



Wihnemne School, Paul Band First Nation

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Teacher Handbook

2026-2027

Revised 2026

** Please note that this handbook is subject to change, please consult with us if you see anything that needs changing or adjustment.

Please take time to review the information provided in this handbook. You will find important dates, policies, practices, evaluating rubrics and contacts of Wihnemne School.

Paul First Nation Education is guided by our Elders, Chief and council and supported by our members of the Paul First Nation. We continue to advocate the Treaty Right to Education in pursuing quality academic educational programming for our members while enriching our traditional values.

Mission Statement

Wihnemne School provides a safe and nurturing environment that is fun to learn in. We are a diverse family that is proud of our language, culture and well being. We aim to inspire each other as we work toward a strong future.

Vision Statement

Our vision is to proudly provide a safe and nurturing environment while continuing to grow through our culture and education.

Mandate

Paul First Nation plans, develops, and delivers quality programs and services for success, based learning on language and culture, in a safe and healthy environment.

Value Statement

Paul First Nation education is committed to providing services in an honest and respectful manner to promote and preserve cultural pride.

Accountability

In accordance with Indian and Northern Affairs Canada funding expectations, First Nation Education authorities are required to have educational plans and demonstrate educational accountability.

Paul First Nation education is committed to being accountable for its educational results and believes this process will enhance the quality of education for its students and ultimately more First Nation students will experience success in post-secondary education and/or the world of work.

This commitment to educational accountability recognizes that:

- emphasis needs to be placed on achieving outcomes, reporting results and using results for informed decision-making for the purpose of improving programs and student results in subsequent years.
- The need for a consistent set of performance measures that address important outcomes for First Nations students.
- First Nation education performance needs to be measured, evaluated and reported by comparing results against past performance.
- Results for performance measures will also include annual surveys of parents, students, school employees and teachers.

Wihnemne School Education Goals

1. To provide academic success in a caring and safe environment.
2. To maintain the continuation of our traditions and culture.
3. To promote lifelong learning and experiences that will have a positive impact on our community.
4. To identify strengths in our community which promote our values and attitudes.
5. To develop and provide programming that will offer opportunities to community members to empower their personal goals and skills.
6. To provide a fair and equitable program for our community.

This means we are committed to the following:

1. Student and staff well-being
2. Student and staff retention
3. Student literacy
4. Student numeracy

The Alberta education academic curriculum is followed and taught in Kindergarten to Grade 9 as well as our Scyber program.

Each year Wihnemne School will follow the exam schedule of Alberta learning for the provincial achievement and diploma exams (PAT's).

INTRODUCTION

Welcome to a fantastic year as part of the educational team at Wihnemne School, this includes a special welcome to our new faculty members. We are truly honored to work alongside such a talented group of faculty, staff, and students. We are fortunate to work in a profession that allows us the opportunity to inspire, and be inspired, on a daily basis. You are in one of the most important and rewarding professions. As a teacher, you have a critical role in the educational process, you will influence the lives of children daily and have so much fun doing so!

Challenges occur every day for students, families, and staff. It is not uncommon to feel overwhelmed at times. This handbook will help guide you through the year. It is meant to provide a basic resource for you and has been prepared for the purpose of keeping faculty and staff members informed concerning administrative procedures at Wihnemne School. Realizing that there are unique and unpredictable situations associated with life in our school, we encourage you to contact your experienced team or office/admin staff for answers that may not be addressed within these pages. Please familiarize yourself with the information; we hope it will be of help to you. Your job is essential to the success of our students. We hope you have a wonderful year!

ORIENTATION

This handbook is an attempt to reduce some of the anxieties of entering new employment and to provide you with a preliminary foundation as you transition into this job role. Most of what you will need to know will be learned on the job through collaboration with the amazingly talented teaching staff around you, with the truly knowledgeable Educational assistants, the incredible support staff (Elder Theresa, Land-Based Instructor Doug Rain, Cree Instructor Shirley Yellowbird, Stoney Instructor Irene Potts and Leona Rabbit , your Vice Principal(s) or Principal and the professionals who come to work with us. However, this handbook will provide basic information as you embark upon your first days within the classroom.

Staff Handouts/Forms

- a) The Paul First Nation Employee Manual – this will give you important information needed throughout your employment – policies, procedures, responsibilities, time-off, etc. We will hold a meeting regarding this document at the beginning of each school year as well as upon hiring.
- b) The Teachers Handbook, EA handbook, Student/Parent handbook.
- c) Hiring package (offer of employment, information needed for our Finance Department, Human Resources, contact information, Oath of Confidentiality, Health Benefits and Pension documents, tax documents (if needed).
- d) Teacher contract.

Staff files/expectations

It is expected that you have, in your file, current contact information (phone, address and email).

You are expected to give all certificates and diploma's (copies) that pertain to your job for your file.

Mandatory documents: Police Record Check (with Vulnerable Sector)– completed yearly.
First-aid/ CPR/ AED training – always active (PFN provides)
Non-Violent Crisis Intervention Training (PFN provides)
Valid Teaching Certificate
TQS document from Alberta Learning
Years of Teaching experience from previous Boards/Schools

Building Information:

Your secretary is a key person to get to know. They will provide you with procedural information for absent/personal days, incident reports, timesheets, etc. They will loan you a key fob if you forget yours and will help you connect with parents/staff members to find answers to your questions. They can also provide student information and help with writing permission forms, posting information to Facebook, connecting with parents and helping with bussing information.

Janitorial staff – will provide you with classroom needs (e.g., clean-ups, paper towel, tissues, cloths, and sprays), it is your responsibility to have your room kept clean and tidy (especially after art/crafts), have your students help as much as they can to sweep, clean up after they eat, etc.

Maintenance Staff – to help if you notice things are broken, plumbing issues, electrical, outside play equipment/issues, shoveling, salting, dogs/horses in the yard. Please call the office to have him paged to where he is needed or write information on his list in the office.

Key Fobs

Each employee has a key fob to gain entry and have access to the building and classrooms. Each key is assigned your specific name, do not trade/loan your fob to others – If an event happens, we are able to trace the card to your name- you do not want to be responsible for someone's actions.

If you lose your key fob, please contact the secretary as soon as possible to have your fob cancelled and a new one issued. The fee for a new key fob is \$50.00 (cash only). If you lose your key fob and do not contact your admin team, you could be responsible for anything that happens to the school from the use of your key fob.

You will sign an agreement form upon issuance of your key fob.

Timecards

Each employee is given a timecard every two weeks and it is **your responsibility** to ensure you are punching in and out each day. If you miss a time, write in the exact time, and give to your principal/member of admin. team to initial.

Absent/Late

Wihnemne School expects all staff to be present at 8:00am (except Janitorial or consultants). If you are to be late or absent you must contact your Principal (Admin. Team) as soon as you know you will be late or absent (before the start of the workday), please contact your classroom team as well, please provide an estimated time of your arrival. If you know you will be absent, contact a substitute teacher to try to fill in for you, then contact Principal (call) anytime and then text your classroom team. Ensure you have your lesson plans ready to go in the morning, designate someone to print them for you. (or we can use your emergency sub plans).

IT IS YOUR RESPONSIBILITY to fill in a late/absent/personal day sheet to accompany your timecard. If you do not, you might not get paid for the day(s) you miss.

If you require a personal day, please fill out paperwork and hand into the principal as soon as possible. If not in office, put paper under the door and text to ensure communication. Make sure you are also on the “week at a glance” file or calendar board in the office and connect with a substitute teacher to have them fill in for you.

Substitute Teachers

We can always use help getting more substitute teachers to help us out. If you know anyone looking for work please send them our way! Contacts will be shared with you as they become available. However, you may have EAs run your class for the day, or another staff be in there- a strong routine will really help both your students and those covering.

Dates and Deadlines for Teacher Items:

- Classroom write up for our first newsletter – A picture if you would like 😊 - text to Adrienne by Thursday, August 28th – Introduce yourself and talk a bit about what your students will be learning this month 😊
- Classroom Schedule – Friday, September 4th. Please leave a copy outside your classroom at all times. Provide a paper copy for Adrienne and a copy in the drive-PDF/on PowerSchool.
- Year Plans and Year at a Glance – Friday, September 11th. Provide a paper copy for Adrienne and a copy in the drive.
- Professional Growth Plan – Friday September 18th. 2 goals influenced from the Alberta Teacher Quality Standards competencies. Update: January 21st. Conclusion: May 28th

- Emergency Sub Plans (5 Days) – In case of emergency or to alleviate stress when suddenly absent – please bring a paper copy to Adrienne and add to the drive. Copies will be kept in front office. Due September 25th.

Initial Assessment Dates

- Numeracy Assessment– to be completed the week of September 25th (results prepared and given to Admin on this day)
- Words their Way Spelling Inventory – to be completed the week of September 15-18th
- Literacy Assessments – to be completed September 25th (results prepared and given to Admin on this day)
- IEP's/IPP's – to be completed by Friday October 16th

FAQ's

Information Sharing

We are trying our best to stay organized and informed and the best way we can do this is through communication. Please ensure you are connecting with those around you to ask questions, keep informed on our **WhatsApp** teacher chats – make your own for your division, or your classroom staff to stay connected. It is important to know if your EA's will be in each day, please make sure they know to communicate this information with you.

Google Drive – Please have a gmail account to allow easy access the our google drive. Here you will find forms, access to the weeks at a glance, passwords, report cards, attendance, etc.

Week at a glance – Every week we will post a “week at a glance” in the front office. We will also email it to you by Sunday for the week ahead. This document is in our Google Drive, please add your own events/personal days off, etc. to ensure we are aware of events/absences, etc.

Memo's – We know how busy we can get and instead of having a series of scheduled meetings, memo's might be created and passed out to share important information as it arises.

Meeting's – Most of our staff meetings happen impromptu before or after school and are to share information as it arises, these will last 5-10 minutes. Official meetings will be planned ahead of time to ensure your attendance. If you miss a meeting please ensure you connect with other teachers to inquire on what was missed.

