

Soaring to Brilliance!

# **EXPRESS STAFF MANUAL**

QUICK REFERENCE GUIDE

2024

Last Reviewed: June 2024

## FOUNDERS MESSAGE

**Dear Staff,**

This manual has been carefully prepared with the contributions from many staff members over the years. **It constitutes our agreement on how we will work together.** Please read it carefully and understand what each section means. The handbook compliments your contract.

2024 is going to be a great year - we have the right folks on the bus, just the right amount of academics and messy fun, and most importantly, we have the right **attitude**. This year, we will be exploring 4 themes — Bug’s World, The Victorian Era, Greatest Shows on Earth, Ancient Rome.

As our students enjoy the many fun and crazy adventures we have planned this year on their journey toward becoming lifelong learners, we as Phoenix staff will also have adventures and learning opportunities of our own.

With the support of our caring coworkers, and the passion for learning and innovation that brought us to Phoenix in the first place, we will continue to use every challenge as an opportunity to grow.

In the words of Marcus Aurelius, the great philosopher

**“Accept the things to which fate binds you, and love the people with whom fate brings you together, but do so with all your heart.”**

With kind regards,

***Diana Stinn and Jill Mann***

***Phoenix Education Foundation - Express Manual***

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## About the School

**Phoenix is a private, secular, not-for-profit, publicly accredited, publicly funded Alberta school.**

**Our mission is to provide unique learning opportunities for families so that each young person may develop into a lifelong learner and active, responsible global citizen.**

- We believe that each child has unique talents, skills, interests and learning styles and that their education should respect these key elements.
- We believe that parents are the primary educators of their children; therefore, a meaningful partnership with them is critical.
- We believe that the support and guidance of our caring, dedicated, qualified professionals will enhance the academic, physical, social, spiritual and emotional qualities of our students.

**We are open to all children Grades K-12.**

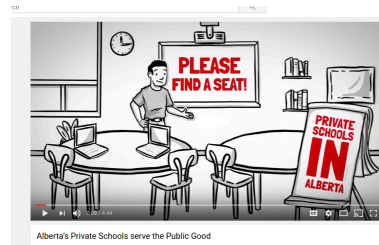
### Our Mandate

1. Phoenix will deliver school directed, customized education for K-9 students and home education supervision for students ranging from 1-12.
2. Phoenix accepts students and families that are equal partners in their education and demonstrate a desire to grow, learn and contribute.
3. Phoenix will teach students that the acquisition of knowledge is a lifelong journey.
4. Phoenix will foster personal responsibility, social responsibility and cultural awareness to ensure that students will develop into responsible global citizens.
5. Phoenix will provide students with a quality education that will be measured through recognized achievement reporting methods.
6. Phoenix will provide a learning environment that is safe, inclusive and productive for students, staff and families.

## Values and Culture of the School

The school's values are a reflection of the Founders and what we felt were important for our school. There are 7 values upon which the school was built. They are:

- Community
- Kinship (Family)
- Experiential Learning
- Sassy
- Life-Long Learning
- Frugal
- Nimble (Flexible)



## Phoenix is a Private / Independent School

What does that mean? It means that we:

- Save the public purse millions of dollars each year
- Only receive partial funding from Alberta Education ( $\frac{1}{3}$  of a public school), and thus rely on donations and support from our community (and operate very efficiently)
- Offer a unique and creative program
- Teach the Alberta Programs of Study (Curriculum)
- Hire Alberta government certificated teachers
- Comply with the School Act and other legislation
- Submit annual financial audits, 3 year plans and Annual Education Results Reports and health and fire inspections
- Are monitored by the Education Ministry regularly and that our families regularly fill out surveys sent out by the province to make sure we are meeting the needs of our students
- Are Safe and Caring, successfully prepare students for the world of work, prepare them to be good citizens and strongly support parental involvement
- Are part of the learning landscape of educational CHOICE in Alberta

### Alberta Private Schools Serve the Public Good

<https://www.youtube.com/watch?v=VRusRMLmnZk&feature=youtu.be>

(All staff should be familiar with this video and how our funding works.)

## HOMESCHOOLING: What is it?

Alberta parents enjoy a wide range of choices for their children's education, including home-based programs. While choosing, parents consider several factors:

- the child's interests, strengths and needs
- the family's collective belief and value system
- the amount of time available to a parent to support the child's education
- what type of program may work best for everyone—school-directed or parent-directed

**Homeschooling** is a broad term that families use to mean that they are schooling from home.

<b>SCHOOL PROGRAMS (School-directed)</b>	<b>HOME EDUCATION (Parent-directed)</b>
<ul style="list-style-type: none"><li>• In-school programs, distance learning programs, private school programs, Kindergarten programs, online school programs, alternative programs, outreach programs</li></ul>	<ul style="list-style-type: none"><li>• Packaged programs delivered, but not developed by parents</li><li>• Programs developed and delivered by parents or by a person named by parents</li></ul>

**A family may be enrolled in any one of these programs and still say they are “homeschooling”.**

### Why do families homeschool?

There are as many reasons to homeschool as there are families, but the most common reasons are:

- to instill family values and morals
- to spend time together as a family
- to make better use of time and resources
- to help their child succeed
- to help a child who is struggling with anxiety and bullying issues
- to accommodate special needs and interests
- to achieve higher standards for their children

# Overview of Phoenix Education Programs

## Kindergarten

Open to children who are 4 years and 8 months old on September 1 of each year. Consists of a minimum of 475 hours of FREE programming including music, art, literacy and field trips. Field Trips, food or cultural fees may be charged if applicable. Families receive ~\$703\* towards transportation. This is an on-site program and regular attendance is required.

## BlendEd Grade 1-9

Our unique “BlendEd” program uses our learning management system (Schoology), in combination with great print resources, on-site small group classes, field-trips and school-based activities for 950 hours of access to instruction. This program follows the Alberta Program of Studies (Curriculum) in all subject areas. An Alberta certificated teacher (Learning Coach):

- develops the instructional path
- deliver the learning opportunities
- coaches and assesses the student
- reports on progress

Parents are highly engaged partners in this program. There is a collaborative effort between the home and the school, combining the strengths of parent-student, student-teacher (Learning Coach), and parent-teacher (Learning Coach) interaction. The degree to which parents are engaged in learning partnerships varies with the age of the student, the learning needs and the grade level.

This program includes all core resources, enrollment in schoology courses, a selection of onsite classes, field-trips, a variety of activities, as well as the parent/student support needed for completion of the Instructional Pathway. Planned attendance is required. Transportation grant - \$492

## Online Grade 1-6

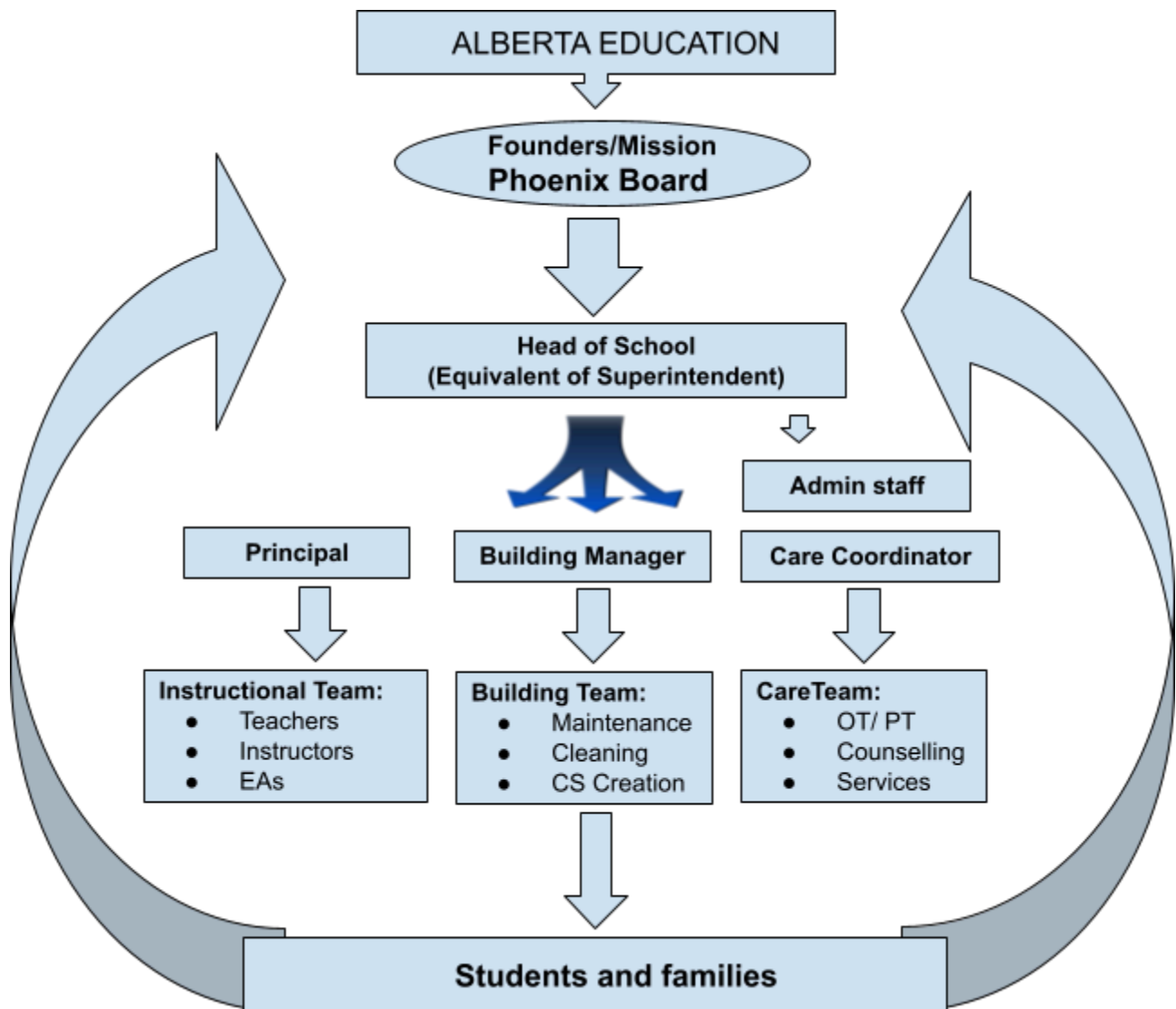
This program has all the same requirements and elements of our BlendEd program, however, there are no required on-site classes but rather scheduled online conference meetings. All instruction is accessed via Schoology. Report card meetings and diagnostic testing are the only on-site activities. Students may opt to attend classes. Fees will apply. Attendance to studies is required.

