting, threatening, hitting, stealing, gossiping, or purposely excluding someone, **YOU ARE BULLYING**. Think about what you are doing, and **STOP IMMEDIATELY** or you can expect to be dealt with by staff.

2. If you provoke a bully by teasing or taunting, you are also practicing a form of bullying. **STOP IMMEDIATELY**.

3. If you feel you are being bullied tell the following people:

- your parents
- teachers

- principal
 - friends
4. Report incidents of bullying, even if you are not involved. You can report directly to the individuals listed above or you can report indirectly by:
- E-mailing the school's anti-bullying line at vschool2000@gmail.com
5. Other tips for dealing with bullies:
- Stand up, look the bully in the eye and with a confident voice say "Leave me alone or Stop it! I don't like that!"
 - Stay calm and walk away.
 - Shout, "Cut it out!" as loudly as you can.
 - If other people are near by, join them so you are not alone.
6. Don't do any of the following if you are being bullied:
- Cry (If you can help it. If you can't, get away as quickly as possible and find a friend or adult that can help you).
 - Try to get even with a bully
 - Hit, push, or kick the bully
 - Stay home from school
 - Threaten the bully
 - Call the bully names
 - Ignore the bullying - Get help!
7. Read about other people's experiences with bullying. There is plenty of information on the World Wide Web. One of the best sites is a Canadian site www.bullying.org
8. Please ensure that you read about and understand what constitutes bullying. We have had many accusations of bullying, when the student behaviour is in fact not.
9. Please note that isolated incidents are not considered bullying. Bullying is REPEATED behaviour.

III. Staff Response

1. Ensure adequate supervision at all times.
2. Be well prepared for class.
3. Immediately intervene in all student altercations.
4. Document all cases of bullying and potential bullying.

Busses:

Busses arrive at 8.40 a.m. Teachers are expected to be in the school, with rooms open when the children arrive.

Grades K-12 will be dismissed at 3:30.

Grade 5/6 students go out the far door to get on the buses.

Bus Rules:

Students riding on the bus are required to follow the exact same code of conduct as is required while in school. Students are responsible TO THE BUS DRIVER and TO THE SCHOOL PRINCIPAL.

Seating plans will be arranged.

Bus rules are to be posted by the bus driver in each bus.

Casual Fridays:

We will continue the casual Fridays again this year for staff. Money raised goes for a year-end scholarship.

Cell Phones:

The operation of electronic communication devices (walkie talkies, cell phones) is prohibited during class time unless otherwise directed by the classroom teacher. Parents/Guardians may leave important messages by calling the school. Cell phones must be turned off and not in use in any way while students are in the classroom, again, unless otherwise directed by the teacher.

Most students are responsible and understand respectful cell phone use; however, if they are not, the teacher will take the cell phone and return it at the end of the class/day. After the first warning, the phone will be given to administration and the student can pick it up at the end of the day from the appropriate administrator. If there is a third time administration will only return the phone to a parent/guardian.

Child Abuse and Neglect:

To summarize, every person employed by the Board who has reasonable grounds to believe that a child is in need of protection should report (but is not required to) the information to the principal.

What should you do?

1. Refer to the Saskatchewan 2006 Provincial Child Abuse Protocol to determine if a child is in need of protection.
2. See me immediately so that we can proceed with an appropriate course of action. Remember however, that the legal responsibility to refer lies within the person who believes the abuse has or is occurring and cannot be transferred.
3. Document the time, date and circumstances surrounding the information that led you to have reasonable grounds. Start filling in the Suspicion of Child Abuse Form.
4. Contact Saskatchewan Social Services to determine an appropriate action if grounds for suspecting abuse are ambiguous or uncertain.
5. Do not contact the child's family, the alleged perpetrator, or other persons, other than Social Services, the police, or school administration.
6. You have no responsibility to investigate or follow up. This responsibility lies with Social Services.
7. You are only required to report incidents when the reasonable grounds for suspecting abuse is by a "parent". If there are reasonable grounds for suspecting a non-parent or an unknown person, for the good of the child, it should be reported to Social Services.
8. Document everything, and keep everything confidential.

Clean Up:

Please clean your own dishes and items in the staff room. A schedule will again be created to facilitate staff room clean up.

Please ensure that classrooms are neat and organized. Use this checklist as a guide.

There must be a greater emphasis on the part of staff and students to keep the school clean. Please review your own procedures for ensuring that students keep their classrooms clean.

Please contribute to common area cleanliness and using common sense. If something needs to be cleaned or thrown away, please do it.

Complaints (Parent):

From time to time complaints or questions from parents will be received at the school. It is not our responsibility to change the person making the complaint. We do however, have an obligation to professionally reflect upon our own practices and make adjustments if necessary.

If I receive a complaint at the office and it can't be resolved immediately, I will make sure that the parent has contacted the teacher/individual in question. If the complaint surfaces again, I will try to use the following process:

1. Listen
2. Document
3. Investigate

You can assist me in dealing with parent questions/complaints by being pro-active, giving me a "heads-up" if you think a complaint is coming, and documenting everything. If you find yourself in a situation with an angry or irrational person, please refer them to me. Contact with parents is the most proactive way of avoiding complaints. If there is an incident at school, CALL HOME. It is better if the parent hears your version first rather than their child's.

*** Always, if marks are dropping or assignments are missing, call home and please let me know. A report card should never be the first indication that there is a problem with a child.

Please document calls home and any other incidents involving students.

Computer Lab and Computer Use:

For booking please ensure that the lab is not being used, and book in the staff room (on the whiteboard) at least one day in advance.

1. Users must use computers in a responsible, efficient, ethical and legal manner.
2. Computers, E-mail, and the Internet may be revoked at any time for inappropriate use.
3. Recreational use of the Internet and computers (games, browsing, music, Youtube) is allowed , but only during designated times (Teacher Discretion)
4. School related use ALWAYS takes precedence over interest based use.
5. Users can only access material appropriate for school.
6. Students must be supervised; however, the responsibility for appropriate access of material lies with the students.
7. Student access to email is allowed.

Unacceptable use includes but is not limited to:

1. Sending or accessing inappropriate material.
2. Providing personal information or exchanging passwords.
3. Posting inappropriate information about a person or event.
4. Violating copyright, privacy, plagiarism, or intellectual property laws.
5. Damaging computer or IT systems in any way.
6. E-commerce
7. Shopping
8. Downloading and installing music/software/video

Copyright:

Remember that student work is protected by copyright. In order for it to be published in any way a form is required.

Confidentiality:

Remember the code of ethics, and our professional responsibilities. Keep school business in the school where applicable. At the same time, be conscious and respectful of the professional relationship we have with the students and community members.

Beware of negative staff room chat. Be nice!

Try not to start a conversation with “He should, they should, she should” - We cannot control the actions of other adults.

As a general rule when talking about or treating students, staff members or parents think about what you would have said and how you would have acted in your teaching job interview. If you wouldn't have said it in your job interview, then you likely shouldn't have said it.

Crisis Response Procedures:

ONCE A CRISIS SITUATION BECOMES KNOWN, THE FOLLOWING ACTIONS WILL TAKE PLACE:

Principal:

1. Gathers facts and details
2. Contacts family, if applicable
3. Notifies superintendent and director
4. Notifies police
5. Initiates staff and parent phone chains, if applicable.
6. Calls for a meeting of the crisis response team (Our entire staff is the crisis response team.)