Month Calendar -As you walk into the office after punching in, the calendar is on the left side of the hall. Please update as you need and review often.

Year Calendar – located in staff hallway – please add any info to this calendar

Staff Board- As information is shared to us about absences, etc, it will be written on the Staff Board. A picture of this will be shared each morning by 8:20am.

Mailboxes – Please check your mailbox often and remove items promptly (end of office hallway)

Classroom Purchasing

If you would like to purchase something for your classroom please come to your admin team for approval. – much like a shopping list – item/price/quantity, etc.

If approved, you will purchase/order it and submit the receipt with the completed expense report (this will be demonstrated to you).

Items purchased by Wihnemne School will become the property of Wihnemne School. Please give items to the principal (i.e., books) to stamp/inventory. We advise you ask around before you spend, we do not want you spending money for something we could give the students for free (e.g., a coat, classroom snacks)

If you purchase curriculum resources from TPT, please add to the google drive in Teacher files and your grade level.

When you bring in your own resources, please mark/label them to avoid confusion.

Supplies

Your classroom will have supplies for the students and activities, the storage rooms at each division hallway will also have supplies.

Ordering of supplies – Contact your admin team (send Adrienne a text) to add to the order list or add to the list in the supply rooms. We typically order student supplies from Staples (paper, exercise/note books, binders, stationary, scissors, art supplies, duo tangs, etc) – if there is anything specific you need for your classroom you can utilize your classroom budget or ask to put it on the staples list, always ask! 😊

If you cannot find an item, please look in all storage rooms, then ask the group chat before coming to the front office.

Fieldtrips

“If you want something, ask for it and you just might get it.”

We love to give our students the best opportunities we can with educational experiences. If there is a fieldtrip you would like to take your students on, complete a budget and submit to the Principal for approval. We ask that you talk to other teachers to include them and learn the fieldtrips we typically go on each year (swimming lessons, Fort Edmonton Park, etc.). We can also invite guest presenters in as well, again, submit a budget.

Please see the field trip form included at the end of this document.

If approved, you will talk with our kitchen staff to arrange bagged lunches and talk with Chris our transportation to arrange your bussing. You will have to make a permission form to get signed, the easiest way is to copy a template from our teacher google drive (see folder).

Depending on the fieldtrip, if you do not get a permission form signed, verbal permission is acceptable, or a signature from a family member in the building.

Meals

Wihnemne School provides our students with Breakfast, Lunch and a snack. Breakfast is ready at 8:25am, students are to eat in the common area with their teachers/educational assistants.

Lunch is served in the same way, this is typically when Teachers will supervise so the EA's can get their lunch break, then during recess, the Teacher will get their break.

All snacks are served in the classrooms.

Staff are welcome to purchase a lunch for 5\$. Please see Admin to purchase a lunch ticket.

Hours of work

8:00am – 4:00pm are the hours of our Teaching staff.

Adjustments to this schedule can be made through communication with your admin. team. (eg. Childcare, emergencies, coming in late or leaving early for appointments).

Please notify your Principal and your classroom team if you will be more than 15 minutes late or leaving early.

***Please note that hours of work may be extended/altered for Professional Development, Parent/Teacher interviews or other such meetings, After School Programming.*

Breaks/Staff Room

As teachers we have prep periods and a lunch break when your students are outside for their recess. You do not have official break periods but do have the flexibility to leave the classroom for a few minutes if needed (provided you have proper coverage).

The staff room is a room for all our staff to use when on break. Please keep in mind there may be students in the area so keep volume and language to a respectful level. This is to be a place of positivity and support, a place to unwind and relax.

Please clean up after yourself – this includes the microwave (wipe out after you use). Clean all your dishes or put into the dishwasher for cleaning. Do NOT put dirty dishes in the sink and leave them there, no one should have to clean up after you.

Please remove lunches from the refrigerator in a timely manner or they might be thrown out.

Please enjoy the coffee, tea or snacks that are available to use. Please feel free to bring in snacks to share with others and enjoy the ones offered.

Breaks are not to be taken in the common area as this is an area for students. Breaks are not to be taken in the front office area as this is a quiet zone where confidential conversations need to happen.

There is a designated smoking area outside the gymnasium doors at the back of the school.

Please use the south entrance (Jr. High wing) or the front doors to access this area - do not walk through the gymnasium. Please keep this area clean.

If you leave throughout your shift (go to the store, etc) please notify your teaching team and your admin (front office staff). (Train, lockdown, etc.

Staff roles and responsibilities

Classroom Management

Classroom management is different than discipline. Effectively managing your classroom is an essential part of maintaining control and discipline. An effective teacher manages a classroom. An ineffective teacher disciplines a classroom. Management of classroom conduct is primarily the responsibility of the teacher. High standards of conduct are expected from all students at Wihnemne School. Every faculty member has a responsibility to require satisfactory conduct from the students. If the student's conduct is not satisfactory, the first responsibility for correcting the misbehavior shall be with the teacher and educational assistant in the classroom or present environment (e.g. Gym or recess). If additional assistance is needed, contact should be made with the parents, counselor and/or administration.

Each teacher should develop a classroom management plan for their classroom. The plan shall include rules, consequences for not following the rules, and possible rewards for following the rules. Before a student is sent to the office for constant misbehavior, the classroom teacher should have contacted parents, informing them of any behavior concerns. It is the intention of the administration to support every staff member. Make sure that we can support the decisions you make by following the philosophy, policies and procedures of the school and community.

*see Page 11.

Good classroom management techniques:

1. Attendance should be taken within the first five minutes of class as well as after the lunch break. Consistently check that all students are accounted for.
2. Provide students a copy of your behavioral expectations and explain classroom procedures the first day of class and stick to these expectations in a fair and consistent manner, send home a copy as well.
3. Stick to your schedule. Students thrive on routine, consistency and predictability.
4. Class is required to run through to the end of the period. Make sure your students have something to do and are not bored or sitting idle – this is a breeding ground for misbehaviour.
5. Make sure you are teaching the student(s) at their level. If a student shuts down or misbehaves, this is typically why. Get to know your students, their interests, their strengths and limitations.
6. Give your students space if they need. Maslow before Bloom. Some students need a safe space to eat and sleep, allow this and maybe they will learn later. Offer an alternate learning environment (the common area, the hallway, the office area, not as a punishment, but as a quiet space).

Bullying Policy

Wihnemne School aims to provide a physically safe and emotionally secure environment for all students and staff. Positive behaviors (non-violence, cooperation, teamwork, understanding and acceptance of others) are to be encouraged in the educational program and are required of all staff. Inappropriate behaviors (bullying, intimidation, harassment) are to be identified and students and all staff are required to avoid such behaviors. Strategies and practices are to be implemented to reinforce positive behaviors and to discourage and protect others from inappropriate behaviors. Our school has a bullying policy for our students, please see our Employment policy for concerns and policies with staff. Please see our Student Code of Conduct document and our employment policy document.

PROGRESSIVE CONSEQUENCES FOR ELEMENTARY STUDENTS

1

LEVEL 1: GENTLE REDIRECTION

• Examples of behavior:

- Talking out of turn
- Not following a direction the first time
- Getting out of seat without permission

• Responses:

- Verbal reminder or visual cue
- Short calming break
- Encourage self-regulation tool use (breathing, fidget, movement)



2

LEVEL 2: REFLECTION & RELATIONSHIP REPAIR

• Examples of behavior:

- Repeating disruptive behavior
- Ignoring classroom rules
- Mild defiance or refusal to follow instructions

• Responses:

- Student completes a simple reflection activity
- Quick restorative conversation with teacher
- Seat change or buddy classroom break

3

LEVEL 3: RESTORATIVE ACTION

• Examples of behavior:

- Teasing or unkind words
- Repeated refusal to work
- Escalated defiance or disruptive behavior

• Responses:

- Sharing circle (mini version) to talk about what happened and how to fix it
- Loss of a small privilege (e.g., game time, classroom job)
- Teacher call or positive check-in with parents



4

LEVEL 4: LARGER RESTORATIVE INTERVENTION

• Examples of behavior:

- Throwing objects (non-dangerous)
- Consistent disruption of learning for others
- Ignoring multiple redirections over time

• Responses:

- Formal sharing circle with elder, counselor, or support staff
- Buddy class relocation + restorative task (apology, classroom help)
- Begin a behavior support plan

5

LEVEL 5: SAFETY & SUPPORT PLAN

• Examples of behavior:

- Yelling at or threatening others
- Breaking materials on purpose
- Running away from staff or out of class

• Responses:

- Restorative justice conference with family and staff
- Supervised in-school time-out with continued academic work
- Structured plan to rebuild trust and improve behavior



6

LEVEL 6: MAJOR SAFETY INCIDENTS

• Examples of behavior:

- Physical aggression (hitting, fighting)
- Dangerous behavior toward self or others
- Severe destruction of property

• Responses:

- Temporary removal from class (in or out of school suspension with restorative work)
- Re-entry circle with parents, staff, and student
- Referral for additional support (mental health, external agencies)

PROGRESSIVE CONSEQUENCES FOR JUNIOR HIGH STUDENTS

EXAMPLES OF BEHAVIOUR

Level 1: Low-Level Behaviors (first incidents)

Talking out of turn, minor disruption, not following directions.

Level 2: Persistent or More Disruptive Behaviors

Examples: Repeated interruptions, refusal to work, arguing with the teacher.

Level 3: Significant or Repeated Disruptions

Leaving class without permission, defiance, inappropriate language.

Level 4: Serious or Escalating Behaviors

Examples: Aggressive language, ongoing refusal to follow rules, repeated removals from class.

Level 5: Major Incidents or Chronic Behavior

Examples: Threats, fighting, unsafe behavior.

Level 6: Extreme or Dangerous Behaviors

Examples: Violence, severe safety threats, or behavior that cannot be managed safely in school.