## Home Education Grade 1-12

Our Home Education program is open to all students who are 5 years and 6 months old and older as of Sept. 1. The parent designs, implements and evaluates this program. Phoenix reports on the progress of the program. Minimum 2 parent/student/teacher meetings each year. Portfolio is required. Resource funding allotment is ~\$901.00\* Please see the Alberta Home Education Handbook and our Home Education Package for program details. Attendance to studies is required.

## Organizational Chart

These internal stakeholders form the basis of the “school community”. The school community also includes external stakeholders such as therapists, consultants, donors, sponsors and the broader community in which the school is situated.



# Roles and Responsibilities





## Who's Who in the Nest

Role	# of Positions	Position is defined in:
Alberta Education (pg 9)	Many	Government
Zone Manager	1	Alberta Education
Founders (pg 10)	2	Staff Manual
Board of Directors (pg 11)	7 - 9	Societies Act
Head of School ( pg 13)	1	SLQS, Roles Policy, job description and Contract
Principal (pg 14)	1	Education Act, LQS, Roles Policy, job description and Contract
Certificated Teacher (pg 17)	5 - 10	Education Act, TQS, job description and Contract
Instructional Staff (pg 18)	1 - 4	Job description and Contract
Administrative Support Staff (pg 15, 19, 20, 21, 23)	1 - 6	Job description and Contract
Building Staff (pg 16, 22)	1 - 4	Job description and Contract

### The Leadership Team

The Leadership Team traditionally consists of the Board Chair, the Founders, the Head of School, the Principal and other staff as designated by the Head of School, such as the Care Coordinator and Building Manager.

The job of the **Leadership Team** is to assist with supervision of staff and students, ensure a safe and caring environment and to provide the Head of School with the timely information she needs to make good and wise decisions.

At Phoenix the Leadership Team might also be called the **FIRST TEAM**.

[https://www.tablegroup.com/thoughts-from-the-field\\_-issue-9-what-is-your-first-team/#:~:text=Consider%20the%20Five%20Dysfunctions%20of,Accountability%2C%20and%20Inattention%20to%20Results.](https://www.tablegroup.com/thoughts-from-the-field_-issue-9-what-is-your-first-team/#:~:text=Consider%20the%20Five%20Dysfunctions%20of,Accountability%2C%20and%20Inattention%20to%20Results.)



## Alberta Education

The role of Alberta Education is to assure the public that our education system meets the needs of students and the province of Alberta. They do this by creating legislation, regulation and policy. They monitor schools, provide funding and create the curriculum.

### Important AB Ed Documents (not all of them!)

- [Education Act](#)
- [Funding Manual](#) (annual)
- [Guide to Education](#) (annual)

### Education Act Regulations (not all of them!)

The Education Act is what gives schools and Alberta Education their authority. In the case of Private schools, of which Phoenix is, most of the Education Act does NOT apply. Please refer to Section 30 for the specific sections that pertain to Private schools.

The following regulations take their authority from specific sections of the *Education Act* and describe additional legal requirements that must be met by the Government of Alberta, school boards, charter schools, private schools, teachers and parents.

- Certification of Teachers
- Early Childhood Services
- Home Education
- Private Schools
- Student Evaluation
- Student Record

# Founders

Starting a nonprofit to achieve a particular mission is a worthy and admirable endeavor, and any individual who chooses to take on this challenging task should be commended. Between choosing a board, setting up board meetings, settling on an annual budget, and creating and implementing your organization's marketing plan, the Founder has their fingerprints all over every aspect of the nonprofit's activities starting from day one.

Founders play a special role when it comes to the birth and success of a nonprofit. They bring passion, energy, and vision to the mission, which can spread like wildfire throughout the organization. There are often questions from inside and outside the nonprofit community about the role and responsibilities of the Founder once the organization has been started.

## The Overall Role Of The Founders

The general role of the Founders is to manage day-to-day operations, organize fundraising efforts, and secure funding as needed. It is essential for the Founders to keep a sharp eye out for potential risks to your nonprofit and implement strategies to mitigate those risks. If and when an Executive Director is hired, it is common for the Founders to hand over the reins of these responsibilities to this individual. In our case, that is the Head of School.

The Founders are often tasked with leading the nonprofit, and are perceived by the board members to be the leaders of the organization.

## Main Responsibilities As Founder

It is the duty of the founding head(s) of a nonprofit organization to establish the vision and strategic direction of the organization. The role also includes ensuring that all the necessary administrative tasks are running smoothly.

- Assisting with Board member selection
- Laying out the role of the board members in setting policies for the organization
- Implementing the policies the board members have set for the organization's activities
- Overseeing the organization's finances
- Representing the interests of the organization to the public, donors, and others
- Overseeing the work of committees of the board
- Supervising and monitoring the work of outside professionals and consultants

This was inspired by the article author [BRYAN HALVERSON](https://www.aisca.ab.ca/starting-an-independent-school/). Want to start your own school? Check out this site: <https://www.aisca.ab.ca/starting-an-independent-school/>

## Board of Directors

Phoenix is a non-profit society governed by the Phoenix Education Foundation. Our Board is made up of at least 50% parents from the school. Their role is to provide guidance and advice. They are a governance board, rather than an operational board.

■ 2009-roles-responsibilities-nonprofit-boards-information-bulletin-1998-revised-2009.pdf

### What is a Policy Governance Board?

A policy governing board sets policy, and hires an executive director or Head of School to implement the policies of the Board. The executive director is responsible for carrying out the day-to-day work of the organization, with the assistance of paid staff and/or service volunteers. The executive director is directly accountable to the board, and is responsible for hiring, supervising, and releasing both paid staff and service volunteers.

### Essential Skills and Duties

The Foundation believes it is important for board nominees to have a general understanding of at least one of the following: financial and legal matters, governance and policy matters, and/or public relations/communications skills. Other characteristics and requirements include:

- Attending meetings regularly and reading background reports and minutes prior to meetings;
- Being focused, efficient and businesslike;
- Being available for committee work when necessary;
- Keeping confidential discussions confidential;
- Seeking out and being aware of the Foundation's bylaws, school programs, and needs;
- Understanding how and when to compromise, accommodate and negotiate;
- Being prepared to make decisions and to support the decisions of the Board and the work of the Administration Team.

### Responsibilities

Governing boards have the ultimate responsibility for the organization's:

- Purpose, by implementing the organization's mission and vision
- Continuity, by providing continuity for managing and implementing the organization's affairs
- Progress, by setting the rate of progress that the organization takes in reaching its mission and vision

- Identity, by securing the community support and appreciation for the organization's objects, beliefs, vision, mission, and long-term direction

### Terms of Office and Meeting Expectations

Board members serve for a three year term and may serve a second term (or until a suitable replacement is found). Board meetings are typically held four to six times annually. Board members do not receive remuneration for their work as a Board Member.

### Representation

Board members do not "represent" special interest groups within the school. They must at all times seek the advantage of the whole membership.

### The Board Carries Legal Authority

The Board is the legal authority for the Foundation. Everything done by Phoenix is done in the Board's name even though the actual activity is usually supervised or carried out by the Head of School and staff.

### Management of Funds

The Board is responsible for the financial management of the Foundation. The Board has an obligation to know and understand the Foundation's finances. This includes the approval of the operating budget and ensuring that the budget does not stray from the Foundation's stated goals and priorities.

### Management and Delegation

It is the duty of the Board to set out the general goals of the Foundation as defined by the mission statement, beliefs and values, and policies of the Foundation. The Board delegates the authority to execute its policies to the Administrator, staff and committees who seek to carry out these activities in a proper manner to meet those objectives, and report to the Board on the progress of those activities.