Crisis Response Team (Staff):

1. Meets when called
2. Develops a plan for same/next day
3. Assigns individuals to make calls and answer telephones
4. Plans for individuals to talk with students in classrooms
5. Develops a list of closely connected or at-risk students for individual counselling
6. Monitors and assesses the situation

Curriculum and Instruction:

Course Outlines - Must be available to students in the first week of instruction, and contain the following components:

- 1) Name of course
- 2) Name of the teacher
- 3) Name of the school
- 4) Year and term in which the course is being taught
- 5) Statement of the general objectives of the course with clear references to the core outcomes defined by the curriculum.
- 6) Time line indicating expected duration of the various teaching units and their expected sequence.
- 7) Specific breakdown of how students will be evaluated and the overall weighting of the various tools of the assessment. See the new assessment procedures.
- 8) List of textbooks and other resources that students will require.

Curriculum Allotments and Credit Guide – Please see appendix.

Custody and Access:

The following policy applies:

- Any custody orders will be kept in the student's file.
- Directions regarding educational programs will be taken from the custodial parent.
- Directions regarding access to the child at school will be taken from the custodial parent.
- Where there is joint custody, the direction of either one of the parents is sufficient.
- Keep a custodial parent informed of unusual or suspicious circumstances surrounding the other custodial parent's plans.
- Reasonable access parents have a right to information.
- Reasonable access parents are members of the public, but have rights to educational information.
- Zero access parents are members of the public, but have no rights to information.

Dangerous Items at School:

If a student brings an item to school that has the potential to cause harm or damage, it will be taken away and the parents will be notified.

Discipline (classroom):

I encourage all staff to reflect upon their own philosophy regarding student discipline. Remember that all perspectives will be unique and should determine our approach to dealing with students. For example, if you believe in a leadership approach to dealing with students, it makes little sense for you to employ an authoritative and punitive discipline style, while at the same time, if you prefer a management orientation, a less structured classroom environment will not be to your liking. Different approaches to student discipline and classroom management can and do co-exist within the broader context of the larger school goals.

Supervision is a must. We cannot assume that students will behave when we are not present.

Again, a general rule when talking about or treating students, staff members or parents think about what you would have said and how you would have acted in your teaching job interview. If you wouldn't have said it in your job interview, then you likely shouldn't have said it.

For daily instruction:

1. Have an initiating activity (Quick Questions, Handout, Interesting Idea etc.)
2. Prepare for transitions within your instruction.
3. Prepare for downtime.
4. Limit the student's use of the washroom during class time. This is an escape and should be dealt with as such.
5. Prepare materials ahead of time.

I. Student Expectations

- A. We take responsibility for learning.

This means:

- We arrive at school on time.
- We are prepared for class.
- We demonstrate a serious and responsible attitude in daily work.
- Homework is carefully and thoughtfully completed and on time.

- B. We try to settle our differences in a peaceful manner.

This means:

- We respect other people's property and personal space.
- We do not physically or verbally fight with other students.
- We do not take anything that does not belong to us.

C. We follow the directions of adults in charge, the first time given.

This means:

- We follow the reasonable request of staff the first time given.
- We do not talk back to teachers or adults in charge.
- This includes substitutes and lunchroom supervisors.

D. We are sensitive to the needs and feelings of others.

This means:

- We use appropriate language at all times.
- We do not bully or tease other students.
- We are willing to help each other.
- We are friendly and courteous.

E. We are expected to move safely through the school.

This means:

- No fooling around in the bathrooms or hallways.
- No running in the lunchroom, classrooms, or hallways.

II. Steps in a Progressive Discipline Cycle

A. Provided that sound classroom management techniques, and instructional methodologies are employed, if a student clearly breaches expectations of behaviour:

1. Staff will make a reasonable request regarding a school expectation. **Students are expected to comply immediately.**

2. If the student continues to breach expectations, students will be removed from the situation, with the intent of following up and counseling the individual at a time convenient to you. This can take place within the classroom at a time-out area or immediately outside the classroom, where the student can be supervised. The idea is to conference with the student and get them back into the classroom as soon as possible. At this stage the incident will be documented, and the student warned.

3. Further breaches in the same day warrant a discipline referral. Depending on the circumstances, the following will occur:

- call parents
- assign detention
- send the student back to class
- meet with the teacher
- meet with parents
- document (probably all of the time)
- suspend
- withdraw privileges
- assign community service

4. If there is a pattern of student misbehaviour, relevant stakeholders will meet to devise a behaviour plan or behavioural contract.

5. In the judgment of the teacher, if any misbehaviour is deemed severe, referral to the office is warranted.

Discouraged Behaviour at School

(a) **Aggressive or violent behavior toward another student.** - Examples could include hitting, fighting, pushing, play fighting, bullying, yelling and screaming or intimidation.

(b) **Unsafe behavior** - Examples could include running in the school, sliding on banisters or throwing things.

(c) **Not using the playground equipment** as it was intended. Examples could include sliding down the slide on their feet, tag around the creative playground or not sharing equipment.

(d) **Not being responsible for the school and equipment.** - Examples could include littering, vandalism, deliberately doing something they know is wrong or leaving equipment outside.

(e) **Put downs.** Examples could include name-calling, using unpopular nicknames, swearing, or demeaning others in any way.

(f) **Wasting class time** - Students must begin all assigned work immediately.

(g) **Excessive washroom trips and leaving the classroom** - This cannot be tolerated. It wastes time.

(h) **Apathy** - Students must attempt to engage in classroom activities. That is why students are here.

(i) **Not solving your own problems** - Examples could include forgetting classroom material/homework. It is not beneficial to a student's development to have parents continually bring forgotten items to school. Students must learn to solve their own issues (with guidance and encouragement from both parents and the school).

Doors

Students are not expected at school until the doors open at 8:40 a.m. when supervision is in place.

Dress Code (Staff):

Use your professional discretion.

Dress Code (Student):

Students should come to school dressed in clothes that are appropriate for a K-12 school environment. While clothing is an individual choice, ALL people entering our building must be considerate of the fact that our school hosts children as young as four years of age. Our dress code will be enforced to standards appropriate for an elementary educational institution.

Students should have shoes that can be worn inside with another pair of boots for outside.

Appropriate school dress:

- does not create a disturbance
- is not sexually explicit
- is not pornographic
- is not drug or alcohol related
- does not contain obscenities
- does not contain gang symbols
- is not offensive or inflammatory to other groups or individuals

- does not make others in school attendance uncomfortable
- does not create a safety hazard
- does not damage school property

The following dress code reflects the standards of our school community. We ask students to respect these basic guidelines provided by Vanguard School:

- No underwear showing (shorts, bras, etc.)
- No midriff or back showing
- No cleavage (buttocks or chest)
- Hem of shorts/skirts must meet the bottom of fingertips at your side
- No logos/print that are disrespectful, vulgar, suggestive, or promote drug/alcohol use
- No Bare Feet
- No halter tops or swimwear

Students violating the dress code will be asked to change.

Driving (Students):

1. Students may drive themselves to school. The school is not responsible for any inappropriate activity undertaken by students as they travel to and from school.
2. Students can drive to CWE, PAA, Band, or off-campus classes and can also take a student passenger to these same events (if that student is also involved), provided that permission to drive to an off-campus class form is filled in.

3. Students can drive themselves to extracurricular activities in the home school (Pambrun and Hodgeville included). They can also transport another student to extracurricular activities AT THE HOME SCHOOL ONLY, provided PARENTAL permission is obtained for that other student.

4. Students may be allowed to transport themselves to extracurricular activities away from the home school provided principal and parental permission is in place. Students ARE NOT ALLOWED to transport another student to an extracurricular event away from the home school. Students must ALWAYS return home THE SAME WAY THEY CAME OR WITH THEIR PARENTS.