RESPONSES

- Verbal reminder (calm, clear, private if possible).
- Seat change or short break.
- Quick restorative check-in: "What's going on? What do you need to be successful right now?"

- Student sent to a buddy classroom or designated reflection area.
- Reflection sheet / think sheet: "What happened? How did it affect others? What can you do next time?"
- Teacher follows up with a short conversation before student returns.
- Possible loss of a privilege (e.g., sitting with friends at lunch, using technology).

- Phone call home—ideally the student explains what happened.
- Restorative action: Student writes an apology or meets with teacher to repair relationship.
- Lunch detention / work completion session: Student completes missed academic tasks. Begin informal documentation.

- Parent meeting at school with student, teacher, and possibly counselor or administrator.
- Creation of a Behavior Support Plan (clear goals, supports, and consequences).
- Temporary removal from group activities until student demonstrates readiness.
- Cultural restorative practice: Sitting in circle with teacher, elder, or counselor to discuss harm and healing.

- In or Out of school suspension—academic work required, plus mandatory restorative work.
- Formal restorative conference with student, family, staff, and possibly an elder to discuss accountability.
- Possible referral for additional support services (counselor, mental health, social worker).

- Short-term suspension (only when necessary for safety)—depending on the nature of event
- Mandatory re-entry meeting with parents and support plan.
- Continued emphasis on restoring relationships and reintegration rather than exclusion

Conflict Resolution

Sometimes issues and concerns arise which require further discussion. The chain of command is an effective and acceptable procedure whereby employees may address work related concerns. A teacher who has an issue or concern should first communicate their concerns to the person with whom they have the concern with. If the concern cannot be resolved, it should be directed to the next supervisory level, which would be your building administrator's (principal and/or Vice principal). If the concern cannot be resolved at the school level, you may refer the concern to our Education Director who will address the concern or include our Human Resources advisor. Always know you have a great team of mentors around you who can offer advice or support. As with anything, document concerns and meetings.

Professional Attitude

Others perception of your attitude is often developed from verbal and nonverbal cues. The success of a teacher is often tied into others perception of attitude. A positive attitude can be conveyed in many ways. When working with staff and students, having a sense of humor, praising their positive efforts, and using positive statements show staff students that you care about them and that you enjoy what you are doing. This helps create a positive work environment that people enjoy.

All employees convey an image of the school to other professionals, parents, and to the community. We want this to be a positive image. Your actions, body language, speech, and dress should be always appropriate and professional, even outside of school hours, this includes online / social media postings. Show your support for the education program verbally, enthusiastically, and actively. Involve yourself in school events whenever possible. As a professional working with children, you are expected to always act in a manner that is respectful, trustworthy, and honorable, no matter where you are, the day of the week or the time of day/evening.

Dress Code

Your dress should reflect the professional nature of your work and should project your values as a professional while maintaining the modesty, honour, and dignity of the academic profession.

Present yourself in a manner that reflects positivity on you and shows you are proud to be a member of our staff and a role model to your community.

Eg. Shirts are clean, not ripped, not revealing (low-cut, spaghetti straps, able to see mid-riff, etc.) or have logo's that go against the PFN philosophy (eg. Playboy, Drug or Alcohol content)

Shorts and Skirts: When you sit, your thighs should be covered is the general rule of thumb when working in a professional atmosphere.

When working with young children, we often find ourselves playing or sitting on the floor or in small chairs. Be comfortable in your clothing but be aware of how they reveal.

Leggings: acceptable to wear BUT only with a long top/skirt to cover the waist area).

Shoes: be aware of your work environment, close toes/supportive shoes are best – to prevent things falling on your open toes, supportive in case you find you have to quickly walk/run or go outside.

Dressing for the weather: be a role model for our students, especially on cold days. Be prepared in case you have to take on an extra supervision or if we have a fire-drill.

Cell Phone use

It is expected that all staff are engaging with the students, the lesson and behavior of all students at all times. It is our job to ensure we are connecting with our students, ensuring their safety, being a role model and being available. Being distracted by our cell phones shows we are not engaged or interested in what is going on and sets a bad tone to the learning environment.

Cell phone use by staff in the classroom, the hallways, on busses and on fieldtrips, or while on supervision is strictly prohibited and may result in disciplinary actions.

However, we use our phones as a method of communication within the school, there is a difference between using the phone for these reasons and abusing the responsibility. Please know the difference is easy to spot. An in-class plan for cell phone/chat communication may be beneficial.

Please know that it is your responsibility as the supervisory teacher to help enforce this with the staff in your room – set your expectations.

Student Supervision

Students must be supervised at all times – in the classroom, hallways, and outdoors. At times, you may send a student to an alternate classroom (teepee, gymnasium) bathroom, or elsewhere in the building, please be aware of who is out of the classroom and make every attempt to keep students together in case of emergency. (e.g, if you send a student to languages by themselves, call the languages classroom to communicate they will be sent down).

Teachers are expected to help supervise all students throughout the school (not just your own). Besides maintaining discipline in the classroom, teachers' supervision duties include the hallways, restrooms, assemblies, etc. All teachers are expected to attend assemblies and help supervise. Each staff member is responsible for helping prevent damage to school property and preventing general misbehavior. It takes a village!

It is against school policy for teachers to leave students unattended. If an emergency should arise, notify a neighboring teacher and/or the administrative office so that someone can supervise students. Students must not be left alone.

Before school supervisions, common area meals, recesses and bus duty will all be shared among our staff. It is important to be on time for these shifts to ensure proper coverage. Please follow these schedules and be patient as we work out the kinks! 😊

Visitors/Parents

All guests are expected to enter through our office. They will sign in and then brought into the school. Please ensure you do not let our guests in the building without signing in, please direct them to the office.

All visitors/parents are to be regarded as guests in our home. Always treat them with the utmost respect and make them feel welcome. We allow parents into our classrooms if they would like to watch, help or make their child feel comfortable.

Parents/guardians play a key role in the education of their child. They are the child's first teacher. They are primarily responsible for giving their child values, self-confidence and an understanding of who they are.

All parents want their child to have the highest quality of education. Parents also want their children to do well in school, make friends and have positive experiences. It is clear that parent involvement is one of the most important factors in achieving these goals parents can help their child achieve educational success in numerous ways.

“When schools and teachers make an effort to invite Indigenous families and community members to take part in classroom and school wide activities, Indigenous children have a valuable opportunity to interact with role models who reflect their cultures”

Parents are entitled to:

- be kept informed of their child's attendance behavior and progress in school
- receive annual reports regarding the educational programs in the school
- be consulted regarding the placement of a child with special needs
- be involved in the planning development and implementation of their child's education program
- to have their concerns listened to and responded to promptly and respectfully to have concerns treated with confidentiality.

Parents should feel justified in asking:

- to be informed and involved in education decisions that affect their children, including changes in the courses they are taking
- to have school personnel set high expectations for their children
- to have access to personnel, such as teachers, teaching assistance, principals and administrators for information and help
- to receive understandable progress reports

Parents have a responsibility:

- to ensure their child's attendance at school
- to be aware of school policies, programs, rules and routines
- to share concerns openly and immediately with the appropriate persons
- to respond to notes, memos and requests
- to tell their child's teacher when things are going well, and when they're not
- to be reasonably patient and respectful with the people responsible for educating their child.

Education Assistants

Education assistants work within the school and their roles are determined by the needs of students or the teachers they work with. The day-to-day activities of educational assistants are directed by the administrator, supervising teacher, or specialist they are working with.

Educational assistants' work can be as varied as the teachers and students they support.

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

As a valuable member of the classroom team, it is important that your education assistant is aware of the day's schedule, is prepared and knowledgeable in the subject area being taught as well as the expectations of the teacher. Please provide your education assistant with a schedule for the day as well as meet with them to discuss any plans or specifics they need for helping with instructions and expectations.

Classroom activities and lessons require a teacher's planning, organization, scheduling and coordination. This "extra pair of eyes and hands" can be invaluable to the smooth functioning of the classroom. The classroom can be an active, fast-paced work environment. Education assistants respond to the needs of the students as well as the teacher and/or school team in a timely and appropriate way. By keeping the lines of communication open and sharing information with members of the school staff, and giving and receiving feedback, education assistants support teachers in the high volume of activity and change that takes place in a typical workday.

Education assistants do not provide feedback or direct communication with parents regarding the academic concerns. The classroom teacher is responsible for that aspect. However, educational assistants, if comfortable, can be a valuable tool in creating a comfortable communication link between home and school, e.g. relatives. Ensure teacher contact is established first.

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

Classroom Education Assistant(s) are expected to attend Speech, Occupational Therapy and Literacy programming with their students. EA's are to be actively engaged in these sessions to inform teaching practices and ensure supports are followed throughout academics. We will work out specifics with Functional Therapy to ensure we have a good balance of classroom support and collaboration with services.

Please review the Education Assistant handbook for specific and detailed information to help you and your educational assistant(s) provide the best learning environment for you students.

Please arrange a time for you and your team to meet regularly to communicate anything that needs to be brought up.

Please ensure your Educational Assistants receive:

- a copy of your year plan
- the classroom schedule
- daily lesson plans (with educational resources)
- an EA schedule (designated breaks)
- Your specific expectations for them in the classroom

The Role of the Teacher

Classroom teachers foster the development of students and promote learning, while building on the students interests and natural sense of wonder. Classroom teachers create a learning environment that is positive and safe, culturally respectful, where all aspects of the child's development are acknowledged and respected. Classroom teachers are responsible for the progress of all students. Teachers play an essential role in education, most especially in the lives of the students they teach in the classroom.

Generally, the role of a teacher in education goes beyond teaching. In today's world, teaching has different faces, and a teacher must carry out the part of being an external parent, counselor, mentor, role model, and so on.