The Phoenix Board is a policy governance board. While the Board fills a watchdog role, it must take care not to interfere in the daily administration of the Foundation and the decision-making role of its employees.

### Being Informed

Board members have a duty to be informed. They must have enough knowledge, initiative and analytical ability to say what they know, to ask when they don't understand, and to challenge a decision that doesn't seem right. They must seek out facts and insist on proper discussion of weighty subjects. The most important task of a Board member is to be an intelligent advisor who draws on his or her own background, experience, and familiarity with the policies of the Foundation in order to give proper direction to the Board and staff.

## Head of School - Superintendent

The Head of School is responsible to the Board of Directors and reports to the Board. The Foundation believes it is important for our Head of School to have a strong understanding of financial and legal matters, governance and policy matters, public relations and human resource management. The HofS is responsible for the financial resources, educational activities of students and teachers (programming decisions), external relations, well-being of students and teachers. Our Head of School is often referred to as our Administrator in important documents and policy. This role is governed in principle by the [SLQS](#) (Superintendent Leadership Quality Standards) developed by Alberta Education.

### **To fulfill the role of School Leader, the Head of School shall:**

- Develop the school philosophy and goals in fulfillment of our mission statement.
- Identify the individual knowledge and ability of staff members and utilize their skills to maximize the effectiveness of the program.
- Hire and deploy school-based staff to make effective use of their particular knowledge and abilities, in providing programs and services for students.
- Be responsible for inviting supervisory and consultative staff to provide assistance to staff members as required.
- Support an ongoing program of staff development for school-based personnel.

### **In attending to the organization of human and material resources in the school, the Head of School shall:**

- Familiarize the leadership team in all aspects of the school organization and administration, and develop with them job descriptions which provide for appropriate delegation of administrative and supervisory responsibilities.

### **In performing the management function in the school, the Head of School shall:**

- Be responsible for safety, welfare, and conduct of students while participating in school programs.
- Be responsible for overall supervision, management of HR issues and evaluation of staff.
- Be responsible for the preparation and administration of the school's AOP, budget and AERR/ 3 Year Plan.
- Is the primary signing authority for the school and on behalf of the Board.

### **As Head of the Leadership Team, the Head of School shall:**

- Comply with the policies, regulations, and procedures of the Board; the provisions of the Education Act; and other appropriate statutes.
- Be knowledgeable about system regulations, procedures, directives, notices and bulletins, and make them available to the appropriate school leaders.
- Interpret Board policy to the staff, students, and the community as required.
- Advise the Board Chair of the existence of conditions which adversely affect the operation of the school or the instructional program.
- Complete and submit required reports.
- Attend meetings as required.

## Principal (Instructional Leader)

The Principal is responsible to, and reports to the Head of School. The role of the Principal is to be the school's instructional leader. This role is governed in principle by the [LTS](#) (Leadership Quality Standards) developed by Alberta Education.

### **To fulfill the role of Instructional Leader, the Principal shall:**

- Accept the instructional program of the school as the primary responsibility.
- Promote and model positive attitudes in students and staff toward self, others, school, education, and the school community.
- Plan, develop, and evaluate the educational program according to Alberta Education's expectations, and the school philosophy, vision and mission statement.
- In consultation with the Head of School, identify the individual knowledge and ability of staff members and utilize their skills to maximize the effectiveness of the program.
- Actively engage in two-way communication with the school community regarding the philosophy and programs of the school.

### **In attending to the organization of human and material resources in the school, the Principal shall:**

- Identify the general and special needs of the school population and develop strategies to address needs.
- In consultation with the Leadership Team, determine an organizational structure which utilizes effectively the capabilities of the staff and meets the needs of students.
- Create an ongoing program of staff development for teaching personnel.

### **In performing the management function in the school, the Principal shall:**

- Be responsible for safety, welfare, and conduct of staff and students while participating in school programs.
- Be responsible for formal assessment and regular review of teaching staff.
- Assist in the preparation and administration of the school's AOP, budget, AERR and 3YP.
- Supervise and support teaching staff through regular classroom visitation, schoology course reviews and growth plan reviews.
- Actively participate in school activities and organize teaching staff participation in school activities.

### **As part of the Leadership Team, the Principal shall:**

- Comply with the policies, regulations, and procedures of the Board; the provisions of the Education Act; and other appropriate statutes.
- Hold a valid teaching certificate and the required leadership requirements.
- Be knowledgeable about system regulations, procedures, directives, notices and bulletins, and make them available to the appropriate staff.
- Advise the Head of School of the existence of conditions which adversely affect the operation of the school or the instructional program.
- Complete and submit required reports.
- Attend meetings as required.

# Care Coordinator

The Care Coordinator is responsible to and reports to the Head of School. The purpose of this role is to assist in creating a safe and caring environment within the school so that students, their families and our staff feel supported, heard and cared for beyond their academic needs to facilitate success in their learning career. This role is based in principle on our safe and Caring Policy and [the Safe and Caring Legislation](#) from the Province.

## Coordinating Care

- Works with the administrative team and the academic team to ensure that our students are receiving the necessary support and services, either internal or external, to foster success in their educational, emotional and mental health journey.
- To support staff members when issues arise that may be a hindrance to functioning at their best, personally or professionally.
- Facilitate and coordinate CARE TEAM MEETINGS where a full care plan of action is required to help a student or staff member in need.

## Fun day activities

- Organize school spirit type days ie. crazy hair day, PJ Day
- Coordinate other services for information days ie. Library day, dental hygiene day

## Promotional Activities

- To assist in promoting the events and activities of the school

## Administrative Support

- As required, help cover phones and front desk
- As required, tour prospective families and other visitors around the facility
- As required, help with set up, running and tear down of specialty events
- Provide assistance to other admin team members

## Various other duties as required.

- Help in classes, set up, tear down, cover instructor breaks, assist with emergency situations
- Assist students, parents and staff with Schoology accounts and technology, book.me, emails etc.

## As part of the Leadership Team, the Care Coordinator shall:

- Comply with the policies, regulations, and procedures of the Board; the provisions of the Education Act; and other appropriate statutes.
- Be knowledgeable about system regulations, procedures, directives, notices and bulletins, and make them available to the appropriate staff.
- Advise the Head of School of the existence of conditions which adversely affect the operation of the school or the instructional program.
- Complete and submit required reports. And attend meetings as required.



## Building Manager

The Building Manager is responsible to, and reports to the Head of School. The role of the Building Manager is the maintenance of the building and the creation of a safe onsite learning environment for staff, parents and students.

### **To fulfill the role of School Caretaker, the Building Manager shall:**

- Accept care of building and safety of staff, parents and students as the primary responsibility.
- Promote positive attitudes in students and staff toward self, others, school, education, and the school community.
- Plan, develop, and evaluate the use of the space and its decor according to health and safety requirements, and the school philosophy.
- Actively promote two-way communication with the school community regarding the philosophy and programs of the school.

### **In attending to the organization of human and material resources in the school, the Building Manager shall:**

- Developing and implementing short and long term strategies for the delivery of day-to-day facility operations services within all Phoenix schools and facilities.
- Developing and implementing quality assurance measures in regard to custodial and maintenance standards and service delivery, work order completion, contracted services, project management and all other procedures relating to facility operations services.
- Developing and implementing procedures relating to external and internal access to Phoenix facilities through cost effective and efficient management of Phoenix facility rental operations and policies.
- Building a shared vision for the provision of quality facility services to students, staff, parents and the community at large. Provide input into community use of the school.

### **In performing the management function in the school, the Building Manager shall:**

- Share responsible for safety, welfare, and conduct of staff and students while participating in school programs.
- Be responsible for the safety, supervision and regular review of ChopShop staff.
- Assist in the preparation and administration of the school's AOP, budget, AERR and 3YP.

### **As part of the Leadership Team, the Building Manager shall:**

- Comply with the policies, regulations, and procedures of the Board; the provisions of the Education Act; and other appropriate statutes.
- Be knowledgeable about system regulations, procedures, directives, notices and bulletins, and make them available to the appropriate staff.
- Advise the Head of School of the existence of conditions which adversely affect the operation of the school or the instructional program.
- Complete and submit required reports.
- Attend meetings as required.

## Teacher / Learning Coach

Learning Coaches are supervised by the Principal but are hired by and are responsible to the Head of School. The duties and responsibilities of teachers are intended to promote, achieve, and maintain a high standard of instruction. This role is based on the principles of the TQS - [Teaching Quality Standards](#). It is expected therefore that teachers will:

- Demonstrate a high degree of professional competence in planning, teaching, student assessment, and reporting while recognizing and providing for individual student needs.
- Develop and maintain positive relationships with students, their families and other staff members based upon a respect for the dignity of individuals.
- Develop and maintain positive, effective communication with students and their families including weekly emails and updates.
- Be committed to ongoing personal professional development and growth.
- Employ effective classroom management procedures both online and onsite to maximize student learning.
- Participate as an effective team member with other staff in the development and implementation of the school's philosophy, goals, and objectives including individual student needs.
- Be conversant and comply with those sections of the Education Act, the regulations of Alberta Education, and policies of the Board that pertain to teacher responsibilities.