5. It has been noted that in some cases, driving is linked to poor attendance. An updated letter will be sent home informing parents that student driving privileges (to school) may be revoked should attendance or lates become an issue.

Emergency School Closing:

- The school will not close for weather related issues.
- The school may close for emergencies or utility interruptions.

Extracurricular:

Defined as any activities outside of class time that involved supervision of school children.

Please keep track of your extracurricular hours for the purpose of Professional Service Days.

Field Trips:

A Note on Civil Liability

Determining civil liability is a process to determine whether someone has in fact been injured in a manner that the law covers and, if so, who, if anyone, should provide the compensation to the person injured.

If a student suffers injury, the steps or tests to determine school liability for negligence can be summarized as follows:

1. Was there a duty to care for the student at the time? (The answer to this is always **yes**, as soon as the student is within the school's sphere of influence.)
2. What was the standard of care for the student at the time? (The courts have described standard of care as that which would be given by a parent of a large family.)
3. Was the standard of care breached?
4. Did the student injury result from the inappropriate level of care being provided by the school?

How Do I Take a Field Trip?

1. Fill in the Division's [School Trip Application Form](#).
2. Complete the school's [field trip checklist](#).
3. Complete the school's [emergency checklist](#).
4. Fill [in a School Trip Manifest](#).
5. Complete a [Parent Field Trip Permission form](#) if the trip is outside school hours or is extracurricular in nature.
6. Arrange transportation. If you:
 - i. Require a school bus driver and bus, consult the principal for booking. Fill in the form for [extracurricular/bus driver payment](#).
 - ii. Are using parent drivers, please ensure that they have completed the manifest which records passengers and license plate numbers.
7. Reminders:

i. Criminal record searches are required if an individual assumes a SOLE supervisory role. They are not required of an individual if a Chinook Employee is in charge of the trip.

ii. All trips are approved by the principal. Out of country trips require further approval.

iii. ALL trips START AND END AT THE SCHOOL.

8. If a trip is going outside of the [division this notification](#) must be sent to the Director.

9. Are you using parent/volunteer drivers? A [driver authorization form](#) must be on file.

10. Are you travelling out of the country? [A form will be required.](#)

11. [See also Parent Volunteers.](#)

12. If parents are driving keep track of the mileage [on this form](#), as they will be able to claim a tax credit.

Fire Drills:

2014/2015 Fire Drill Dates:

[Fire Drill Procedure - Please post in each room.](#)

September: 11, 25

October: 20

November: 17

March: 10

May: 22

First Aid:

On Site: If a person is injured on-site:

- 1) Stay with the injured person, and either administer first aid or ensure that no further injuries take place.
- 2) Ensure that no other people are in danger.
- 3) Send a reliable runner to the office.
- 4) Wait with the injured person until the office responds with someone trained in first aid or medical emergencies.

On Field Trips: If a person is injured during a field trip:

- 1) Remain with the injured person until a person trained in first aid arrives.
- 2) Refer to your medical emergency plan developed prior to leaving on the trip.

Gym Guidelines

1. Follow general school guidelines.
2. Appropriate running shoes are needed to participate in any activity in the gym.
3. Refrain from kicking or jumping up on walls as it can leave scuff marks.
4. Food and drink are allowed only in the perimeter of the gym.
5. Inappropriate action or language is not acceptable and will be dealt with accordingly.

Illness (Teacher) and Substitute Teachers:

If you are ill, please let Mrs. Dykema know as soon as possible (either the night before or early in the morning), so that arrangements for a substitute can be made.

If you are planning a Professional Service Recognition day or a Professional Development Day, please inform the office ASAP so that subs can be booked.

ALL teacher absences must be recorded by the teacher in Leave Management Web prior to or the day of your absence. We cannot add absences after the fact.

Indoor Recess (Inclement Weather):

In the event of inclement weather, elementary students will use their classrooms and the foyer for indoor recess and lunch. High School students will have use of the gym. Minus 27 Celcius will be our benchmark. Other factors such as wind and rain may also be considered.

Indoor Shoe Policy:

We ask that students, staff and visitors to the school remove or clean their outdoor shoes before entering the facility.

Lates:

If students are unreasonably late for class (chronically late, i.e. more than three times, or late by more than five minutes), I would like them to sign in at the office. Depending on the circumstances I will then:

- send them back to class with a note and instructions
- keep them out of class for the duration of the period
- call home or request to meet with parents
- revoke driving to school privileges

Remember that this policy exists, and use it if necessary.

Leaving the Building (Students):

Individual School Policy determines which students can leave the school during lunch. For our school:

- Grades 7-12
- Town kids who go home for lunch.
- *** As per the Education Act, the school is not accountable for these students while off school grounds. They are however, accountable TO the school.
- Depending upon the circumstances, the school reserves the right to ask students to leave the building while on spares.

Lending School Items:

Please see me before lending any school items.

Library:

Library schedule will be posted in the staff room. Mrs. Carey has library times in the afternoon on every Day One. Please be sure to sign out all books taken from the library with Mrs. Carey. If your students are taking a book make sure they sign it out. If students bring library books back to the classroom, please make sure they have been checked out. Let students know periodically that they must sign out the items taken.

Locks and Lockers:

Lockers and Homerooms have been allocated as follows:

Grade Six and Seven: Mr. Caswell's Room

Grade Eight and Nine: Ms. Donovan's Room

Grade 10/11/12 - Mr. Englot and Back Foyer

Please record what lockers the students are using, so that we can do a search if necessary. There are enough locks if the students want them, as long as we have a record of the lock's serial number.

Long Range Plans/Personal Growth Plans:

Please note the following:

- a) By September 5 - Course Outlines delivered to students.
- b) By September 12 – Identify a minimum of two professional goals or targets and complete Page 1 and 2 of the PGP Form. Please note that professional goals must be in alignment with school and division goals (literacy, mathematics, assessment, differentiated instruction, metacognition, distance learning). For example, learning to speak Spanish does not align with the school or Division. The following will then happen:

[PGP First Year](#)

[PGP Second Year](#)

[PGP Tenured Teacher](#)

[PGP Teacher on a plan of assistance](#)

- Principal read and signs and schedules meetings with teachers. (September 30)
- Teachers review their plan in October and January.

- Teachers do a final reflection in May.

Mailboxes:

Mailboxes are personal teacher spaces for your convenience. Please keep them clean.

Money in Schools (School Generated Funds):

The principal is responsible for safekeeping of all monies at the school. Teachers should not keep any money in their desks or on themselves at any time. Any funds collected by classroom teachers from pupils should obtain approval of the principal. [Use the cash remittance form.](#)

Movie Permission:

As a general rule, please obtain parental permission for all movies or documentaries that are not included on any provincial curriculum recommend resource list or that have been obtained from the Ministry of Education (ROVER).

Monthly Newsletter:

Please email your newsletter submissions to englotent@sasktel.net.

Open Campus (Grades 10-12):

Grade 10 -12 students are allowed to leave school property during spares and lunch.

Open Lunch (Grades 7-9):

Grade 7-9 students are allowed to leave school property during lunch hour.

Paper:

Increasingly, paper/waste management is becoming an issue at school. Where possible, scan and file pdf documents rather than paper hard copies. Our copiers are equipped to scan, email, and fax. I encourage you to do this as much as possible.

Also, please ensure that classrooms are cleaned every day and that waste paper has been recycled or discarded.

Parent Contact:

In addition to formal parent/teacher interviews, it is beneficial to make periodic positive contact with parents. Parents should also be notified regarding lapses in work habits and behaviour. The office will contact parents regarding attendance issues.