The following are some of the core responsibilities of a teacher:

Imparting knowledge- A teacher's primary role typically involves sharing knowledge, providing educational guidance, and ensuring students understand the subjects they are being taught. A teacher may work with one learner and design lessons specific to that student's learning style

and preferences. Teachers follow a year plan and ensure they impart the required knowledge (all subject areas) to their students. Teachers typically evaluate learners' understanding of a subject using various effective methods. These methods typically include formal assessments, such as exams and tests. They may also leverage informal evaluations, such as quizzes, projects, and presentations.

Understanding the curriculum- Researching the curriculum and understanding its contents may make it more manageable for teachers to impart knowledge to students. A teacher's responsibility includes identifying how various curriculum parts connect to ensure a consistent implementation. Understanding the curriculum can make planning assessments and instructions for learners easier.

Providing and understanding student appropriate resources- A teacher can assist in students' learning process by providing access to learning resources and materials. As students' abilities differ, there may be learners who assimilate knowledge at a different level from their peers. It's a teacher's responsibility to ensure every student in the classroom comprehends the topic, regardless of their assimilation mode. Teachers understand their students' strengths and weaknesses and can devise effective strategies to ensure they follow the lessons. These professionals make learning an engaging experience and sustain students' interest in a topic to help them build the enthusiasm necessary to study independently. Teachers may also research and implement new teaching methods based on various factors, such as the teaching objectives, class size, and learners' background knowledge.

A teacher is responsible to work with, coordinate and manage information from other support personnel, such as counsellors, elders, knowledge keepers, speech and language pathologists, behavioural consultants, occupational therapists and literacy specialists and have student specific goals monitored and continued in the classroom. For example, if your student is reading 4-5 grades below grade level, they need to be on an IEP to help advance reading levels.

Encouraging students- It may be easier to encourage students to study or focus on their lessons by acknowledging their efforts. A teacher improves learners' morale and confidence by praising them when they perform well. This encouragement helps increase students' effectiveness and improves their school life. Teachers typically provide words of encouragement, such as "good job," "well done," or "excellent work." This serves as a source of guidance and motivation for students. Teachers may also provide one-on-one support to learners when necessary.

Acting as a role model- It is teacher's responsibility to be a positive role model to students. This involves demonstrating exemplary behaviour in and outside of the school environment.

Setting performance goals and tracking improvements- Teachers set performance goals and constantly remind learners of their progress (Evaluation and reporting). They set these goals according to their students' varying abilities and performance and offer encouraging words to motivate them to reach these goals. These professionals track their student's progress by creating and implementing school assessments to understand the learners' competence levels

and identify areas for improvement. They may also implement helpful strategies that can facilitate goal attainment. E.g. Implementing the goals and objectives of the Individualized Education Plan (IEP's)

Organizing and participating in school events- Wihnemne School teachers are expected to contribute in After-School programming throughout the year. Teachers/Staff will collaborate with, help organize, attend and participate in these events. A sign-up form will be available for after school activities throughout the school year. Examples include Elders evenings or gatherings, sports nights.

Skills of a teacher

Teachers typically have various skills that enable them to complete their duties, such as instructing students, creating lesson plans, and interacting with guardians. The following is a list of relevant skills teachers generally possess:

Critical thinking skills- Teachers leverage critical thinking skills to identify teaching strategies that are in a student's best interests and align with the institution's standards. As these professionals are aware of learning expectations, they use this skill to create a safe and nurturing environment for students to thrive. Their critical thinking skills allow them to observe and evaluate situations objectively before deciding on an action.

Patience- As students in a classroom may have various cultural backgrounds, intellectual abilities, and learning styles, teachers are patient and can understand their students' differences. With this skill, they understand how to manage passiveness during lessons and can handle conflicts and disruptions within the classroom. They can balance students' unique personalities and their own expectations. Teachers can leverage this skill to monitor students' and identify possible impulsive behaviours.

Communication skills- With effective communication skills, a teacher can present concepts and lessons in a way that students may understand. Communication skills also include verbal and written abilities that help these professionals draft lesson plans. A teacher is cautious of their mannerisms and posture when giving lessons. They stand tall, make eye contact, and smile while speaking with students. This increases engagement during lessons, as students may perceive them as kind and confident.

Organizational skills- Teachers typically possess effective organizational skills that enable them to manage students' assignments and study materials. They equip their classrooms with the necessary resources and tools, such as books and technology. These professionals also ensure the placement of these resources doesn't disrupt the lessons or learners. Teachers maintain folders and binders where they store different students' study materials, project reports, and progress reports.

Time management skills- As a teacher's responsibilities may extend outside the classroom, these professionals possess effective time management skills. They grade papers, shop for

classroom materials, and plan lessons. With time management skills, they can develop strategies to help them maintain a productive work-life balance. For example, they may set a specific time to exercise or engage in personal activities.

Conflict resolution- While teaching or managing a classroom, there may be disagreements between students. Teachers possess effective conflict resolution skills that enable them to consider the conflicting parties' viewpoints and reach a compromise. These professionals ensure discussions don't escalate into arguments and teach students to have respect for their peers, even during disagreements.

Qualities of a Good Teacher

The following are some qualities that enable teachers to guide and impart knowledge to students:

- **They are invested in their students** Students know when they are genuinely liked by their teachers. Get to know them on a personal level, share laughs and interact outside of class times. For example – put a show on before class or Youtube videos/music, play a game or card, introduce them to something new.
- **They adapt to varying situations.** As teachers typically interact with students and parents with distinct traits and personalities, a good teacher can adapt to diversities effectively. These professionals are always ready to manage changes within the work setting.
- **They're passionate.** A good teacher is typically passionate about their subject area and profession and inspires students to achieve better results enthusiastically. Their passion encourages them to prepare informative and engaging plans to help students understand the lessons' concepts.
- **They pursue personal development.** As teachers require a strong understanding of the concepts they teach, a good teacher is typically intentional in developing their knowledge. They monitor their performance to identify improvement areas in their delivery and teaching style.
- **They promote curiosity.** A good teacher creates opportunities to help students see learning as fun and engaging. They design creative and entertaining lesson plans to assist in students' assimilation and promote a sense of curiosity.

The Role of the Principal

Principals are an important link to ensuring effective communication between school, home and community. The Principal's responsibilities include:

- providing instructional leadership and supervision in the school.
- ensuring that the instruction provided by the teachers employed in the school is consistent with the courses of study and education programs prescribed, approved or authorized pursuant to this Act.
- placing students in appropriate programs.

- Providing support and guidance to students.
- Reporting student issues to parents.
- Maintaining school records
- Monitor, evaluate or provide for the evaluation of programs offered in the school.
- ensure that students in the school have the opportunity to meet the standards of education set by the Minister (Alberta).
- direct the management of the school.
- maintain order and discipline in the school and on the school grounds and during activities sponsored or approved by the board.
- promote cooperation between the school and the community that it serves.
- supervise the evaluation and advancement of students.
- evaluate the teacher employed in the school.
- Supervising instruction and supporting teachers.

For evaluation purposes, the teachers and leadership of Wihnmene school are to follow the standards set out by Learn Alberta in the Teaching Quality Standards and Leadership Quality Standards documents. Please see attached TQS document included at the back of this document.

Walk-by/Walk-through/Sit-in Observations (informal)

Administrators will conduct walk-by/walk-through/sit-in observations into classrooms on a regular basis. During these observations the instructor and students should carry on with what they are doing. If the administrator needs anything, he/she will ask you. During observations, administrators will be focusing on specific areas such as interactions with students, content being taught (aligning with your schedule), differentiation of materials, practices and methods that can help your co-workers. These observations provide snapshots of learning that tell a story over a period of time. They may yield questions or comments from the administrator for the teacher. Information from walk through observations is usually shared with teachers after several have taken place. Teachers should also reach out with any follow-up questions of their own. Please leave your daily lesson plans on your desk/or on the board for easy viewing.

Formal Evaluations

Evaluations of this nature will be planned by both the teacher and administration in the fall and spring. Evaluations are collaborative in nature and will focus on areas of growth determined by the teacher.

Evaluations are nothing to worry about – they are key for the professional and personal growth that leads teachers to improved performance- your admin team (and your co-workers) is/are here to support and help you grow into your best self!

We will look at:

- A review of the Professional Growth Plan, the progress, findings, follow through that was outlined in September will be a guiding factor in the evaluation.
- A review of your lesson plan/unit plan
- Routines and relationships (Teachers, EAs and students)

A copy of our evaluations will be at the back of this book.

Wihnemne School Teacher Performance Evaluation System

Wihnemne School has developed a performance evaluation system for teachers. The philosophy of evaluation is based upon the fundamental belief that the purpose of teacher performance evaluation are fivefold:

1. to determine competence
2. to assess strengths
3. to provide support and mentoring
4. to assure continued growth through differential experiences
5. to monitor the organizations employment decisions

These philosophic tenets have shaped the development of criteria, instruments, and procedures. Criteria for teachers include productive teaching techniques, student achievement, organized and structured class management, positive interpersonal relations, and employee responsibilities.

This teacher performance evaluation handbook contains instrument and performance evaluation activities. This recognizes the need for:

1. Orienting, inducting, and evaluating new employees or employees new to a position,
2. evaluating employees who are experienced in their positions and
3. offering professional growth options or commentators who have an array of choices in meeting evaluation and growth goals.

Performance Areas, Criteria and Descriptors (descriptors listed are not all inclusive)

1. PRODUCTIVE TEACHING TECHNIQUES

Criterion #1 Demonstrates effective planning skills.

- a) Uses knowledge of students to design educational experiences.
- b) writes lesson plans with clear, logical and sequential content.
- c) plans lessons that reflect the district curriculum.
- d) selects appropriate long range goals.
- e) selects objectives at the correct level of difficulty to assure successful learning experiences for each student.
- f) includes teaching methods and procedures relevant to the objective.
- g) includes relevant student activities.
- h) plans both formative and summative evaluation procedures.

- i) plans appropriate time allotment.
- j) selects A variety of teaching methods, procedures and student activities.

Criterion #2 Implements the Lesson plan effectively.