### **To assist in the realization of these expectations, teachers shall:**

- Follow the required Alberta Education curriculum.
- Maintain a timetable, instructional plans, and class lists.
- Maintain appropriate order, discipline and safety of students while onsite.
- In cooperation with other staff members, develop specific procedures for the instruction, evaluation and care of students and the reporting of that information.
- Maintain accurate student attendance records, follow the less-than-active procedure and report to the Principal, those students in violation of attendance requirements.
- Attend any meeting as required.
- Arrive at school a reasonable period of time before school commencement, and remain on the premises as scheduled.
- Assist with maintaining a safe and caring learning and work environment.
- Notify the Principal when a student is suspected of having an infectious or contagious disease or other physical impairment.
- Return, as directed by Administration, student records and Board property.
- Report to the Building Manager any damage to the school property or potential hazards therein.

### **To qualify for the role of a Learning Coach, teachers shall:**

- Satisfy the terms precedent to employment and terms of employment as specified in their contract each year; including holding a valid Alberta Teaching Certificate, a valid First Aid Certificate, a satisfactory police check, a completed growth plan.
- Be able to use the G-Suite, Schoology and various other technology.

## Teacher / Instructor

Instructors are supervised by the Principal but are hired by and are responsible to the Head of School. The duties and responsibilities of instructors are intended to promote, achieve, and maintain a high standard of instruction. It is expected therefore that teachers / instructors will:

- Demonstrate a high degree of professional competence in planning, teaching, student assessment, and reporting while recognizing and providing for individual student needs.
- Develop and maintain a high regard for the importance and dignity of their work.
- Develop and maintain positive relationships with students, their families and other staff members based upon a respect for the dignity of individuals.
- Be committed to ongoing personal professional development.
- Employ effective classroom management procedures to maximize student learning.
- Participate as an effective team member with other staff in the development and implementation of the school's philosophy, goals, and objectives including individual student needs.
- Be conversant and comply with those sections of the Education Act, the regulations of Alberta Education, and policies of the Board that pertain to instructional responsibilities.

### **To assist in the realization of these expectations, instructors shall:**

- Follow the required Alberta Education curriculum, class description and outcomes as printed in program guides.
- Maintain a timetable, instructional plans, and class lists.
- Do required fire drills and hand washings as required.
- Maintain appropriate order, discipline and safety of students while onsite. To report all incidents and accidents to the Principal.
- In cooperation with other staff members, develop specific procedures for the instruction, evaluation and care of students and the reporting of that information.
- Maintain accurate student attendance records for administration and report to the Principal, those students in violation of attendance requirements
- Attend any meeting as required.
- Arrive at school a reasonable period of time before school commencement to prep as required, and at the end of class or activities to clean the learning space.
- Notify the Principal when a student is suspected of having an infectious or contagious disease or other physical impairment.
- Return, as directed by Administration, student records and Board property.
- Take immediate action to ensure the safety of students in their care and to report to the Building Manager any damage to the school property or potential hazards therein.

### **To qualify for the role of a teacher / instructor, Instructors shall:**

- Satisfy the terms precedent to employment and of employment as specified in their contract each year including holding a valid Alberta Teaching Certificate or industry credential, a valid First Aid Certificate, a satisfactory police check and a completed growth plan.
- Be able to use the G-Suite, Schoology and various other technologies.

## School Secretary

The School Secretary is responsible to and reports to the Head of School. The role of the School Secretary is to be the school's first contact point. The purpose of this position is to provide confidential administrative, secretarial and office management support. This position is accountable for providing effective and accurate support services to ensure the efficient workflow and operation of the school as well as for providing and disseminating accurate information regarding school decisions, procedures, practices and policies.

### **As administrative Support, the School Secretary shall:**

- Sorts and refers mail and e-mail, answering routine correspondence as necessary. Coordinates meetings and conferences. Screens calls and provides factual information regarding the operation of the school. Prepares form letters and notices.
- Ensures provision of reception service to telephone and counter callers, relays messages, and makes appointments and supplies factual information, including basic school policy and procedures.
- Maintains inventories and distributes office supplies and services. Schedules conference and meeting rooms. As required, assists with bookings, processes registration forms, student advertising and processes for field trips.
- Maintaining office files, wall charts, bulletin boards, etc. Responsible for the production of school newsletters, and teacher/ student handbooks/agendas.
- Administration of Quickbooks, BookWhen,
- Adding classes/events/activities/resources to the online booking system
- Processing School Application forms

### **With regards to Records Management, the School Secretary shall:**

- Processes and verifies school staff absences and vacation records.
- Keeps student attendance records.
- Assists in maintaining accurate school enrolment records by processing changes to personal data, class lists, and additions and deletions to the school. Compiles reports and summaries as necessary.
- Processes student applications

### **In Performing Other Duties as Assigned, the School Secretary shall:**

Assists in preparation for school opening and closing. Ensures the completion of class lists, processes promotion information, etc.

- Arranges maintenance and service of photocopier and other office equipment as necessary.
- Receives and registers substitute teachers, aids, therapists, etc. advising of school procedures emergency response information as necessary.
- Processing fan-out messages to feeder schools and following crisis procedures.
- May be responsible for the school postal machine.
- Serves as a member of the school emergency response team. Responds to emergencies and may be responsible for the performance of minor first aid during the absence of the nurse. In the event of serious injury, contact parents or other school staff.

# Registrar

The Registrar is responsible to and reports to the Head of School. The role of the Registrar is to maintain student accounts and provide additional confidential administrative, secretarial and office management support.

## **With regards to Applications, the Registrar shall:**

- Send Acceptance Letters
- Upload files to PASI for Student Cumulative Records and maintain student data within PASI

## **In Managing Student accounts, the Registrar shall:**

- Monitor student accounts including class registrations
- Collect payments and sending out statements
- Setting up and maintain monthly payment plans

## **For our Database, the Registrar shall:**

- See to the administration of Quickbooks, Schoology, bookwhen, BookMe, Google Apps, and Reading A-Z
- Enter information from all School Application forms into the various databases
- Add classes/events/activities/resources to the database
- Create reports for various purposes (Attendance Sheets, Learning Coach lists, sales reports, contact sheets, etc)
- Close out the database at the end of the year and performing database backups

## **When Resource Ordering (BlendEd/ Online Grades 1-9), the Registrar shall:**

- Work with Learning Coaches to determine what items are to be ordered for the next school year and then placing orders with different vendors.
- Unpack, sorting, and taking inventory of items that come in and assist with distribution to students of these resources.

## **Finally as an Administrative Clerk, the Registrar shall:**

- Respond to email/phone inquiries
- Take minutes at Admin, Staff, Learning Coach, and Instructor meetings. Editing and distributing these minutes.
- Assist the Front Desk with tasks as needed (Answering phones, answering emails, assisting parents and students, document creation, photocopying, renting equipment...)
- Assist other staff members as needed
- Complete other duties as assigned by the Head of School



## Artistic Director

### **The Artistic Director shall:**

- Work with the Leadership team to develop and implement short and long term strategies for the design and use of facilities including the Creation Studio.
- Develop and assist in the implementation of quality assurance measures in regard to the design and use plans.
- Building a shared vision for the provision of quality facility services to students, staff, parents and the community at large. Provide input into community use of the school.

### **To assist in the caretaking the Building by:**

- Assisting in the care, cleaning and maintenance of building to provide a safe learning environment for staff, parents and students
- Promote positive attitudes in students and staff toward self, others, school, education, and the school community.
- To assist with the use of the space and its decor including the creation studio and events
- Actively promote two-way communication with the school community regarding the philosophy and programs of the school.
- Comply with the policies, regulations, and procedures of the Board; the provisions of the Education Act; and other appropriate statutes.
- Be knowledgeable about the systems necessary to operate the school that pertain to the building team such as g suite etc.
- To be familiar with the regulations, procedures, directives, notices and bulletins that affect operation of the school. This includes the school staff manual, emergency procedures, WHMIS, First aid procedures etc.
- Advising the Building Manager of the existence of conditions which adversely affect the operation of the school or the instructional program.
- Complete and submit required reports.
- Attend meetings as required.



## General Building Staff

### To assist in the caretaking the Building by:

- Assisting in the care, cleaning and maintenance of building to provide a safe learning environment for staff, parents and students
- Promote positive attitudes in students and staff toward self, others, school, education, and the school community.
- To assist with the use of the space and its decor including the creation studio and events
- Actively promote two-way communication with the school community regarding the philosophy and programs of the school.
- Comply with the policies, regulations, and procedures of the Board; the provisions of the Education Act; and other appropriate statutes.
- Be knowledgeable about the systems necessary to operate the school that pertain to the building team such as g suite etc.
- To be familiar with the regulations, procedures, directives, notices and bulletins that affect operation of the school. This includes the school staff manual, emergency procedures, WHMIS, First aid procedures etc.
- Advising the Building Manager of the existence of conditions which adversely affect the operation of the school or the instructional program.
- Complete and submit required reports.
- Attend meetings as required.