Parent Volunteers:

Parents are welcome to volunteer at the school. If any parents are volunteering in classrooms or programs, please let the principal know. Please [ensure that a criminal records search has been completed](#) if you are going to be the sole supervisor of a student. [Please fill out a Driver Authorization Form](#) if you are going to be a parent driver.

Parking:

Staff, students and visitors are asked to park in the assigned parking area. Please do not block the path west of the trees, and please do not park in the bus pick up area after 3:00 p.m.

Phone/Other Messages:

All phone messages will be put in the mailbox. Staff will NOT be called out of class to take calls, unless in extreme circumstances.

Staff are to make calls on breaks or prep time whenever possible.

Progress Reporting:

- Formal reporting at least three times per year
- Parent/teacher interviews occur twice per year and will take the form of three –way conferences.
- Progress reports occur four times for all non-semester junior and senior high courses. Semester courses need a mid-term and final report.

Purchasing:

How do I buy stuff?

1. If it is from a catalogue or is over \$250.00. You must fill in this [Purchase Order](#) and give it to the principal for approval. (Provided the vendor accepts PO's.)
2. If it is from the Co-op, and is part of an academic program, then you must use the Purchase Order Book located in the office.
3. If it is from the Co-op and is for a non-academic program (eg. Jr. Year-End Trip), the school's Co-op order form must be filled out and approved prior to you obtaining the items. A school cheque will then be used to pay the coop.
4. Reminders:
 - i. DO NOT send students to the Co-op to buy items without prior approval. You will not be reimbursed.
 - ii. DO NOT buy any items without principal approval first. You will not be reimbursed.
 - iii. At the Co-op, you must have either a purchase order or school cheque in order to purchase items. If you do not have either of these, you cannot purchase items for the school from the Co-op.

Reports on Teachers:

Generally there are two kinds of reports:

[Teacher observations](#) completed by Principal.

[Teacher evaluations](#) completed by the Director.

Security:

Please secure your classroom (windows and doors) at the end of the day.

If you are the last person out of the building, please make sure that the doors are locked.

Smoking

Smoking is not allowed on school property.

Staff Meetings:

Staff Meetings will take place every second Mondays at 3:30. Everyone must attend.

Student Suspension Checklist:

Suspensions are done by the principal but subject to section 154 of the Education Act.

I will refer to this checklist when considering a possible suspension:

1. Allow a student to give his/her side of the story and listen to it.
2. Investigate further if warranted.
3. Decide whether to suspend and, if so, for how long.
 - A. If the suspension is for three school days or less:
 - immediately report decision and circumstances to the Director
 - report decision and circumstances to parents
 - make notation in student's file
 - B. If the suspension is for more than three days up to and including 10 school days:
 1. Immediately:
 - inform student of reason
 - report to the Director
 - notify parent of decision and circumstances
 2. As soon as possible:
 - prepare a written report of the circumstances and give it to the parent, Director, and student file

- grant a hearing to student and parent upon request

Suicide:

Adults cannot afford to take a threat or hint at suicide lightly. Use the following guidelines should this situation arise:

*** Inform Principal – then:

- 1) Remember these goals; a) evaluate the degree of imminent risk b) allow the student to share feelings c) diminish the student's sense of isolation d) build support and think of a follow-up plan.
- 2) Be calm, be supportive and affirm that the person has the right to share a suicidal concern.
- 3) Focus on hope and try to expand available options.
- 4) Watch for signs of serious intent.
- 5) Avoid being critical or judgmental.
- 6) Be patient.
- 7) Don't make promises.
- 8) Inform the person that the suicidal concern will be shared with the appropriate people.
- 9) Try to find what is driving the suicidal intent, and document when possible.
- 10) Always arrange for a follow-up meeting with the student.
- 11) Seek proper help. Parents will have to be informed.

[See also Crisis Response.](#)

Supervision Schedule K-6:

Mrs. Willard - A.M. Supervision

Mrs. Shwaga – A.M. Recess Supervision

Mrs. Senicar - P.M. Recess Supervision

Supervision Schedule (7-12):

Entrance - Morning (Mr. Englot/ Ms. Donovan) and at bus time - (Mr. Caswell)

Gym - Five minute break and morning - Mr. McComish

TAT Teams – Teachers assisting teachers:

The TAT team will meet every second Tuesday at 8:00 a.m. All student issues are to be directed through the TAT team.

Threats to the School:

Please note that small flip chart with these procedures should be posted in your room. If it is missing, please report this to the office.

Vandalism:

Vandalism is the destruction of property by students or others in a willful manner or by not conducting themselves in a responsible manner. Any offending student will be responsible for the replacement of the item or payment for damages. If the vandal cannot be identified or is not willing to pay for the damages, the RCMP will be notified.

Writing Protocol and Scope and Sequence (For K-12) Students:

[The Writing Protocol is available for download.](#) Print versions can also be ordered.

Please cover the following at your Grade levels:

1. Grade 1, 2:

- Identifying three key words in a sentence.

- Rewriting or retelling a sentence using only the key words.

2. Gr. 3,4:

- Identifying three key words in a sentence.
- Rewriting or retelling a sentence using only the key words.

3. Gr. 5,6:

- Creating a Key Word Outline.
- Rewriting a brief paragraph using only a key word outline.
- Incorporating all of the sentence openers.

4. Gr. 7/8:

- Expository, Persuasive, and Descriptive Paragraphs
- Character (WATO) analysis.
- Incorporating Dress-ups, Decorations, and Triple Extensions.

5. Gr. 9:

- Narrative Summary
- Incorporating Dress-ups, Decorations, and Triple Extensions.

6. Gr. 10:

- Critique
- Character Critique

7. Gr. 11 – Research Essay, MLA Citation

8. Gr. 12 - Expository, Persuasive, Personal Essay

9. Gr. 10/11/12

- Letters
- Cover Letters

- Resumes
- Skills Summary Cards

Programs:

Academic Offerings (Grades K-6)

All students in grades 1 -6 will have an opportunity to take classes in Language Arts, Math, Science, Social Studies, Health, Physical Education, Computers and Fine Arts. Students in Grades 5 and 6 will be eligible for the band program. Additional support in all subject areas is provided through collaboration with Student Services.

Academic Offerings (Grades 7-12)

The following classes are offered:

Grade 7: Language Arts, Math, Social Studies, Science, French, Fine Arts, Computer Literacy, Physical Education, Practical and Applied Arts (PAA), Band, Career and Guidance Education

Grade 8: Language Arts, Math, Social Studies, Science, French, Fine Arts, Computer Literacy, Physical Education, Practical and Applied Arts (PAA), Band, Career and Guidance Education

Grade 9: Language Arts, Math, Social Studies, Science, French, Fine Arts, Computer Literacy, Physical Education, Practical and Applied Arts (PAA), Band, Career and Guidance Education

Grade 10: English 10A and 10B, Math 10 and 20, Social Studies 10, Science 10, French 10, Food Studies, Drafting, Accounting, Cosmetology, Law, Wellness, PAA

Grade 11: English Language Arts 20A,, Math 30A, Math 30B, History 20/30, French 20, Biology 20/30, Chemistry 20/30, Work Experience 20, Food Studies, Accounting, Cosmetology, Law
Physical Education 20, Chemistry 20/30, Physics 20/30, PAA

Grade 12: English Language Arts 30A, English Language Arts 30B, Math 30C, Calculus 30, History 30, French 30, Biology 20/30, Physics 20/30, Food Studies, Accounting, Cosmetology, Law
, Physical Education 30, Chemistry 20/30, PAA

In addition, students have the opportunity to enroll in distance education classes under the advisement of the Principal, and with support of teachers may be able to provide.