- a) reviews students' prior knowledge and or experiences
- b) identifies and previews appropriate resource is to use.
- c) provides structure for learning.
- d) states instructional objectives.
- e) provides input related to objectives.
- f) models' activities congruent with topic being taught and provides guided practice to reinforce concepts.
- g) utilizes lesson summary techniques.
- h) provides independent practice activities.
- i) indicates positive directions for moving from one activity to the next
- j) checks for understanding and adjusts instruction as needed.

Criterion #3 Communicates effectively with the students.

- a) Respects students
- b) speaks clearly.
- c) uses a variety of verbal and nonverbal techniques free of sarcasm.
- d) elicits Ann responds to student questions before proceeding.
- e) gives clear, explicit directions.
- f) uses probing techniques.
- g) Provides structuring comments which clarify the tasks an help the lesson proceeds smoothly.
- h) puts ideas across logically.
- i) uses appropriate and correct vocabulary in oral and written communications.
- j) uses praise appropriately.

Criterion #4 Prepares appropriate evaluation activities.

- a) makes methods of evaluation clear and purposeful.
- b) uses pre and post tests.
- c) monitor student progress through a series of formative and summative evaluation techniques.
- d) prepares tests which reflect course content.
- e) administers teacher constructed, criterion referenced, and or standardized tests.

Criterion #5 Provides students with appropriate evaluative feedback.

- a) Gives written comments, as well as points or scores.
- b) returns test results as quickly as possible.
- c) makes opportunities for one-to-one conferences.
- d) effectively interprets test results to students and parents.

Criterion #6 Displays a thorough knowledge of curriculum and subject matter

- a) explains the purpose of the topic or activity.
- b) relates specific topics or activities to content area.
- c) explains topics or activities in context.
- d) uses appropriate examples and illustrations.
- e) identifies the subset of skills that are essential for accomplishing the instructional objective(s) of the lesson.
- f) Presents subject matter which is accurate and appropriate to the abilities of the student.

Criterion #7 Selects learning content congruent with prescribed curriculum.

- a) develops lesson plans which reflect the district's prescribed curriculum.
- b) seeks and uses the advice of educational specialists in content areas.
- c) prepares course outlines which reflect the prescribed curriculum.
- d) coordinates learning content with instructional objectives.
- e) participates in curriculum review, revisions, and or developmentally activities.
- f) adapts new teaching practices validated by research as they properly apply to the adopted model of school learning.
- g) Alliances carefully the functional classroom curriculum taught with the school districts curriculum guides slash benchmarks and frameworks.

Criterion #8 Provides opportunities for individual differences.

- a) Uses knowledge of individual students to design educational experiences.
- b) Paces learning according to students' mastery of content.
- c) provides extra help and enrichment activities.
- d) provides multimodal instruction to accommodate a variety of learning styles.
- e) uses school community resource is to gain knowledge and understanding of students.
- f) makes appropriate student referrals.
- g) implements individualized educational programs as required by the special education coordinator.

Criterion #9 Ensures student time on task.

- a) Schedules learning time according to guidelines for the subject area
- b) begins class work promptly..
- c) reinforces students who are spending time on task.
- d) minimizes transition time.
- e) addresses and encourages off task students.

Criterion #10 Sets high expectations for student achievement.

- a) establishes expectations for students based on a level of skills acquisition appropriate to their ability level.

- b) uses concrete, first-hand information about students.
- c) requires students to meet the requirements for promotion.
- d) promotes personal goal setting.
- e) redirects off task behavior.

2. STUDENT ACHIEVEMENT

Criterion #11 Demonstrates evidence of student's academic growth.

- a) Reviews and evaluates student achievement data.
- b) uses data results to restructure the instructional methods to promote successful learning if unsatisfactory progress is determined.
- c) uses district and other alternate assessments to measure students individualized annual growth.

3. ORGANIZED, STRUCTURED CLASS MANAGEMENT

Criterion #12 Demonstrates evidence of personal organization.

- a) maintains classroom organization for efficient diffusion of learning materials.
- b) maintains proper care of instructional equipment and materials.
- c) shows evidence of adequate lesson preparation an organization of work with objectives clearly in mind.
- d) makes materials readily available to the students.
- e) provides adequate plans and procedures for substitute teachers.
- f) shows evidence of Good Housekeeping procedures in the educational setting

Criterion #13 Establishes and maintains discipline.

- a) managers discipline problems in accordance with administrative regulations school board policies and legal requirements.
- b) establishes and clearly communicates parameters for student classroom behavior.
- c) keeps accurate accounting of student attendants.
- d) promotes self-discipline.
- e) manages disruptive behavior constructively.
- f) demonstrates fairness and consistency in the handling of student problems.
- g) keeps criticism fair, objective, and minimal.

Criterion #14 organizes students for effective instruction.

- a) Uses grouping to encourage peer group interaction.
- b) makes use of the physical school environment to support current learning activities.
- c) makes certain that procedures allow adequate wait time for each student.
- d) groups students according to their instructional needs.
- e) varies size of groups according to instructional objective.
- f) creates a set of guidelines for students to follow when doing small group work.
- g) provides orientation for new students.

4. POSITIVE INTERPERSONAL RELATIONS

Criterion #15 Demonstrates effective interpersonal relationships.

- a) makes use of support services as needed.
- b) shares ideas, materials, and methods with other teachers.
- c) informs administrators and or appropriate personnel of school related matters.
- d) Enhances community involvement with the school.
- e) cooperates with parents in the best interests of the student.
- f) supports and participates in parent teacher activities.
- g) works well with other teachers and the administration.
- h) provides a climate which opens up communication between the teacher and the parent.
- i) has positive relationships with students individually and in groups.
- j) acknowledges rights of others to hold different views and values.
- k) uses discretion in handling confidential information and difficult situations.
- l) displays non sexist slash multicultural attitudes in teaching.
- m) demonstrates understanding and acceptance of different racial, ethnic, cultural, and religious groups.
- n) so is awareness of needs and ability to interact with exceptional students.
- o) shows sensitivity to the physical development of students.
- p) is aware of special health needs of students.
- q) recognizes and reports substance abuse by students.

5. EMPLOYEE RESPONSIBILITIES

Criterion #16 Demonstrates employee responsibilities.

- a) responds appropriately to parental concerns.
- b) is punctual.
- c) provides accurate data to the school, area, and district as requested for management purposes.
- d) completes duties accurately and promptly.
- e) performs duties in a professional manner.

Criterion #18 Supports school regulations, programs and policies.

- a) Adheres to authorized policies.
- b) Selects Appropriate channels for resolving concerns/problems.
- c) participates in the development and review of school policies and regulations.
- d) stays informed regarding policies and regulations applicable to his or her position.

Criterion #19 Assumes responsibilities outside the classroom as they relate to school.

- a) assumes necessary non instructional responsibilities.

- b) exercise is reasonable responsibility for student management throughout the entire building.
- c) Attends cultural events throughout the community to gain an understanding of Paul First Nation culture.
- d) Ensures professional behaviors and attitude both in and out of the school, both during and outside of working hours.

FORMATIVE EVALUATION PHASE

Phase one timeline (steps 1-6) September to November

1. Teacher orientation: evaluation process is reviewed with staff prior to beginning of school year.
2. Evaluator and teacher set date for classroom observations.
3. Teacher prepares and submits pre observation conference data sheet at least one day prior to pre-observation conference (see attached)
4. Evaluator makes formal classroom observation preparing a written account of observation.
5. Discuss observations on post observation conference data sheet. Both parties signed the observation data sheet.
6. In cases of unsatisfactory performance, the evaluator will use the district's formal plan of assistance – offering assistance and guidance, timelines, support, etc.

Phase 2 timeline (steps 1-3)– December – February

1. Evaluator conducts unscheduled, documented observations for a minimum of 1 instructional period. (both formal and informal)
2. Evaluator shares observation results with teacher if negative within three days of observation.
3. Evaluator continues.

SUMMATIVE EVALUATION PHASE

(Steps 1-2) May

1. Evaluator prepares summative evaluation report and both parties' sign. Evaluator sends report to office of human resources and education director.
2. If necessary, evaluator and teacher discuss unsatisfactory observations. Evaluator will continue to monitor teacher's progress.
3. Education Director and human resource officer may also add to the teacher's evaluation once approved the teacher will receive a copy with final signatures'.

CLARIFYING NOTES

The evaluation process will be ongoing throughout the year and will consist of both formal and informal evaluations. Teachers will be evaluated on the 18 criteria listed in the evaluation

instrument. Descriptors listed under each criterion will serve as indicators of each criterion but will not be considered to be all inclusive.

Although the primary evaluator in every case, the principal has the option of using the assistant principal or other educational administrators to help him or her evaluate teachers. Unlimited informal observations as well as input from teacher assistance, consultants, instructional specialists, and peers may be used to ascertain a teacher's performance level and to identify appropriate areas for improvement.

If a teacher's performance falters during the course of the year, the evaluator may request that additional evaluation steps be incorporated into the process. In cases of unsatisfactory performance, the evaluator will give opportunity for improvement. In cases where teachers still falter a mentor will be assigned, and or contract renewal will be denied.

If a serious difference in evaluation exists between the teacher and evaluator, the teacher may express disagreement by one writing comments on the post observation conference data sheet two writing comments on the summative evaluation document and or three using the established complaint procedure. Evaluators shall maintain a record of all formal and informal observations, times, dates, duration of observations, and any other pertinent discussion or action, or agreements surrounding these events. Evaluation documents will be maintained in the administrative office for a three-year period.

Formal or informal observations conducted after March 1st and prior to the beginning of the next scheduled evaluation cycle will be considered in the overall evaluation process.

A teacher's self evaluation is a very important part of the evaluation process and is highly encouraged. The final evaluation will be prepared using the teacher quality standards document please see attached document.