# Educational Assistant

## Purpose and Accountability

Under the direction of a teacher, and as a member of the student's learning team, this position provides assistance in the education and support of students with a variety of special needs. Classroom Support includes all positions that support student learning like Education Assistants, School Assistants, Support Workers, Instructors, Psychologists, Speech Language Pathologists, Interpreters, Learner Assistants and Lunchroom Supervision.

## Responsibilities

Under the direction of the Teacher:

- Provides educational instruction for students.
- Supports students in accessing technology.
- Provides input into planning the student's Individual Program Plan. Participates, as required, as a member of the student's learning team in periodic meetings with the students, parents/guardians to review goals and develop revisions. Collects data to support student growth and the IPP development.
- Maintains an effective professional working relationship within the student's learning team by providing suggestions to the Teacher based on experience and knowledge of the students, with respect to ways to help the students reach their goals, including recognition of the support a student needs to reach their unique goals.
- Communicates with parents and the student's learning team members, to provide information of interest and receive information that may impact the child's progress.
- Facilitates and encourages the development of the student's self-esteem and independence through established programs and techniques deemed appropriate for the individual student.
- Encourages students to develop and maintain positive interaction.
- As required, provides personal care including toileting, diapering, feeding, dressing, grooming, etc. ensuring that student dignity is maintained. Attends to physical needs including lifting, positioning and range of motion programs as identified by appropriate personnel.
- Ensures the safety of students in the school and community, which includes maintaining close supervision of students, ensuring student equipment is sanitized and put away, retrieving students who attempt to leave their learning environment; calming and/or restraining students engaged in challenging behaviours; supervising and assisting students who utilize a variety of life skills tools (i.e. scissors, cooking utensils, etc).
- Maintains confidentiality, and a patient, supportive and enthusiastic commitment to students.
- Maintains collegial relationships with the student's learning team.
- Works with students in a variety of settings in the school and community, including assisting in the supervision of students at breaks or on field trips as required.
- Assists with and sanitizing educational tools and clean up in the classroom resulting from spills and other accidents. Performs other related duties as required.



# Operation of the School



## Operation of the School

This section describes the procedures and expectations around various operational matters. There may be a more detailed policy, or handbook and specific forms. We have tried to include as many as possible here as links in the shared google drive.

The section is organized alphabetically and as such there may be some overlap or duplication.

### Accident prevention

Accident prevention shall receive careful attention from all staff in the operation of the school. Periodic checks of **school premises and all equipment** are required including fire extinguishers, smoke and carbon monoxide detectors and first aid kits.

Responsibility for the immediate reporting of any defective equipment or dangerous condition to the Building Manager rests with every employee. Safety practices should be reviewed regularly with staff and students and all exits must be kept clear at all times. All incidents and injuries must be reported immediately to the Principal using the appropriate form.

### Admittance to the campus


Students shall have admittance to the school a reasonable time before the beginning of each session, morning and afternoon. In severe, stormy, or rainy weather, students should not be required to wait outside. Students who enter the school early will be responsible to a staff member.

### Allergens

Phoenix CANNOT in any way guarantee that the Centre is allergen free. Anyone with an anaphylaxis allergy must keep their epi-pen with them. Parents are responsible for informing the school of their student's allergies and medical conditions. We ask that parents and staff do not bring common allergens to school. Students with severe allergies may have a parent attending with them.

### Animals at Phoenix

We are a very animal friendly environment but animals are still animals and as such we need to mitigate the potential risk or harm they may do to the school and to our students. **All animals require permission from the Head of School to be onsite** - from the eggs/chicks in kindergarten to guest rabbits, lizards, etc. They must be clean and



disease-free, caged or under control at all times and all mess cleaned up afterwards. (See the Phoenix Dog section if the animal will be onsite for more than a class guest appearance.)

## Bees

Phoenix is one of three schools in the province to have bees. The program is funded by donors and we work with the Calgary Beekeeping Society. While the bees are not inherently dangerous, like all wild creatures, they can react unexpectedly. Please exercise caution and keep a safe distance from the hives. Our beekeeper this year is Rik Davis. He is very happy to share information with you and your students.

## Benefits - Summary

These benefits are graciously provided by Phoenix and are not in compensation for service. These benefits are subject to change and elimination at the sole discretion of Phoenix. Phoenix is pleased to be able to offer the following current benefits:

**Discounts.** Phoenix offers a discount on student classes for your children only at a rate of 50% off the full regular price. No discount on field-trips, parties and feasts, music lessons or guest speakers. Phoenix also subsidizes the cost of a first aid class once every three years. (All staff)

**Health spending account.** This is an annual amount and is determined by the number of hours/week that you work.

**Micro Loan.** Staff may borrow up to \$1000 each year to assist with personal needs. The fee is \$5.00 per \$100. Repayment is monthly. An agreement must be signed. (All staff)


**Paid sick days.** You may take up to the equivalent of your minimum weekly onsite hours as paid sick days. These days may only be used for personal illness, distress, or physical injury. This is an annual amount and does not roll over. Phoenix reserves the right to request documentation.

**Personal days.** You may take up to the equivalent of your minimum weekly onsite hours as paid personal time. This is an annual amount and does not roll over. Time must be taken in accordance with the current contract. It must be approved by your supervisor / admin in writing 2 weeks prior to your requested time off and you must arrange for coverage. Personal days will not be approved for time off in September or June or for some staff identified weeks in July. (Salaried staff only)

**Professional Development.** All PD that Phoenix agrees to pay for must be approved in writing prior to registration. There is a set limit each year in accordance with our budget restraints. (All staff)

## Borrowing Equipment or Booking the School

We are happy to lend you items from the school for your own use from time to time. However, they must be checked out with the front desk. There is a form you need to fill out so that we can track where stuff is if and when we need it. **LINK:**

 [Phoenix Equipment Loan 2024.pdf](#)

This also applies for the use of the school for personal events. You need to fill out the rental form. For one time events and one room, we charge staff \$50.00. You are required to have insurance for your event that names the school, a license if you have alcohol and to leave the school clean or a cleaning fee will be charged. **LINK:**

 [Rental Contract 2022](#)

## Budget and Reimbursements

Every year we have to prepare a budget for Alberta Education. Departments, classes and courses have internal budgets too. Everyone does their very best to adhere to the established budget parameters so that all our expenses can be covered.

**Program budget** - this is the budget for the student resource box and accompanying activities for BlendEd/ Online programs. Each resource box is worth ~\$350-450 per child. We are requiring that parents return resources now in order to reduce this expense and to be more sustainable.

**Department budget** - each aspect of the Phoenix operation has a budget. I.e. The board has a small allowance to events and activities, PD has a budgeted amount and so on.

**Class budget** - Teachers/Instructors have a budget for each class they instruct.

**The budget is the equivalent of ONE student's fee.**

EXAMPLE: If the class runs for 6 weeks and the student regular fee is \$150.00 per student, you have \$25 per class to spend on extras, up to the \$150.00 limit.

EXAMPLE: If the teen class runs 9 weeks and the student fee is \$165.00, then that works out to \$18.33 per class for extra supplies above and

beyond what we already buy for the school (Instructor supplies are in the area outside the ChopShop, otherwise known as the Instructor's den.)

We realize that it is an exceptionally generous amount compared to other schools however, we expect classes to be hands-on, messy and fun! Instructional staff are responsible for getting and prepping their own class, workshop or activity supplies. The school stocks regular items such as paper, glue and other craft items. If something extra or special is required, the assigned Instructional staff member needs to shop for these items, keeping within the class budget and to submit the receipts for reimbursement.

To be reimbursed for a class or activity expense, staff must use the proper [form](#) and submit the claim to Accounting in a timely fashion. Remember, we do reimbursement cheque runs at the end of each month. Do not save up receipts over the year.

## Care Program

The Phoenix Foundation is an inclusive learning environment and believes that all staff and students have the right to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging. The Care Program is founded on:

- C** - School Community
- A** - Action plan
- R** - Using appropriate Resources to
- E** - Re - Engage, Encourage and Empower the student

The full [document](#) that describes this program can be found on the shared drive.

Phoenix is committed to ensuring that information about student achievement and growth is used to guide instruction and to meet students' individual educational needs. Various Phoenix policies help us understand how we create an inclusive environment that is unique to our specific context. This commitment to students is affirmed in our service contracts each year and it is woven throughout the Education Standards that guide our practice. Administration, teachers and support staff all have different roles and responsibilities and need to work together to ensure that actions initiated through the CARE program meets the needs of the student and the Foundation.

Occasionally staff, families or individual students require more care! Sometimes they have lost their home or a family member. Many have mental health or health concerns. We may each have been doing small things that help. We may each know something about the

situation but may not have communicated that with other staff. It is critical that we all have the information we need to act appropriately and in the best interests of the student. During times like this, we may call a CARE Meeting. ANYONE can initiate a CARE meeting by contacting the Care Coordinator! FORM - [CARE Referral Form](#)

She will then coordinate the response. Anyone can be called to a meeting. Attendance is required and active participation expected in the meeting as well as in any subsequent action plan.