Athletics (extracurricular):

In addition to a Kindergarten to Grade 12 Physical Education Program, Vanguard School offers opportunities in the following athletic programs:

- Sr. Boys Volleyball
- Sr. Girls Volleyball
- Jr. Girls Volleyball
- Jr. BoysVolleyball
- Sr. Curling
- Jr. Curling
- Track and Field
- Badminton

See our [Policy on Athletics](#).

Extracurricular (additional programs):

Students of all ages have the opportunity to get involved many extracurricular programs offered at our school:

- Drama
- Leadership Retreats
- Music - Band is offered as a curricular program. Students are taught to play guitar in Grades five and six.
- Public Speaking
- Special Projects
- SRC
- Yearbook

Awards (Grades K-6)

A top academic award goes to a recipient in Grade 6. Track and field awards are also awarded.

Awards (Grades 7-12)

Students are eligible for several awards in our school:

Mathematics award

Fine Arts Award

Track and Field

Sportsmanship

Athletic

Drama

Balanced Literacy:

The goal of Balanced Literacy is to help children become readers and writers who enjoy and value literacy. It is a framework designed to help all students learn to read and write effectively. This balance between reading and writing allows students to receive the teaching needed in order to succeed, while allowing students to work at a level that is 'just right' for them.

Chinook teachers are implementing Balanced Literacy at all levels since Sept. 08. The framework consists of a number of elements that provide massive amounts of reading and writing on a daily basis. These authentic opportunities are arranged on a continuum based on teacher support. Some tasks are modelled by the teacher and others are accomplished with the support of the teacher, leading to a few that are done independently by the child. Balanced Literacy classrooms focus on four different types of reading experiences:

- Reading aloud to children
- Shared reading - whole class
- Guided reading - small group
- Independent reading

Additionally, children are taught about letters, sounds, words and how they work. Listening and speaking are also emphasized in this integrated language approach.

At Vanguard Community School, we use a triangulation of assessment data in order to determine our focus areas within the umbrella of Balanced Literacy. This assessment data is generated from the following:

1. Fountas and Pinnell Reading Assessments (K-5). These assessments are administered in October and May of each school year.
2. RAD (Reading Assessment District) (Grades 6-9). These assessments are also administered in October and May of each school year.
3. GRADE (Group Reading and Assessment Diagnostic Evaluation) (Grades 3-12). These group administered assessments are administered in September and June of each school year.
4. Success Maker (On Going K-8) Our Success Maker program is a computerized learning platform and database that generates diagnostic information on student reading each time they complete a session.

Credits

Students in Division IV need twenty four credits in order to graduate. The charts below detail credit requirements.

PROGRAM	CREDITS
----------------	----------------

Required Courses of Study	Grade 10	Grade 11	Grade 12
English Language Arts	2	1	2
Mathematics	1	1	
Science	1		
Social Science	1		
Canadian Studies			1

Specified Areas of Study	Grade 10, 11 or 12	Grade 11 or 12
Science		1
Social Science		1
Health Education /Physical Education	1	
Arts Education /Practical and Applied Arts	2	
Electives	Grade 10, 11 or 12	Grade 11 or 12
	3	6

Grade Standing	Grade 10	Grade 11	Grade 12
	Minimum	Minimum	Minimum

	8 credits	16 credits	24 credits
--	-----------	------------	------------

Drama:

Our school is a supporter of the Organization of Saskatchewan Arts Council. Please check our calendar for any drama presentations

Final Fridays:

The final Friday (or Thursday if Friday is a holiday) will be designated as final Friday for Grades 10-12 students. Students in these grades will have an opportunity to earn the afternoon off on this day. To qualify, students must meet the following criteria:

1. Ninety percent (total) attendance for that month (roughly 15 (8 for non-semestered) attended classes per course).
2. No missing assignments, tests, quizzes or other schoolwork.
3. A passing grade in each course.
4. No discipline issues for that month.

Goals of the program:

The goals of this program are as follows:

1. Provide intervention time for students that have poor attendance or are behind in their school work.
2. Provide an incentive and reward for students.

FAQ's:

1. What if I meet the criteria but I am a bus student or I need to stay at school for final Friday anyway?

- You may stay at the school and work on special project credits or reading for enjoyment.

2. What if I do not meet the criteria for Final Friday?

- You will be at school. A teacher will be assigned to you, and you will have an opportunity to complete school work or get extra help.

3. When do you decide who is eligible?

- The day before Final Friday. All decisions are final at that time.

4. What if I just skip Final Friday anyway.

- That would mean that you are skipping school. You will have to make up the time after school the following week or other consequences will apply.

Fitness:

Each student in Vanguard Community School is entered into our Fitnessgram software database. Students conduct fitness testing periodically over the course of a school year and enter their results into the database. Their results are compared to a normed sample to determine whether or not students are in what the database considers a "Healthy Fitness Zone."

Nutrition:

On Tuesday, students at Vanguard Community School can participate in the "Trade in Your Junk Food" program. This program allows students to trade any item of junk food that they might have brought to school for a fresh fruit smoothie and protein drink. Students can also purchase a smoothie for one dollar.

GRADE Testing:

The GRADE™ (Group Reading Assessment and Diagnostic Evaluation) is a diagnostic reading test that determines what developmental skills students Pre-K through 12th grade have mastered and where they need instruction or intervention. And GRADE helps educators with the recommended instruction through correlated follow-up materials. GRADE is group-administered, norm-referenced, and based on scientific research. GRADE provides the components educators need to accurately and efficiently assess reading competencies.

At Vanguard Community School, students in Grades 3-12 are tested using the GRADE assessment in September and June.

Metacognition:

Metacognition is basically "thinking about thinking." Since 2006, Vanguard Community School has been teaching specific learning strategies designed to improve an individual's capacity to structure their own thinking.

Please our presentation delivered at the 2006 National Congress on Rural Education on Metacognition and Learning Strategies.

Vanguard Community School Oratory:

Every year in March students from Grades 7 to 12 take part in the Vanguard Community School Oratory. Each grade goes through a process to research and deliver a speech. Students then compete in a classroom speak off. Winners from the speak off, advance to the school wide competition in the gymnasium. Speeches in the gymnasium are judged by a panel of invited judges.

Special Projects:

In the province of Saskatchewan, students are able to take up to three high school credits known as Special Project Credits. These can be an area of interest to a student equalling roughly one hundred hours of instruction.

At Vanguard Community School, we are encouraging students to make use of this option in each of their high school years. For 2011-2012, students have chosen Special Project Credits in the following areas:

Publishing a Book - Students will self-publish a book. The book itself may be a cook book, family history book, book of poetry, or a publication of the student's own writing.

Coffee Shop - For this project, students will run a small coffee shop in the school once per week.

Robotics - Several students have opted for this project in which students assemble and program a kit robot.

Extended Science Fair - In this project students are to conduct a scientific experiment that the course of an entire semester.

Musical Instrument - Students opting for this project will be able to choose a musical instrument and learn how to play it.

Blogging - Students will set up and maintain their own blog website.

Fashion Queen - For this project, students design and make their own article of clothing.

Film Production - Students will produce a short film or documentary.

Learn a new sport - Students can choose to learn a new sport.

Theatre - Students will write a script and perform a monologue.

Historical Research - Students will research one aspect pertaining to history and publish their research.

Building a computer - Interested students can build their own personal computer.

Fitness King - Students opting for this project can choose to design and implement a five month fitness program.

Teacher Aide - Students can choose to help a teacher for one semester.

SuccessMaker

What is SuccessMaker?

SuccessMaker is interactive software that improves reading and math skills for grades K to 8 students. Each student begins their journey with a diagnostic test that places them in an ideal learning zone. With SuccessMaker students can master reading and math, one concept at a time.