Wihnemne School

Subject: _____ **Time of Day:** _____

1. What are the lesson objectives?

2. What teaching/learning activities will take place?

3. How are you going to evaluate student mastery of the lesson objectives?

4. What would you specifically like me to monitor or watch out for?

5. Are there any special circumstances of which the evaluator should be aware?

6. What are your improvement objectives that you want the evaluator to observe?

Notes:

Date: _____

Teacher (Evaluatee's signature)

Evaluators Signature

5. Detail the improvement objective observed.

6. Suggestions:

Date: _____

Teacher (Evaluatee's signature)

Evaluators Signature

SUMMATIVE EVALUATION REPORT

Wihnemne School

_____ Teachers Name	_____ Grade/Subject	_____ Date
_____ Evaluator's Name	_____ Position	_____ Date

Directions: place a check in the column that best describes the evaluatees performance on that criterion. When “commendable”, “proficient”, “developing”, “unsatisfactory”, or “no” ratings are given, comments must be written to support the rating.

Definitions:

☐ **Commendable-** The employee performs the criterion at a level which exceeds the Wihnemne school standards.

The employee demonstrates most of the descriptors consistently, accurately, and efficiently. If a descriptor is not observed, the employee can, upon request, provide significant and relevant information about the descriptor and explain why the descriptor was not used or applicable.

☐ **Proficient-** The employee performs the criterion at a level which meets the Wihnemne school standards.

The employee demonstrates many of the descriptors consistently and without significant error. If a descriptor is not observed, the employee can, upon request, provides sufficient relevant information to demonstrate reasonable understanding of the descriptor and offer a valid explanation as to why the descriptor was not used or applicable.

☐ **Developing-** The employee performs the criterion at a level which indicates improved performance is necessary to meet the Wihnemne school standards.

The employee demonstrates many of the descriptors with minimal proficiency and/or the application of many of the descriptors reflects some inconsistency or error. If a descriptor is not observed, the employee can, upon request, demonstrate minimal knowledge of the concept and or offer a minimal explanation as to why the descriptor was not used or applicable.

☐ **Unsatisfactory**- The employee performs the criterion at a level which fails to meet the Wihnemne school standards.

The employee often fails to demonstrate most of the descriptors and/or the application of many of the descriptors often reflects significant error. If it descriptor is not observed, the employee, the upon request, is unable to offer a reasonable explanation as to why the descriptor was not used or applicable.

☐ **N/A**- Criterion not applicable.

Signature of Evaluatee

Signature of Evaluator

Classroom Observation Checklist (Aligned with Alberta TQS)

✓ = Observed ✗ = Not Observed N/A = Not Applicable

1. Fostering Effective Relationships

- ☐ Greets students warmly at the beginning of class
- ☐ Uses students' names consistently
- ☐ Interacts with students in a respectful, caring way
- ☐ Encourages student voice and participation
- ☐ Manages conflict calmly and fairly
- ☐ Builds positive rapport and classroom community

2. Engaging in Career-Long Learning

- ☐ References new strategies, technologies, or resources in teaching
- ☐ Seeks feedback from students during lesson (e.g., 'Does this make sense?')
- ☐ Reflects openly on practice with observer/colleagues
- ☐ Demonstrates flexibility and willingness to adjust lesson on the spot

3. Demonstrating a Professional Body of Knowledge

- ☐ Lesson objectives are clear and connected to curriculum
- ☐ Content is accurate and age-appropriate
- ☐ Instructional strategies vary (direct instruction, group work, inquiry, hands-on)
- ☐ Teacher asks higher-order thinking questions (why, how, what if)
- ☐ Uses assessment strategies during lesson (questioning, exit slips, checks for understanding)

4. Establishing Inclusive Learning Environments

- ☐ Classroom expectations and routines are clear and followed
- ☐ Differentiation is visible (e.g., varied tasks, supports, or groupings)
- ☐ Students with diverse needs are supported (accommodations, scaffolds, assistive tech)
- ☐ Teacher ensures all students are engaged, not just the most vocal
- ☐ Class feels safe and inclusive (no put-downs, equitable participation)
- ☐ Learning materials are accessible and culturally responsive

5. Applying Foundational Knowledge about First Nations, Métis and Inuit

- ☐ Incorporates FNMI perspectives, examples, or resources into lesson
- ☐ Respects and acknowledges Indigenous knowledge and ways of knowing
- ☐ Uses language that reflects reconciliation and respect
- ☐ Encourages student awareness of FNMI contributions and perspectives
- ☐ Avoids stereotypes or tokenism in teaching content

6. Adhering to Legal Frameworks and Policies

- ☐ Follows school/division policies for classroom management
- ☐ Provides appropriate supervision of students
- ☐ Handles sensitive issues professionally and ethically
- ☐ Ensures student safety (physical and emotional)
- ☐ Respects privacy and confidentiality

Observer Notes

Strengths observed: _____

Areas for growth: _____



Wihnemne School

Box 63, Duffield, AB T0E 0N0 PH: 780-892-2675 FAX: 780-892-4436

Teacher:	
Grade:	
Date:	

Teacher Evaluation Final Report

- 1. Fostering Effective Relationships:** *A teacher builds positive and productive relationships with students, parents and guardians, peers and others in the school and local community to support student learning.*
- 2. Engaging in Career-Long Learning:** *A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning. (Professional Development and Professional Growth Plan)*
- 3. Demonstrating a Professional Body of Knowledge:** *A teacher applies a current and comprehensive repertoire of effective planning, instruction and assessment practices to meet the learning needs of every student.*
- 4. Establishing Inclusive Learning Environments:** *A teacher establishes, promotes, and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.*
- 5. Applying Foundational Knowledge about First Nations, Metis, and Inuit:** *A teacher develops and applies foundational knowledge about First Nations, Metis and Inuit for the benefit of all students.*
- 6. Adhering to Legal Frameworks and Policies:** *A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta Education system.*

Classroom Observation Checklist (Aligned with Alberta TQS)

✓ = Observed ✗ = Not Observed N/A = Not Applicable

1. Fostering Effective Relationships

- ☐ Greets students warmly at the beginning of class
- ☐ Uses students' names consistently
- ☐ Interacts with students in a respectful, caring way
- ☐ Encourages student voice and participation
- ☐ Manages conflict calmly and fairly
- ☐ Builds positive rapport and classroom community

2. Engaging in Career-Long Learning

- ☐ References new strategies, technologies, or resources in teaching
- ☐ Seeks feedback from students during lesson (e.g., 'Does this make sense?')
- ☐ Reflects openly on practice with observer/colleagues
- ☐ Demonstrates flexibility and willingness to adjust lesson on the spot

3. Demonstrating a Professional Body of Knowledge

- ☐ Lesson objectives are clear and connected to curriculum
- ☐ Content is accurate and age-appropriate
- ☐ Instructional strategies vary (direct instruction, group work, inquiry, hands-on)
- ☐ Teacher asks higher-order thinking questions (why, how, what if)
- ☐ Uses assessment strategies during lesson (questioning, exit slips, checks for understanding)

4. Establishing Inclusive Learning Environments

- ☐ Classroom expectations and routines are clear and followed
- ☐ Differentiation is visible (e.g., varied tasks, supports, or groupings)
- ☐ Students with diverse needs are supported (accommodations, scaffolds, assistive tech)
- ☐ Teacher ensures all students are engaged, not just the most vocal
- ☐ Class feels safe and inclusive (no put-downs, equitable participation)
- ☐ Learning materials are accessible and culturally responsive

5. Applying Foundational Knowledge about First Nations, Métis and Inuit

- ☐ Incorporates FNMI perspectives, examples, or resources into lesson
- ☐ Respects and acknowledges Indigenous knowledge and ways of knowing
- ☐ Uses language that reflects reconciliation and respect
- ☐ Encourages student awareness of FNMI contributions and perspectives
- ☐ Avoids stereotypes or tokenism in teaching content

6. Adhering to Legal Frameworks and Policies

- ☐ Follows school/division policies for classroom management
- ☐ Provides appropriate supervision of students
- ☐ Handles sensitive issues professionally and ethically
- ☐ Ensures student safety (physical and emotional)
- ☐ Respects privacy and confidentiality

Observer Notes

Strengths observed: _____

Areas for growth: _____

Teacher Self-Evaluation & Reflection Form (Aligned with Alberta TQS)

Teacher Name: _____

Date: _____

Grade/Subject(s): _____

Instructions

For each TQS competency, reflect on your strengths, areas for growth, and give yourself a self-rating. Be honest and specific — this is a tool for professional growth, not judgment.

Rating Scale:

1 = Needs Improvement | 2 = Developing | 3 = Proficient | 4 = Exemplary

1. Fostering Effective Relationships

- How do I build positive relationships with students, colleagues, and parents?
- How do I create a safe, caring, and respectful learning environment?

Strengths: _____

Areas for Growth: _____

Rating (1–4): ____

2. Engaging in Career-Long Learning

- How do I reflect on my teaching practice?
- How am I engaging in professional growth and applying new learning?

Strengths: _____

Areas for Growth: _____

Rating (1–4): ____

3. Demonstrating a Professional Body of Knowledge

- How do I use my subject matter expertise and curriculum knowledge in teaching?
- How do I assess and adjust instruction to support student learning?

Strengths: _____

Areas for Growth: _____

Rating (1–4): ____

4. Establishing Inclusive Learning Environments

- How do I differentiate for diverse learners?
- How do I ensure all students feel included, valued, and capable of success?

Strengths: _____

Areas for Growth: _____

Rating (1–4): ____

5. Applying Foundational Knowledge about First Nations, Métis and Inuit

- How do I incorporate FNMI perspectives respectfully in my teaching?
- How does my practice support reconciliation and cultural understanding?

Strengths: _____

Areas for Growth: _____

Rating (1–4): ____

6. Adhering to Legal Frameworks and Policies

- How do I demonstrate professionalism, ethics, and responsibility?
- How do I ensure safety and fairness in my classroom?