**What is a CARE meeting?** It is when the school Community is called together to create an Action Plan that utilizes all available and appropriate Resources to Re-Engage, Encourage and Empower a student so that they become productive participants in their educational journey.

**When to call a CARE meeting?** A CARE meeting can be initiated by any staff member whenever there is a sense that things are not working well for the student but can only be formally called by the Care Coordinator. Please see one of the above noted people to start the process.

For example, a teacher may request a CARE meeting when there has been little or no work turned in and the teacher has exhausted all of their individual attempts to encourage work or attendance to their studies. ([Less-than-active procedure](#))

**What is your role at a CARE meeting?**


- To share what you know about a student's situation
- To keep all information confidential
- To actively participate by contributing ideas and strategies
- To complete your assigned tasks or actions
- To report back to the group

## Cleaning

The Building Manager is responsible to the Head of School for the care and cleanliness of the school, its equipment and grounds and for the maintenance of proper physical conditions in classrooms and other areas of the school.

Common areas are cleaned and disinfected once a day. Deep cleaning on common spaces is undertaken once a week.

**All staff are responsible for cleaning their own offices or work spaces.** This includes vacuuming, dusting and keeping their desks, books, and other property neat and orderly. Staff are also responsible for checking for cleanliness and supplies regarding restrooms,



notifying the Building Manager if there is a maintenance issue such as paper towels, toilet paper out, clogged sink, and so on.

**Instructional staff are responsible for ensuring that they and their students leave their rooms in a neat and tidy condition at the end of each class, workshop or event.** This means: tables wiped off, floor swept or vacuumed and waste paper and other rubbish in recycling areas; as well as for careful oversight of the equipment for which they are responsible.

## Communications

Communication is a two-way street. If there is something you are uncertain about, please check:

- 1) Staff Manual
- 2) Meeting Minutes
- 3) Email - including the staff google group
- 4) With your Supervisor
- 5) With the Front Desk
- 6) With the Head of School


Supervisors have an obligation to make sure they communicate directions and change. But it is each staff member's responsibility to read the supplied materials and email, ask questions and attend meetings. Minutes are taken at every meeting and are sent out after each meeting. Staff are responsible to read, understand and implement the actionable items in the minutes. Minutes from meetings are confidential.

## Computers

We use Chromebooks and Chromebooks that utilize the Google platform. (There are a couple of microsoft machines that admin staff use for accounting and Alberta Ed documents.) Most devices have built in speakers and webcams.

Everyone has their own login. **Remember: Passwords are confidential. Do not share or use someone else's login.** Each user has different permissions and access to data. **Not all staff have access to all information!** All staff and students are required to complete a [User Agreement](#).

Every staff member must be able to use the Google suite of applications in order to be effective in their role. These include Gmail, Google Calendar, Google Docs, Google Meets and Google Drive as a minimum. The school offers training sessions several times each



year. Schoology proficiency is also required for Learning Coaches and Admin support staff.

### **Google drive**

You can save files in two places:

- Your personal drive
- Shared team drives

When you save something to your own drive, only you can see it. When you want everyone in a specific team to be able to see something, you must save it to the correct team drive or share the document.

### **Got a computer problem?**

1. Check power
2. Check Internet connection
3. Check all cords
4. Ask for help from the Care Coordinator or Head of School.

### **Returning equipment**

All Chromebooks / bases must be returned upon termination of your contract or they will be deducted from your final cheque.

## **Community Classes**

Phoenix is known for the hundreds of great classes, workshops and events we put on each year. This year we are offering Creation Studio classes, camps, various parent workshops, events and field trips. Know what the words mean . . .

- **Creation Studio classes** are 6 weeks in length.
- **Camps** are 3 weeks scheduled in between themes.
- **Events** are one time learning opportunities and have a celebration-like focus. Whereas, **Activities** are also one time learning opportunities but are usually hands-on messy activities such as Clay for Kids.
- **Field trips** are offsite activities.
- **Workshops** are usually for adults and are a one-time learning opportunity.

For full details about an activity, you should check both the Program Guide and/or Teen Guide, as well as, the School Google Calendar. This is how activities are sold or advertised to parents and students. **As such, teachers / Instructors are required to teach**



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Our programming should be of the same quality that you would expect at the Science Centre or Museum. It should be:

- Messy and hands-on;
- Curriculum-based;
- Inquiry-based;
- Interdisciplinary in nature, combining elements of academic subjects with fine arts and include some handouts and something to take home (project, art or craft);
- A lot of fun!

Programming should include music, games, craft activities, some written work and so on. Please see the Guide to Education for indicators of effective programming.

The purpose of our onsite programming is for teachers to:

- See students in action;
- Evaluate progress; and
- Be able to modify instruction as needed whether onsite or online.

## Complaint Form

There is no failure, only feedback. There are several ways people can give us feedback - our Beak Off Box, online feedback forms and through a complaint form.

Regardless of how the information comes to us, we follow a process when resolving complaints. (This includes staff complaints against another staff member.) Our [complaint form](#) and [policy](#) details the process. (All our policies can be found on our website under Board Business). Please review this so that you are familiar with the process and not offended when your supervisor or Head of School must investigate. We don't take sides and it's not a matter of backing anyone up. It is an established process! So don't take it personally.

Forms are available from the front desk or on the website along with the policy. **All complaints must be in writing.** If complaints do not follow the proper process, they may not reach the right person and may not get resolved.

[illegible]

## Contracts - General

Everyone has a contract! Your contract commences September 1 and runs until August 31 unless otherwise stated. It must be reviewed and signed each year. Your contract will specify the number of hours you are paid for, the rate, and the specific requirements of your job. This is a legally binding document. Make sure you agree with it! If you are unsure about any clause, please ask or seek legal advice. Contracts are for a one year period and **are not automatically renewed**.

We review the basic contract as a group at our annual full day meeting each year. This is important and everyone is required to attend. We need to have consensus on what each section means so that no one person can take advantage and jeopardize everyone else's job security.

- Instructors are paid hourly for classes they teach unless otherwise specified. You are paid for instruction time, some prep, and clean up time. We calculate all of this, so you do not have to add it! A time sheet must be kept and each event recorded. We do the rest.
- All staff are paid at the end of each month. All items (timesheets, receipts, etc.) must be submitted by the cutoff date (which is usually two days prior to the last Friday of the month) if you wish them to be paid at the end of the month.

### **Contract Cycle:**

- **March** - Head of School attends any legal workshops relevant to contracts.
- **April** - Head of School reviews and makes any changes to the contract body as needed for the upcoming year. The school calendar with instructional hours and our budget are prepared and submitted to Alberta Education.
- **May** - Legal Council reviews contracts and makes any suggestions or corrections.
- **June** - The basic contracts are shared with staff. Team Supervisors check-in with employees to see what their plans are for the following year.
- **July** - Instructional staff are off. Some admin staff are in to complete tasks such as payroll.
- **August** - All staff return in August as per the calendar. Contracts with minimum hours are given out and open positions advertised. ALL contracts and hours are based on student numbers. As we take registration, instructional staff is offered more hours and FTE may be adjusted until Sept 30. When registration closes.
- **August 25** - All contracts must be signed, paperwork submitted to admin.
- **September 1** - new contracts start.
- **Sept 30** - Final contract adjustments made for the year based on final student numbers.



## Creation Studio Use

The Creation Studio is created by our talented staff. There are times that they will need to make noise in order to get it done. The Building Manager will let you know when they plan to make significant noise.

Instructors are expected to put some student's work up around the studio and to plan small activities that students can showcase at the feast.

You are welcome to move things around in the studio to suit your activities. Students must be supervised in the studio at all times and are not allowed to climb on structures. If something gets damaged, please let the Building Manager know as soon as possible.

## Credit Cards

Phoenix understands that employees frequently make purchases on behalf of the school. The Phoenix Foundation would like to make it easy for key employees to make these purchases with the use of a corporate credit card.

1. Phoenix will issue a corporate credit card to eligible employees for job-related expenses. Being a Phoenix Foundation cardholder is a special privilege.
2. Employees shall use their corporate credit cards to charge business-related expenses. Expenses must be for approved budget items only. Any items not budgeted must be authorized by the Head of School.
3. Personal purchases of any type are strictly prohibited.
4. Per Phoenix Foundation policy, no alcoholic beverages may be purchased with the corporate credit card unless approved by the Head of School for special events.
5. Employees may NOT take cash advances on credit cards.
6. The employee is responsible for all charges made to the card. Receipts for purchases must be turned in within 24 hours. The employee will be held liable for any unauthorized items appearing on the credit card statement.
7. Cardholders are required to sign the "Phoenix Foundation Cardholder Agreement" indicating they accept these terms. Individuals who do not adhere to these policies and procedures risk revocation of their credit card privileges and/or disciplinary action.


## Criminal Information or Police Check - requirement of employment

Alberta Education requires that all staff complete a police check each year and a vulnerable sector check every three years. Effective Monday, June 26, 2023, online applications will be made using Police Solutions. Employees are responsible for this expense.