How does it make reading and math fun?

Pearson's SuccessMaker software uses interactive reading and math lessons to make instruction, practice, and assessment fun. The animated format motivates students and improves learning in areas such as algebra, phonics, geometry, and comprehension.

How does it personalize learning for students?

SuccessMaker's adaptive software is developed by experts in literacy and mathematics education and covers all of the strands within Ontario and the WNCP. Plus, it's personalized so students at all levels can focus on the skills they need to strengthen most. That's why SuccessMaker is designed to help you teach students with a wide range of needs, including special education students and at-risk students.

Which students use Success Maker?

While all students have access to Success Maker, the program is used mostly with Grades K-8 students.

SuccessMaker is aligned to the curriculum expectations for the following provinces and territories: Ontario, WNC (Manitoba, Saskatchewan, Alberta, British Columbia, Yukon Territory and Northwest Territories, Nunavut, New Brunswick, Prince Edward Island, Nova Scotia, Newfoundland and Labrador).

Synthesis Projects:

Synthesis projects will be due during exam week in each semester. Designed by individual or teams of teachers, synthesis projects may include or be an alternative to final exams. The goal the synthesis project, is to give a student a chance to demonstrate individual competency in a high school curriculum.

Students with attendance issues, may be required to complete a synthesis project in order to get credit for a high school course. In addition, synthesis projects may take the form of an intervention for students not succeeding through traditional means of course delivery.

Synthesis projects may include:

- exams (written or oral)
- written papers
- presentations
- interviews
- a combination of evaluation techniques

Technological Literacy:

Our school is well equipped in terms of information and industrial technology. We have approximately one computer for every two students in our school. In addition we have a smart board, video editor, scanning and faxing copiers and a distance learning classroom. Each classroom also has access to a multimedia cart and video projector. Students also have access to digital cameras and video making equipment.

Our industrial arts shop is equipped for woodworking, welding (Oxy-Acetylene, SMAW, and GMAW), and power mechanics. We also offer modules in electronics.

By the end of grade twelve, students can expect to be competent in the following areas of technological literacy:

- distance education
- using distance education course delivery platforms
- working in a networked environment
- using e-mail and social media for educational purposes
- keyboarding
- video editing
- sound editing
- multimedia production
- web page development
- woodworking and basic construction
- basic welding
- small engine repair
- basic cooking and kitchen techniques
- basic sewing

VCS Common Curriculum:

In 2007, students, staff, and parents met and came up with a list of knowledge, skills and dispositions that each student should have mastered by the time they leave grade twelve. The list is as follows:

Knowledge:

- Basic Canadian Geography (10 provinces/ three territories)
- Understand and value our political system.
- Know where Canada came from.
- Basic math facts
- Have a sense of the history of the world and the west (political and cultural)
- Have basic visual arts and music literacy
- Knowledge of basic world geography (countries and continents)
- Know the MP, MLA, PM, and premier

- Use their, there, they're, you, you're properly.
- Know the basic steps to solve a problem.
- Use literature to investigate interests.
- Know where to get help.
- Have a general understanding and appreciation for their own and other cultures.
- Handle money and calculate budgets.
- Parts of speech in an SVO/SVA a sentence.
- Respond to narrative and expository prompts in a basic three paragraphs essay.
- Express pride in where they come from and respect localism.

Skills (students will be able to) :

- make intelligent decisions in voting.
- write complete sentences and recognize fragments and run ons.
- write a coherent paragraph with a topic sentence and supporting details.
- write a business letter.
- implement a variety of metacognitive study/organizational strategies.
- play on a team and accept roles.
- speak well in a public context when needed.
- solve problems.
- hand in neat and well organized products.
- manage time.
- balance work and play.
- use good manners.
- graph properly.
- play one musical instrument.

- form a valid and convincing argument.
- organize time and commitments.
- construct investigations using scientific principles.

Dispositions (students will be able to) :

- work harmoniously with others.
- understand team dynamics.
- lead.
- display a positive attitude.
- display good work ethic.
- be kind and considerate.
- celebrate accomplishments of self and others.
- speak up when something is wrong.
- respect authority.
- read for enjoyment.
- be creative.
- respect adults.
- honor Remembrance Day.
- not quit.
- respect space.
- pick up shoes.
- offer to help.
- enjoy and learning and challenges.
- have patience and understanding for others.
- value others.

- be happy when someone else succeeds.

Appendix:

September Checklist:

Checklist – Ideas for the First Day and Month

1. Classroom Rules are posted. _____
2. School Rules are posted. _____

3. Rules discussion prepared. _____

Class rules _____
School rules _____
Skips _____
Lates _____
Bus rules _____
Internet/computer policy _____

4. Routines discussion prepared.

Homeroom _____
Lunch _____
Assemblies _____
Fire Drills _____

5. Anecdotal records prepared.

Anecdotal notes _____
Parent/teacher interview log _____
Phone log _____

6. Textbook record sheet _____

7. Class list posted on door _____

8. Attendance sheets _____

9. Internet Policy posted. _____

10. Fire drill routine posted. _____

Copyright Notice:



Box 1809
Swift Current, SK S9H 4J8
Phone Toll Free: 1-877-321-9200
Phone: (306) 778-9200
Fax: (306) 773-8011

CHINOOK STUDENT COPYRIGHT PERMISSION NOTE

Any original work created by a student including an essay, writing sample or any other material is protected by copyright. That means that the student or if the student is a minor, the parent or guardian, must give permission for the school to use that work in a school publication such as a yearbook, writing collection or to be published in any other way. At times we also use student work samples during a teacher workshop to help teachers learn certain strategies. When we use student work samples, we always remove the student's name and there should be no way to know who the work belongs to. We do however still require permission to use student work samples in this way.

- I give permission to have my child's work copied for school publications, for teacher workshops or for classroom demonstrations within Chinook School Division.
- I *do not* give permission to have my child's work copied for school publications, for teacher workshops or for classroom demonstrations within Chinook School Division.

Parent's/Guardian's Signature

Date

Recommended Time Allotments (Minutes per Week):

I. Grades 1-5

Language Arts - 560

Math - 210

Science - 150

Social Studies - 150

Health - 80

Arts Education - 200

Physical Education - 150

Locally Determined Options - Minimum - 0 Maximum - 300

II. Grade 6

Language Arts - 510

Math - 210

Science - 150

Social Studies - 150

Health - 80

Arts Education - 200

Physical Education - 150

Career Guidance - 50

Locally Determined Options - Minimum - 0 Maximum - 300

III. Grades 7-9

Language Arts - 300

Math - 200

Science - 150

Social Studies - 150

Health - 100

Arts Education - 200

Physical Education - 150

PAA - 75

Locally Determined Options - Minimum - 125 Maximum - 300

Secondary Level Credits (Grades 10 - 12)

<u>Area of Study</u>	<u>Number of Credits Required</u>
English	5
Mathematics	2
Science	2
Social Studies	3
Health/P.E.	1
Arts Education/PAA	2
Electives	9
Total	24

Credit Requirements - Required Areas of Study

A. Grade 10

English language Arts - 2

Mathematics - 1

Science - 1

Social Science - 1

B. Grade 11

English Language Arts - 1

Mathematics - 1

Social Science - 1

C. Grade 12

English language Arts - 2

Canadian Studies - 1

Credit Requirements – Specified Areas of Study

D. Grade 11 or 12

Science - 1

Social Science - 1

E. Grade 10, 11 or 12

Health/ P.E. - 1

Art/PAA - 2

Credit Requirements – Electives

F. *Grade 10, 11 or 12 - 3*
Grade 11 or 12 -

Driver Off -Campus Form



**Permission for a student to drive
to an off-campus class form
(Such as Work Experience,
Band or Calculus)
FORM A - Driver**

I give permission for _____ to drive
Name of student

him/herself to (check one):

_____ His/her work experience placement.

_____ Band rehearsals.

_____ Calculus class.

_____ Other off-campus class, _____
Specify

This permission is granted for _____ school year.