Strengths: _____

Areas for Growth: _____

Rating (1–4): ____

Overall Reflection

- What am I most proud of in my teaching this year?

- What are my top 2–3 professional growth goals moving forward?



Paul First Nation History

"Anthropologists believe that the Stoney Nakoda of the Paul First Nation in Alberta are descendants of the Assiniboine's in their "... most northwesterly penetration into the foothills of the Canadian Rockies ...", Probably sometime in the early or mid 1700s."

- Donna Gordon / Treaty and Aboriginal Rights Research (Ottawa) 1981

Location

Wabamun Lake, a traditional fishing and hunting area, had been selected by Chief Ironhead as a desirable area for his band. Wabamun is a Cree word meaning mirror or looking glass. The lake was once referred to as White Whale Lake. The Stoney people called it Wihnemne (looking glass). Reserve lands Wabamun 133A and 133B, surveyed in November 1891 by John C. Nelson, were established through an Order in Council on June 16, 1892 (ICC 2007a).

Paul Band Origins

The ancestors of the Paul First Nation adhered to Treaty 6 at Edmonton in 1877, when Chief Alexis signed the adhesion. About half his band lived at Wabamun, on the east shores of White Whale Lake, under the leadership of Headman Ironhead. Eventually, the department recognized this group of Stoney people as a separate band, and after Peter Ironhead's death in 1887, Paul Firebag assumed leadership and the Band became known as Paul's Band. Around this time another group of Nakota, the Chepoostequahn Stonies, otherwise known as the "Sharphead Band" were being pressured by the federal government to surrender their reserve after they had suffered a massive population decline due to a severe epidemic of sickness and influenza. The Methodist Church who was competing for territory against the Catholics had also played a part in convincing the Sharphead Stonies to relocate from their reserve which was situated along the Battle River and Wolf Creek near present day Ponoka, Alberta. In 1890, about 70 members of the Sharphead Band went to live with the Paul Band.



Ahai Mneh

"Ahai Mneh (FiPp-33) is a significant pre-contact archaeological site in Alberta. Located west of Edmonton on Lake Wabamun, this site contains material from the Early Prehistoric right up until Late Prehistoric pre-contact times." - Jennifer Hallson (University of Alberta)

Photo above: Ahai Mneh archeological site at Wabamun Lake

Photo below: Projectile points and stone tools from the Ahai Mneh archeological site

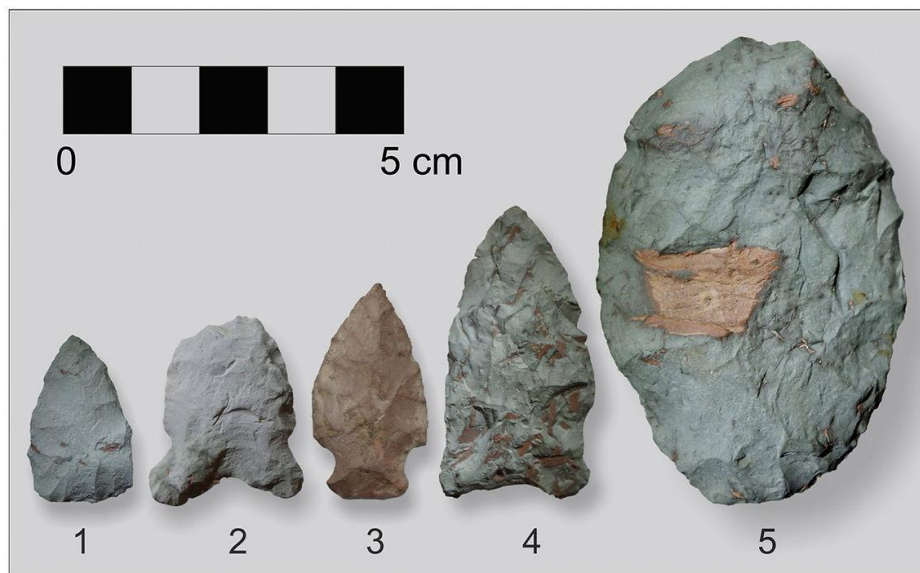


Figure 28. Highvale Porcellanite artifacts from Alberta. Specimen 1 is FgPh-1:288, Specimen 2 is FfPi-13:25, Specimen 3 is FiPp-33:6941, Specimen 4 is FfPi-12:43, and Specimen 5 is H68.4.94 (Royal Alberta Museum).

Gifts from the Creator, The smudging ceremony

Article Origin- [Windspeaker Publication](#)

Author- KiiskeeNtum (She Who Remembers)

The burning of various medicine plants to make a smudge or cleansing smoke is used by the majority of Native North American peoples. It is a ritual cleansing.

As the smoke rises, our prayers rise to the Spirit World where the Grandfathers and our Creator reside. Negative energy, feelings, and emotions are lifted away. It is also used for healing of mind, body and spirit, as well as balancing energies.



Our Elders teach us that all ceremonies must be entered into or begun with good intent. So many of us use the smudge as a symbolic or ritual cleansing of mind, body, spirit and emotion. The smell of the burning medicines stimulates our brains to produce beta-endorphins, which are part of the normal healing process of our bodies.

Smudging may also be used to cleanse, purify and bless the part of our Mother, the Earth which we utilize in seeking after the spiritual. For example: around the area used for sweatlodge or powwow. It may also be used to purify or bless special objects or totems, such as jewelry, rattles, clothing or other ceremonial objects.

It is a customary to cleanse, (brush or wash the smoke) over our eyes, ears, mouth, hands, heart and body. Some people choose to brush it over their backs, to 'lighten their troubles'. It is customary to use matches to light the medicines, when available.



Sage: Is seen as a women's medicine, and offers strength, wisdom, and clarity of purpose. It is used to symbolize the life-giving power of women. Sage is often braided into three strands, similar to Sweetgrass, and hung within one's home. It may be tied with a ribbon in one of the colors of the medicine wheel: Red, yellow, black, white or green.

Cedar: Is used for purification and to attract positive energy, feelings, emotions and for balance. Cedar tea has been used as a healing medicine. It's high vitamin C content was essential to the prevention of scurvy, in a time when fruits and vegetables were unavailable during the long winter months. It was one of the first gifts of natural healing shared with the European peoples upon their arrival to Turtle Island (North America).



Sweetgrass: Is used by almost all Indigenous peoples in North America. It is a ritual cleansing. The smoke rises, as our prayers rise above us to our Creator, the Grandfathers, and the Spirit World.



Sweetgrass was one of the four original "medicine plants" given by the Creator to the first peoples. The others being Tobacco, Cedar, and Sage.

We cleanse our eyes so that they will see the truth around us, the beauty of our Mother, the Earth, the gifts given us by our Creator, the love shared with us through our families, friends and communities.

We cleanse our mouth, that all we speak will be truthful, said in a way that will empower the positive, only good things, always full of words of praise and thanksgiving for our Creator.

We cleanse our ears, so that our ears will hear the spiritual truths given us by our Creator, listen to the truth as it is shared with us by the Creator, the Grandfathers, Four Directions, Four Kingdoms, and be open to the request for assistance from others, to hear only the good things and allow the bad to 'bounce off'.

We cleanse our hearts so that our hearts will feel the truth, grow with us in harmony and balance, be good and pure, be open to show compassion, gentleness and caring for others.

We cleanse our feet so that our feet will seek to walk the true path, seek balance and harmony, lead us closer to our families, friends, community, walk closer to our loved ones and help us flee our enemies, and lead us closer to our Creator.

In some places, it is the custom to exclude a pregnant women so that all her energies may be directed towards nurturing the new life within her. In others, she must participate, as her strength is shared and multiplied by the new life within her. If in doubt, seek out the Elder and ask for direction. In some places, a woman on her moon time (menstrual time) is asked to remain outside the circle during any ceremony. In others she may sit inside but not partake of the Sweetgrass. Again, seek out an Elder and ask for guidance.

The author's grandmother's simplest explanation of Sweetgrass was that it chased away all the negative energy, feelings and emotions, and left a well, or open space, into which happiness can enter.

The lesson Sweetgrass teaches us is kindness. When Sweetgrass is walked upon, it bends, but does not break. So one of the lessons of Sweetgrass is that when someone does us an injustice or hurts us, we are to return it with kindness, as does the Sweetgrass, by bending, not breaking when it is walked upon. It is often referred to as the hair of our Mother, the Earth.

It is not customary to purchase it. One goes out and picks it during August. If this is impossible for whatever reason, one may ask to exchange gifts with someone who has a supply. If both these are impossible, and the need is great, it is acceptable to purchase some for a friend or spouse, and exchange, with each one using the other's. Medicines are supposed to come to you when you are ready to use them in the right way.

A woman on her time may not pick Sweetgrass. It is customary to remove any metal, rings, watches, glasses, etc. (except those which cannot be physically removed), prior to the use of any smudge. Metal is man-made, and seen to hold negative energy. Some people choose to smudge these objects on a regular basis to remove any residual energy.



Tobacco: Is held as a sacred plant by all Native North American people. It is believed that Tobacco opens the door between the Worlds of Earth and Spirit and used in many ways by Aboriginal peoples all over Turtle Island.

If tobacco is offered and accepted, and a request made of the person accepting it, that promise is sacred. It is a commitment or promise not only between the people involved, but with our Creator and the Grandfathers of the Spirit World. It must be honored.

Tobacco may be carried around and used as a means of thanking our Creator for his gifts. For example, if you enjoyed a sunset, rainbow, good weather, you might leave some Tobacco on the ground, and say thank you for the gift. If you take a gift, gather Sweetgrass, Cedar, Sage, birchbark, stones, herbs, you might leave Tobacco in the ground to honor the gift you are taking, returning energy and prayer to our Mother, the Earth, and thanks to the Creator.