The new online system will offer a more streamlined application process that is user-friendly & you'll be able to receive online results which can be saved, printed & downloaded for your needs.

 New online application system:

<https://www.policesolutions.ca/checks/services/calgary/>

 Also, effective Monday, June 26, 2023, in-person PIC applications can only be made at our Westwinds office.

 PIC Information:

<https://www.calgary.ca/cps/public-services/police-information-checks.html>

## Dealing with Students

**Student Abuse Prevention** The Principal must: (a) ensure that all employees at the school are familiar with the Child Abuse/Domestic Violence Protocol; (b) ensure that all employees at the school are aware of the procedures to be followed in reporting child abuse, including instances where children are witnesses to domestic violence; (c) facilitate supportive school involvement in Child Welfare investigations; and (d) ensure that all teachers are aware of their responsibilities to advise guest presenters and volunteers about school protocols for child abuse reporting.

All employees must: (a) be aware of their obligation to report child abuse, (b) in consultation with the Principal, immediately report their suspicions of child abuse to the appropriate authorities; and (c) be aware of their obligations in the Child Abuse/Domestic Violence Protocol.

**Student Attendance** The Principal, in consultation with staff, students, and parents, is expected to establish attendance standards together with monitoring and other procedures which will help to promote regular attendance. Attendance in each program takes a different form.

- Kindergarten: onsite attendance on Tuesdays & Thursdays, as well as occasional field trips and specialty days.
- BlendEd students: a combination of attending to their studies (schoolology), onsite classes, foundation workshops and assigned field trips.
- Online students: attendance means attending to their studies (schoolology), synchronous conferences and assigned field trips.
- Home Education students: attendance is progress on the parent's education plan.

Students and parents need to account for absences or tardiness by calling the school or emailing their teacher.

Teachers are required to maintain accurate student attendance records and to report attendance to the Principal and/or parents in accordance with school rules.

The Principal or designate must ensure that early contact regarding attendance requirements will be made with students whose attendance is irregular, and with their parents; and that contact will be followed up with efforts to effect and maintain improvement, including the development of an attendance improvement plan and appropriate follow-up reviews. Learning Coaches must follow the less-than-active procedure. This may include calling a CARE meeting.

#### **Attendance Sheet Procedure Classes, events and activities**

1. Prior to the first class of a course, the Secretary will print off the attendance sheet from the registration database.
2. Attendance sheets are placed in the appropriate folders and left on the front desk for the teachers/instructors to pick up. It is important that the attendance sheets are placed in these folders as they contain sensitive information about the students.
3. Instructors collect the sheet prior to class and use it to call students into class. Students who are not on the attendance sheet may only attend class if they have a drop in slip.
4. Instructors are to mark who is present with a check mark (✓). If a student is absent, mark an A. If a student is more than 15 minutes late, please mark their place on the attendance list with an L. The Care Coordinator will collect the sheets or send a photo to the front desk.
5. After class, return the attendance sheet to the Front Desk.


6. The Secretary will place the returned attendance sheet in the folder and keep it until the next class.
7. Attendance sheets for classes must be kept for the year. (and archived for 7 years)

**Student Code of Conduct** Phoenix believes that every child has a right to learn, explore and grow! We fully support all efforts to develop individual potential insofar as it does not infringe upon any other person's freedom to do likewise or damage the reputation of the school.

Participants in any Phoenix classes, functions, field trips, events or programs agree to follow the Code of Conduct as outlined below. As such, Phoenix reserves the right to deny future access to any events, functions, field trips, or programs if this code is violated by a participant or parent.

- Each participant/student in each and every Phoenix class, field trip, event or program is required to be within the age and other guidelines unless otherwise specified; to be registered; and to have paid the appropriate fee in advance.
- Participants/students are required to be on time, dress appropriately and participate fully in any Phoenix class, field trip, event or program.
- Participants/students are required to notify Phoenix if they are for any reason unable to attend a class, field trip, event or program.
- The possession of drugs, alcohol or weapons is strictly prohibited.
- Negative behavior such as hitting others, spitting, swearing, excessive noise and willful destruction of personal or public property will not be tolerated.
- Parents are responsible for their children's behaviour at all times and will be asked to correct a child's behaviour if Phoenix deems it to be inappropriate. They may be asked to leave if a child continues to be rude or disruptive, damages the venue's property, or fails to adhere to the venue's rules and procedures.

**Student Discipline** Phoenix has a unique learning environment which actively partners with parents in all manners of student learning, including discipline. The spirit of the [Phoenix Discipline Policy](#) is to work with parents and staff to encourage and enable students to behave in a socially responsible manner that respects diversity and fosters a



sense of belonging. Phoenix is a welcoming, caring, respectful and safe learning environment. [Please see our Student Discipline Policy for details.](#)

**Student Use of Personal Mobile Devices** Personal mobile devices (including smartwatches, smartphones, cell phones and headphones etc) will be restricted during instructional time for ECS to Grade 12 students. Students will be required to keep their devices in their backpacks.

Exceptions may be granted for health and medical needs or to support special learning needs. application for exceptions can be made to the Principal or equivalent on a case-by-case basis. Phoenix may permit the use of personal mobile devices for educational purposes or other circumstances as determined by the Principal or equivalent on a case-by-case basis.

Access to social media platforms such as Facebook, Instagram, etc may be restricted on the school network and devices. Further information regarding the roles and responsibilities of the school, parents and students can be found in the Student Handbook.

Consequences for non-compliance may result in a temporary loss of use and notification of parents.

**Student Records** We keep a variety of student records - attendance lists, teacher's working files, account files, PASI data and so on. It is important to follow privacy procedures (PIPA), the Student Record Regulation and common sense when using and protecting student records. Personal information must be shredded and cannot be put into recycling. Data cannot be shared without proper permission.

**Student Supervision** The Principal shall be responsible for ensuring that adequate provision shall be made for the proper and effective supervision of students at all times when they are on school premises or participating in school sponsored activities carried on away from school. Teachers are required to assist in providing supervision.

**Student Transportation** Staff are strictly prohibited from transporting students. Parents are required to transport their own students, to carry proper insurance and to follow safety requirements.

## Deed of Confidentiality

A deed of confidentiality is a document that we all sign that says you agree to not share Phoenix information, systems or with other outside people. Remember that everything you create or do on Phoenix time or for Phoenix is and remains that property of the school.



## Dress Code

We are a school ... please dress appropriately. Name tags are mandatory for all staff. There are also staff T-shirts, dress shirts, jackets and sweatshirts available.

## Duty of Care

Many school and off-campus activities are prone to accidents and therefore to possible litigation. The number of off-campus activities has increased dramatically in the past several years, thereby increasing the potential danger of an accident that could lead to allegations of teacher negligence. We are therefore faced with the likelihood of more litigation involving teachers. This section provides the ounce of prevention that may avoid a lawsuit by informing teachers of their liability.

**The Principle of in loco parentis** - The concept that the teacher is acting in loco parentis has gradually evolved through legal precedent. This means that the teacher stands, in relation to the student, in the position of a caring parent, as an unofficial guardian. This concept not only allows the teacher some of the privileges of a parent but also brings with it added responsibilities for the protection of pupils. Thus, a teacher could be liable for damage caused to a pupil where the teacher's conduct falls below the standard of care commonly accepted as being reasonable in a parent-child relationship. A teacher may even have to meet a higher standard of care where special knowledge makes the teacher aware of dangers that the normal parent might not appreciate.

## Email


Generally everyone's email is the FIRSTNAME@phoenixfoundation.ca There may be exceptions if we have two people with the same first name. Please watch formatting, your signature and email etiquette. To access your email by remote: In a web browser, login into Google and access your mail. When using a public access point, make sure you do not save your passwords and that you log out completely.

- Email is also a form of documentation. Please keep any emails between you and students or [parents.

## Emergency Procedures

Phoenix has an **Emergency Planning Manual** and all staff should have a copy. We do a short refresher every September at our first staff meeting. The [emergency manual](#) covers what to do in the event of an intruder, a disaster and other emergency situations. Please make sure you are familiar with it and keep your copy handy in the event of an emergency.





The first aid kits are kept at various locations throughout the school - front desk, kitchen, Kindergarten, and chop shop. If they are low on supplies, please let the Building Manager know.

Fire extinguishers are inspected annually and the Fire Marshal comes once a year. Further, there should be at least one staff member on duty at all times that has an emergency first aid certificate.

**\*\* ALL exits MUST be kept clear at all times and window covers up (unless you are showing a video or sheltering in place.)**

**\*\* Our Emergency code is PAGING MR. BLACK**


### Employee Business Travel

If you have to travel for Phoenix business, there are a few things you should know:

- By car - We will reimburse for the gas used for travel out of your normal area travel. Please get permission from the Head of School first.
- If we decide you need to rent a car, the expense must be for work related functions and must be paid for by a school credit card.
- You are covered beyond your personal insurance coverage by our school insurance policy for work related travel.