Signature of parent or guardian

Date

Passenger Off-Campus Form

Form T7 - F2



**Permission for a Student to Drive
to an off-campus class form
(Such as Work Experience,
Band or Calculus)
Form B- Passenger**

I give permission for _____ to travel
Name of student passenger

with another _____ to attend
Name of student driver

The following (check one):

_____ His/her work experience placement.

_____ Band rehearsals.

_____ Calculus class.

_____ Other off-campus class, _____
Specify

I have checked to determine that the student who is driving has a valid driver's license and also has permission to drive him/herself.

This permission is granted for the _____ school year.

Signature of parent or guardian of student passenger

Date

Weather Day Memo:



Box 1809
Swift Current, SK S9H 4J8
Phone Toll Free: 1-877-321-9200
Phone: (306) 778-9200
Fax: (306) 773-8011

Weather Days

Just a reminder about the intent of our "weather days". When classes are cancelled and buses are not running **schools are still open**. We expect our teachers and support staff to report to work in these instances.

HR and Payroll have been fielding a number of questions around "weather days and acts of God". Chinook takes the following position as per our specific staff handbooks:

5(a) except when notified that the school is closed, pursuant to 2 (a), all teachers and personnel are expected to be in attendance for the purpose of performing their normal or related duties. Personnel are not to lose pay when informed that the school is closed.

In a division as diverse as ours local weather conditions will be unique to each area. We ask that employees use caution and good common sense when traveling in adverse weather. When in doubt we ask that employees check with his/her school's superintendent for clarification or direction.

Chinook's position will be as follows:

No employee shall experience a loss of pay when absent from work due to adverse road conditions, storms or any acts of God. Part-time employees shall be paid per scheduled time missed. Any employee in this situation shall notify their immediate supervisor.

We hope that this will provide some clarity and direction for policy in this area in time for our next major cold or inclement period this year.

Unless highways are closed or roads are impassable, we expect our employees to show up at school. Even if someone is snowed in, for example, we ask that all employees report to work once they are able to or as soon as their lane might be cleared. Wind-chill is not a reason for folks not to travel.

Although our buses may not be running, many of us continue to travel on these days throughout the division.

Wind-chill itself is not a reason to cancel travel; school buses, on the other hand, transporting 30 children will follow different guidelines.

If you feel that your safety on these days is at risk then you should utilize either PSR days or your allocated days under section 12.1 of the linc agreement.

Our expectation is that employees will try to get to work on these days - whether it is right away or whether it is as soon as they: get their car started, arrange for a car pool, or blow out their drive way.

If classes are cancelled we still want our staff at school or working in the closest Chinook building.

Fire Drill Procedures:

FIRE DRILL PROCEDURES

1. In the event of an alarm, all students are to stand and proceed in an orderly fashion out of the nearest appropriate fire exit. All students whether in classes or not, should leave the school building **IMMEDIATELY**. Students on spares report to the home room teacher outside.
2. The student nearest the door in the classroom is to open and hold it open if necessary.
3. Once outside students are to proceed to the south end of the school and group themselves in with their classes at a safe distance from the building for easy attendance taking.
4. Teachers are charged with checking that:
 - a) All classroom windows are closed and lights are off
 - b) Doors are closed after students have exited
 - c) Ensuring students remain in a safe region and a calm state
 - d) Attendance of all the students in their charge is taken
5. Teachers and support staff will report missing students, staff or visitors to one of the administrative team who will be checking attendance.
6. All staff and students must remain outside at a safe distance from the school until the school bell system or PA system signals that it is safe to re-enter. Students are to be conducted quietly back into the building in an orderly way.
7. Office manager checkpoints:
 - check boys P. Ed. change room
 - check girls P. Ed. change room
 - check Resource room
 - check Library/Computer room
 - check Elementary washrooms
 - check washrooms gym/staff
 - bring master list of students

Exit routes are posted in each room.

Field Trips:

School Trip Application:

Form T1 - F9
(P1 - F20)



School Trip Notification or Application form

TO BE SUBMITTED TO PRINCIPAL

TYPE OF TRIP (CHECK AS APPLICABLE)

1. Day Trip (**This form to be retained at the school for 1 year**)
 - Students returning same day.
 - Principal approval obtained.
2. Overnight Trip (**This form to be retained at the school for 1 year - Copy to Superintendent**)
 - Land transportation, overnight.
 - Approval of Parents obtained at least 30 days prior to departure for Field Trips - extra-curricular sports exempt (except Provincial level requires Form P1-F19)
3. Air Travel or Out-of-Country Trips (**This form to be submitted to Superintendent**)
 - Air flights (on continent or overseas).
 - Approval of Director requested at least 60 days prior to involving parents.
 - Field Trip Disclaimer forms will be obtained from each parent.

PLEASE ATTACH COMPLETED TRAVEL MANIFEST

TRAVEL ARRANGEMENTS

School Bus: _____ and/or Private Vehicle: _____ (Check those applicable)
Cost and How Expenses will be paid: _____

Number of Students: _____ Grade(s): _____
Number of Teachers: _____ Number of Chaperons: _____

OBJECTIVE OF TRIP (ATTACH FULL ITINERARY)

Teacher's Signature

Principal's Signature

Superintendent's Signature
(Type 3 Trips only)

FOR DIVISION OFFICE

SUBMIT TO DIVISION OFFICE ONLY WHEN REQUESTING BOARD/DIRECTOR APPROVAL

- Air travel or out-of-country travel
- Participation in provincial level competition (**Attach Form P1-F19 Prior Approval**)
 - Approval granted.
 - Approval denied.

Comments: _____

Deputy Director Signature

Date

Field Trip Checklist:

Field Trip Checklist

A Note on Liability:

Determining civil liability is a process to determine whether someone has in fact been injured in a manner that the law covers and, if so, who, if anyone, should provide the compensation to the person injured.

If a student suffers injury, the steps or tests to determine school or teacher liability for negligence can be summarized as follows:

1. Was there a duty to care for the student at the time? (The answer to this is always **yes**, as soon as the student is within the school's sphere of influence.)
2. What was the standard of care for the student at the time? (The courts have described standard of care as that which would be given by a parent of a large family.)
3. Was the standard of care breached?
4. Did the student injury result from the inappropriate level of care being provided by the school?

I. School File -The following items should be on file at the school in one central location before leaving on your trip:

- Written plan for student supervision in the event of an accident or serious illness.
- Detailed trip itinerary, including locations and telephone numbers where you might be at any given time.
- Parent Permission slips signed and dated.
- Field trip conveyance form.
- Information letter (that was sent to parents)
- Specific curriculum objectives being met by participation in this trip.
- Field trip request form approved by the Division.
- Contact telephone numbers
- List of students and supervisors that are on the trip
- Photocopy of required credentials of trip supervisors (e.g. First Aid certificate, Life-guard, CPR)
- An emergency checklist.
- Trip rules and protocol.

II. Trip File - The following items should be with one of the trip supervisors before leaving the school:

- First Aid Kit
- Detailed trip itinerary, including locations and telephone numbers where you might be at any given time.
- Written plan for student supervision in the event of an accident or serious illness.
- Class list with emergency contact numbers, and Sask. Health Number for each student.
- Telephone numbers of the nearest hospital and emergency services.
- School telephone number as well as Division Office telephone number.
- An emergency checklist.
- Trip rules and protocol.