Tobacco need not be smoked. In fact, it should be smoked only by certain people on specific occasions, for example, pipe carriers during ceremonies. Tobacco, or any smudge, may be burned in an earthen-ware bowl, large clam shell, in a fire or fireplace or other object during periods of prayer and meditation. As the smoke rises, so do our prayers rise to the Spirit World and the Creator. Women on their moon do not use, carry or touch Tobacco, or any other medicine plant or herb. One exception is women's Sage, which may be used by all.

Effective Classroom Management, How to Maintain Discipline in a Classroom.

May 15, 2014, Florence Ng.

When you initially walk into a classroom, you do not assess its effectiveness based on the students' grades, writing skills, or state test scores. Instead, you look to see how effective the classroom management is. Such as how well the students conduct themselves, how well they can work collaboratively with each other, and how effective the teacher's discipline is on them.

All of these factors are a result of effective classroom management, and every great teacher will tell you that you must first learn how to maintain classroom discipline before honing in on students' academic goals and needs. After all, how can you effectively teach and learn in an ineffective environment?

Importance of Classroom Management

First off, why is classroom management important?

- It engages students: Students who are engaged in lessons and the learning material will be able to register the information better and be able to apply their knowledge when it comes to test taking.
- It keeps students prepared: When teachers and students are prepared to learn, lessons and learning will be easier to be administered and the results will be more effective.
- It boosts confidence: In an effective classroom, teachers are able to give more attention to each student and structure lesson plans to meet certain needs. All of these factors will help in boosting the confidence of students.

How to Manage a Classroom Effectively

Effective classroom management is being to implement and maintain classroom discipline in an effective manner. Let's take a look at what you can do as a teacher or leader to help maintain discipline and management in your classroom.

1. **Have rules:** It is important to have a basic set of rules for students to follow. These regulations will help maintain classroom management and discipline. These rules do not have to be anything advanced; they can be as simple as making sure that all students adhere to timely attendance and making sure that everyone knows the consequences of missing or late assignments.
2. **Have expectations:** If your students know what you want from them, they are more likely to exhibit the type of behavior you want. Start out the day with explaining what you expect from your students and how they are expected to behave. Be detailed and positive.

3. **Make students aware of the rules:** Every school has its own disciplinary rules that students should be expected to follow. Make sure that your students are aware of the rules and the consequences if the rules are not adhered to.
4. **Make the rules known to parents as well:** Student's parents should also be aware of the management techniques that you are implementing in the classroom. You should ask parents to go over these rules with the students at home so that everyone is on the same page, and so that students know that their parents expect this behavior from them as well.
5. **Review rules regularly:** The thing with children is that you need to be consistent. Remind your students regularly about the rules and expectations for their behavior to aid in proper classroom management. Ask them if they have any questions and allow them to voice their opinions.
6. **Be firm and consistent:** When you make your rules to manage your classroom, make sure that they are realistic and void of any inconsistencies. Approach the rules in a positive manner so that students do not associate any negativity with it. Feel free to reward students for their positive behavior when you see that they are contributing to effective classroom management.
7. **Be professional:** An effectively managed classroom is conducted with professionalism and adequate structure. Students who are presented with a good authority figure who has a plan and follows it will fit in to the structure nicely.
8. **Have a printed packet:** In case you are unable to attend class one day, make sure that you have a printed packet of your classroom management techniques handy for a substitute. Your classroom should be aware that, even in your absence, they should still be able to manage themselves wisely and that all rules still apply. If students show structure and compliance in your absence, it will make both you and your classroom look well-managed and efficient.
9. **Deal with troublemakers:** No matter how great your plan or classroom management techniques are, there are always going to be students that want to disrupt your class or not follow rules. Speak with these students early on and discuss plans of action with higher authority, such as school administrators or principals. Early detection and dealing with these types of students will make the rest of the classroom know that you mean business.

Classroom Management Techniques

Now, let's look at some classroom management techniques that is going to make the overall process much easier for you.

- **Keep the class interested:** Students who are interested in the material that what is going on in the class will be less likely to cause any disruption, as their attention will be focused on their lesson.
- **Practice fairness:** If you have kids, you would know that they have a tendency to get jealous very easily. Also, they can easily detect when injustices are occurring. As a

teacher, you need to be fair and make sure that you keep your word and follow up with anything you commit to. Also remember to never play favorites in a classroom.

- **Practice humor:** Creating a positive environment where there is laughter and happiness is key into keep students interested and engaged in their work, and more likely to comply with any rules.
- **Do not threaten:** Threatening students can weaken a teacher's credibility in a classroom. Be careful when you use threats, if any. Instead, try to practice positive reinforcement.
- **Lead by example:** If one of your rules is to have students show up to class on time every day, make sure that you practice those same rules yourself. If you are late, then you risk setting a bad example for your students.
- **Do not get angry:** If you have a temper, leave it at the door. Teachers who lose their temper will eventually lose their credibility in the classroom and create an unfavorable learning environment for their students.
- **Give students opportunities:** Giving students the reigns with certain things in the classroom will make them feel trusted and responsible. By showing students that you have confidence in their abilities, they will feel like the overall management and flow of the classroom is up to them to uphold as well.
- **Do not humiliate:** Humiliating students will only cause teachers to lose their authority in the classroom and contribute to psychological damage in children, as well as fear and resentment.
- **Be alert:** Teachers who are always aware of what is going on in their classroom are less likely to have a controlled and managed class. Be sure to move around your class often and take time to interact with each student.
- **Positive Words:** Always speak in a positive tone (For example: When a student comes in late: "Look who finally showed up" becomes "I am so glad you came!") Never talk negatively about a student or staff member when other people are present – positive talk only. Anything negative, please follow professional guidelines.

Happy Teacher = Happy Students = Happy Classroom

BEHAVIOUR MATTERS

Safe. Respectful. Responsible. Connected.

WE USE RESTORATIVE PRACTICE – We build relationships, repair harm and strengthen community.



CLASSROOM-MANAGED

Prevent • Teach • Support • Connect
Minor behaviours that can usually be addressed by classroom staff.



- Talking out or calling out
- Not following directions
- Off-task behaviour
- Minor disruption
- Refusal to begin or complete work
- Inappropriate language (not threatening or directed aggressively)
- Minor arguing or backtalk
- Leaving seat without permission
- Running in the classroom or hallway
- Horseplay or roughhousing
- Minor teasing or peer conflict
- Interrupting others
- Misuse of materials or technology
- Not bringing required materials
- Eating or drinking where not permitted
- Cell phone or device violations
- Being in an unauthorized area
- Minor disrespect toward peers or staff
- Minor physical contact (pushing in line, poking, grabbing)
- Repeatedly needing reminders about routines or expectations

RESTORATIVE CLASSROOM RESPONSES

We prevent and respond by building relationships and teaching skills.

- ♥ Notice early and redirect
- ♥ Re-teach expectations
- ♥ Offer choices and problem-solve
- ♥ Use calm, neutral language
- ♥ Check in and show you care
- ♥ Give structure and support
- ♥ Repair harm and restore relationships
- ♥ Student reflection (what happened, what were you thinking, who was affected, what can we do to make it right?)
- ♥ Strengthen belonging and connection

Our goal: Keep students learning, feeling safe, and connected BEFORE problems escalate.



OFFICE-MANAGED

Safety • Support • Restore
Serious behaviours involving safety, significant harm, threats, major disruption or legal concerns.



- Physical fighting or serious physical aggression
- Causing serious injury
- Threats to seriously harm someone
- Threats involving weapons
- Possession or use of weapons
- Bringing dangerous objects to school
- Serious bullying, harassment or intimidation
- Discriminatory or targeted harassment
- Sexual harassment or sexualized behaviour
- Serious threats online or through social media that affect school safety
- Major vandalism or significant destruction
- Theft of significant property
- Possession or suspected possession of drugs, alcohol, vaping products or other substances
- Being under the influence
- Leaving school property without permission
- Running away / elopement (safety concern)
- Behaviour requiring emergency intervention
- Escalating aggression toward staff
- Throwing furniture or dangerous objects
- Behaviour that makes it unsafe for the class or school
- Police, EMS, security or other emergency involvement
- Repeated serious behaviour that continues despite classroom supports

RESTORATIVE OFFICE RESPONSES

We respond with care, ensure safety, and repair harm.

- ♥ Ensure safety for everyone
- ♥ Listen to understand all perspectives
- ♥ Support regulation and accountability
- ♥ Facilitate restorative conversation
- ♥ Develop a plan to repair and restore
- ♥ Rebuild relationships and reinforce belonging

WHEN YOU'RE NOT SURE... PAUSE AND CHECK



IS SOMEONE IN IMMEDIATE DANGER?

- Yes → Get help now. Contact the office immediately.
- No → Continue. Stay calm and connected.



CAN I PREVENT THIS FROM GETTING BIGGER?

- Yes → Use classroom strategies and supports.
- No → Get support.



CAN THIS BE RESOLVED AND REPAIRED HERE?

- Yes → Stay in the room. Repair and restore.
- No → Seek help. Office support may be needed.



IS THIS A REPEATING PATTERN?

- Yes → Seek extra supports, check in with behaviour support team.
- No → Continue to build and reinforce.

OUR RESTORATIVE APPROACH:



BUILD RELATIONSHIPS
We connect first. Strong relationships prevent problems.



TEACH & PRACTICE
We teach skills, expectations and self-regulation.



LISTEN TO UNDERSTAND
We listen to everyone's story with respect and empathy.



REPAIR HARM
We take responsibility and make things right together.



RESTORE & RECONNECT
We rebuild trust and belonging in our school community.



WHAT HAPPENED?

Everyone can make mistakes. What matters is what we do next. We learn, repair, and move forward—together.

RESTORATIVE QUESTIONS WE USE

- ♥ What happened?
- ♥ What were you thinking at the time?
- ♥ Who has been affected and how?
- ♥ What do you think needs to happen to make things right?
- ♥ How can we do things differently next time?



WE ARE A COMMUNITY

We look out for each other. We choose respect. We build a safe, caring place to learn and grow.



Together we create a school where everyone feels safe, valued and connected.