III. Other Considerations

- Rules and protocol for field trip have been discussed in advance.
- Information letters, including itinerary, and contact telephone numbers has been sent to parents.
- Parent Orientation has been planned and offered.
- Physical education guidelines have been read and implemented.
- A media designate has been chosen and a plan for dealing with the media has been developed should the need arise.
- Students have been taught necessary skills in advance if possible.

Emergency Checklist:

Field Trip Emergency Checklist

Date: _____

Please fill in the telephone number for the following before leaving on the trip:

Police (nearest) -

Ambulance (nearest) -

Hospital (nearest) -

Fire Department (nearest) -

Vanguard School - (306)-582-2134

Chinook School Division – 306-778-9200

I. Current Situation:

II. Injuries:

III. Fatalities:

IV. Property Damage:

V. Action Taken To Date:

VI. Further Action/Communication Strategy

School Trip Manifest:

Form T1 - F7
(P1 - F18)



School Trip Travel Manifest

School: _____ Requested by: _____

Date of Trip: _____ Alternate Date: _____

Destination: _____ Distance (Return): _____

Pick Up At: _____ Time: _____

Return To: _____ Time: _____

Students Participating	Sask. Health Card #	Parent Contact #
------------------------	---------------------	------------------

1. _____	_____	_____
----------	-------	-------

2. _____	_____	_____
----------	-------	-------

3. _____	_____	_____
----------	-------	-------

4. _____	_____	_____
----------	-------	-------

5. _____	_____	_____
----------	-------	-------

6. _____	_____	_____
----------	-------	-------

7. _____	_____	_____
----------	-------	-------

8. _____	_____	_____
----------	-------	-------

9. _____	_____	_____
----------	-------	-------

10. _____	_____	_____
-----------	-------	-------

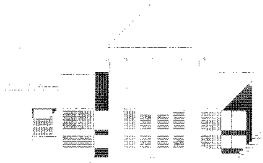
11. _____	_____	_____
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12. _____	_____	_____
-----------	-------	-------

13. _____	_____	_____
-----------	-------	-------

Principal's Signature: _____ Date: _____

Field Trip Parent Permission Form:



VANGUARD COMMUNITY SCHOOL

A Proud Past ... and Promising Futures for Children

Mail: Box 310, Vanguard, Saskatchewan, Canada S0N 2V0

Telephone: (306) 582 - 2134

Principal: Mr. Greg Shwaga
Facsimile (306) 582 - 2002

FIELD TRIP PARENT PERMISSION FORM

The purpose of this form is to make you aware of the details of an upcoming field trip and to provide us with key information regarding your child's care. This activity will be an extended trip, will leave the Vanguard Area and will be outside of the regular school hours. The following is the relevant information. If you have any questions, please contact the teacher involved. If you approve please sign at the bottom and return to the school as soon as possible.

Destination _____

Date of trip _____

Purpose of trip _____

Teacher _____

Transportation _____

Time _____

Costs _____

Sask. Health Services # _____

Medication _____

Permission to administer medication _____
(yes) (no)

Other _____

Date to be returned by _____

Student's name _____

Parent's Signature _____

This form must be in the teacher's possession before your child may leave on the trip.

Extracurricular Expense and Bus Driver Payment:

Extracur

CHINOOK SCHOOL DIVISION No. 211
EXTRA-CURRICULAR TRIP ALLOCATION & BUS DRIVER SALARY PAYMENT

This form is to be used for pre-approved activities only.

Section A – To be completed by the Coach/Supervising Staff

Date of Departure:	Estimated Time of Departure:
Date of Return:	Estimated Time of Return:
School of Origin:	Destination:
Coach/Supervising Staff:	
Is a sub required? Yes or No (Please Circle)	
Reason for Trip:	Estimated Destination Distance:

<input type="checkbox"/> Decentralized School Budget (i.e.: districts, sectionals, sub-sectionals, educational excursions) <input type="checkbox"/> Same Day <input type="checkbox"/> Overnight Stay - Coaches/Supervising Staff Expenses: Accommodation: \$ _____ (attach receipts) Meals: (Number of) Breakfast _____ Dinner _____ Supper _____ - School Budget Account Code:
<input type="checkbox"/> Central Fund (i.e.: conference, regional, provincial) <input type="checkbox"/> Same Day <input type="checkbox"/> Overnight Stay - Coaches/Supervising Staff Expenses: Accommodation: \$ _____ (attach receipts) Meals: (Number of) Breakfast _____ Dinner _____ Supper _____ - Student/player Expenses: Accommodation: \$ _____ (attach receipts) Sports Coordinator Approval:
<input type="checkbox"/> High Risk – attach summary of receipts

(Overnight and high risk excursions must be approved by your cluster Superintendent. Please attach a separate form for each Coach or Supervising staff incurring expense.)

Number of Students:
Method of Travel Requested:
<input type="checkbox"/> Bus & Driver <input type="checkbox"/> Van & Driver <input type="checkbox"/> Van – Non-salaried Driver <input type="checkbox"/> Car & Drivers (<i>See Below</i>)
Please list CAR drivers and indicate amount payable (if any). (<i>Private Drivers must have completed a Private Vehicle Authorization Form</i>):

Supervising Teacher/Coach's Signature

Principal's Signature

Section B – To be completed by the Bus/Van Driver

Distance Traveled:	Initial Odometer Reading:	Return Odometer Reading:
	Total Distance:	Vehicle Unit No.:

Section C – To be completed by the Driver for Payroll and Expense Reimbursement

Name of Driver:		Office Use Only	
Date of Departure:	Time of Departure:	<i>Payroll:</i>	
Date of Return:	Time of Return:	Driving Hours:	
Personal Expenses:		Standby Hours:	
Meals: (Number of) Breakfast _____ Dinner _____ Supper _____		School Budget: <input type="checkbox"/> Yes <input type="checkbox"/> No	
Other: \$ _____ (<i>Total other expense must be accompanied by receipts.</i>)		A/P: Acct #	

Upon completion of this form, please return to your school Office Manager.

Driver Authorization Form:

22

Chinook School Division No. 211
Chinook Education Center
2100 Gladstone Street East
Swift Current, SK S9H 4J8
Phone 306.778.9200 Fax 306.773.8011

Form P1 – F33



Driver Authorization Form

Name of Applicant

It is strongly recommended that all persons transporting Chinook students and Chinook students that have permission to drive themselves and/or other students carry Third Party Liability Insurance in addition to the basic insurance that you receive when you purchase your license plates. This recommendation is designed for your protection. Chinook School Division's insurance carrier recommends a package policy of two million dollars as being sufficient. You may elect to increase your coverage for any amount up to that figure but it is not compulsory that you do so.

I have a valid Driver's License # _____

I have read this document and acknowledge the above recommendation.

Signature of Driver

Date

I authorize the above mentioned driver to serve in that capacity for the _____
school year.

Signature of Principal

Date

Movie Permission Form:

Movie Permission

Vanguard Community School

Where Success is Required!

Principal: Mr. Greg Shwaga
Box 310, Vanguard, Saskatchewan, Canada S0N 2V0 Telephone (306)582 - 2134 Facsimile (306)582 - 2002, Email vschool2000@gmail.com

Movie Permission Slip

Movie:

I give my child _____ permission to watch the movie.

I do not give my child _____ permission to watch the movie.

Class:

This movie contains:

If you would like further information about the movie content or to observe the movie, please contact the teacher involved.

Parent Signature

You can also email me permission at _____