### Facebook and Social Media


Phoenix maintains a Facebook page. We share events, pictures and articles on this site. Please Like us and join the group. Administration are the only staff that are able to post to our facebook page. Staff must be aware of privacy rules and gain permission when posting pictures of students. <https://www.facebook.com/PhoenixFoundationCalgary>

You should also understand that things you may post on your own social media sites can reflect on your professional reputation and the reputation of the school. Inappropriate behavior can be grounds for disciplinary action.  Professional Conduct Regulation.pdf

### Field Trips

Learning experiences which occur outside the school are an integral part of our school program. Students should have the opportunity to participate in a number of field trips or instructional activities throughout the year.

Off-site field trips are considered instructional time and, as such, constitute an instructional day.



The school will arrange for field trips for students that enrich and extend student learning, that create links between the school and community and that give students practical application of the ideas and theories they are studying.

**Field Trips should be:**


- Connected to the Alberta Programs of Study
- Relevant, flexible, responsive, affordable and accessible

**School Responsibilities:** A field trip idea may come from teachers, staff or parents. A proposal will be submitted to Administration for approval or to the Board for additional review. After approval has been granted, correspondence may be initiated with the parents and/or guardians.

- Administration will submit to the Board for approval on a yearly basis a list of recommended field trips and activities.
- Administration will submit to the Board any field trips or activities that are not listed on the annually approved list or any activity or field trip that may demonstrate an increased risk or liability for review and approval.

**The school will:**

- Provide parents with written information regarding the student field trip including hazards unique to the field trip different from participating in an activity at the school.
- Obtain written consent of the parent before the student participates in a field trip.
- Ensure that each registered participant is within the specified age range and aware of any other guidelines set for the event.
- Require participants and parents to be on time, dressed appropriately and to participate fully in the instructional activity or field trip.
- Not tolerate the possession of weapons, drugs, alcohol, tobacco or similar. or any intentionally destructive behavior such as hitting others, spitting, swearing and willful destruction of another's property from students, parents, siblings or staff participating in the event.
- Require parents to be on-site for all field trips. Parents may designate a responsible adult who assumes all responsibility for that child. Parents or designate are responsible for their children's behavior at all times and will



be asked to correct a child's behavior if the activity supervisor deems it to be inappropriate. They will be asked to leave if a child continues to be rude or disruptive.

- Expect parents to notify the school if they or their child are for any reason unable to attend a field trip in a timely manner.

## Phoenix Field Trip Processes

We undertake several types of field trips with different liabilities, paperwork, supervision requirements, etc...

### 1. BlendEd - parent directed

Tickets provided by Phoenix. Trip is self-directed and 100% parent responsibility. May only be from selected, pre-approved field trips.

1. Learning Coach
  - a. Select field trip opportunity from the pre-approved list, or consult with Head of School for new trips
  - b. Add trip to their class/ BlendEd budget for Principal's approval
  - c. Complete Teacher Assigned Field Trip Form and hand into Registrar / Resource Office at least 30 days prior
  - d. Communicate trip to parents via Schoology or google group
  - e. Create a ABOUT THIS TRIP SHEET that tells parents about the field trip, that they are supervising and any associated risks
  - f. Provide class list to the Front Desk for ticket pick up along with ABOUT sheet
2. Registrar / Resource Office
  - a. Double check budget
  - b. Order Tx - Check on-hand inventory
3. School Secretary
  - a. Distribute tickets and sheet
  - b. Communicate with LC about pickup progress / leftover tx
  - c. Give leftover tx to Business Office

### 2. BlendEd - Grade Specific and Teacher directed

Teacher books the trip and attends. Phoenix supervised, with additional parents if required by the venue, or Phoenix deems necessary for the activity or participants. May open additional seats for sale.

★ This must go into bookwhen

- Trip instructions are included in the booking and parents must acknowledge these
- Trip hazards are included in the booking and parents must acknowledge these.
- Reminder email is automatic and includes reminders about hazards and instructions so they get it one more time.

#### 1. Learning Coach

- a. Select field trip opportunity from the pre-approved list, or consult with Head of School for new trips
- b. Add trip to their BlendEd budget for Principal's approval
- c. Complete the Field Trip Form - give to Head of School for approval
- d. Once Head of School has approved:
  - i. Complete/confirm the booking with the venue
  - ii. Communicate with Finance re:venue payment
  - iii. Communicate with School Secretary re: bookwhen
  - iv. Communicate with parents via Schoology/ Google Groups
  - v. Submit request for volunteers if needed
- e. Attend the trip
  - i. Fieldtrip backpack (Check that it has proper supplies - this includes a water bottle, a phoenix T-Shirt, epi-pens, sun screen. Bug spray, a couple of granola bars)
  - ii. Attendance list
  - iii. Current first aid certificate

#### 2. Head of School

- a. Review and approve the trip or seek board approval if new. Advise as needed
- b. Set price for open seats
- c. Add approved trip to the Calendar
- d. Send a copy of approved paperwork to school secretary, teacher and business office

#### 3. School Secretary

- a. Assist LC to complete the bookwhen form
- b. Add trip to QB
- c. Create bookwhen event
- d. Prepare attendance list

#### 4. Parent Supervisors

- a. See manual and Head of school for more details
  - i. Police Check
  - ii. Application process
  - iii. Selection process



- iv. Parent agreement paperwork

- 5. Other staff volunteers

- i. Must be caught up on work their own
  - ii. Must be approved by supervisor

### **3. School Trip - Open to all**

Our Head of School books the trip. Families attend and supervise their children. Phoenix sends a representative.

★ This must go into bookwhen

- Trip instructions are included in the booking and parents must acknowledge these
- Trip hazards are included in the booking and parents must acknowledge these
- Reminder email is automatic and includes reminders about hazards and instructions so they get it one more time

- 1. Head of School

- a. Complete the Field Trip Form
  - b. Once Head of School has approved (or gotten board approval for new venues):
    - i. Complete/confirm the booking with the venue
    - ii. Communicate with Finance re:venue payment
    - iii. Communicate with School Secretary re: bookwhen
    - iv. Communicate with parents via weekly update emails
    - v. Recruit Phoenix staff to attend trip
  - c. Add approved trip to the school calendar

- 2. Trip Supervisor

- a. Fieldtrip Backpack (Check that it has proper supplies)
  - b. Attendance list
  - c. Current First Aid certificate

- 3. School Secretary

- a. Assist Head of School to complete the bookwhen form
  - b. Add trip to QB
  - c. Create bookwhen event
  - d. Prepare attendance list

- 4. Parent Supervisors

- a. TBD
    - i. Police Check
    - ii. Application ? process
    - iii. Selection process

iv. Parent agreement paperwork

5. Other staff volunteers

- i. Must be caught up on their own work
- ii. Must be approved by their supervisor

### Fire drills and handwashing

Fire drills shall be held **six** times per year by each teacher / instructor employed by the school. Students should be reminded each class of the process for exiting the building and the location of the muster point. **IMPORTANT: Please note every time you review the fire drill information with students on your attendance sheet.**

Teachers / Instructors are required to have students don aprons and wash their hands prior to food preparations. Handwashing should be encouraged in each class.

### Frequently Used Forms

**Please make sure you know what these forms are and where to find them.**

Name	Location	When to use it!
Contracts	On shared drive, given out at staff meeting and personally, Admin keeps a signed copy on file	Yearly
Time sheets/ punch cards	Drawer in Finance Office	When onsite
Vacation Request Form	Staff drawer - atrium	When you want to request time off other than when the school is closed
Expense Reimbursement Envelopes	Staff drawer - atrium	When you bought an item and require reimbursement
Curriculum - Learning Outcome Sheets	Alberta Ed, learnAlberta	For all classes, activities, events
Student handbooks, program guides	Website, front desk, atrium	Throughout the year for class planning
Professional Development Fund Request	Staff drawer - atrium	When there is something you want to learn
Growth Plan	Staff drawer - atrium	Aug. 31 - needed for AERR
Deed of Confidentiality	Staff drawer - atrium	Once
Staff Review #1 / #2	Detailed in growth plan	Oct / June ish
Incident Forms	Staff drawer - atrium / instructor carts	Every incident
Field trip Forms	Staff drawer - atrium	If you want to book a field trip
Injury Forms	Staff drawer - atrium / instructor carts	Every injury
Policies	Website, atrium bulletin board, Staff	If you aren't sure why we do something or how



	Manual, shared drive	
Staff Manual, Emergency Planning	Shared drive, handed out each year	As needed

## Front Desk Coverage

The front desk is an important part of our safety and security. It is where kids come for a bandaids and how teachers get help if they need assistance in their classroom.

If you are asked to cover the front desk, you will need to be able to:

- Be physically at the front desk
- Answer the phone
- Answer and respond to the walkie talkies
- Know where the first aid kit is
- Know how to call 911
- Know where the student info is and how to contact parents
- Know what the door procedure is
- Know what the safety protocol is for lock downs, strangers, threatening phone calls, etc.

## Google Calendar

Want to know what's happening? Check out our handy Google Calendar. You can add events directly into your own google calendar. Being organized was never so easy! The school Google Calendar can be found at <http://www.phoenixfoundation.ca/Calendar.htm>


**Please be advised:** The School Secretary is generally the only one who has permission to add appointments to staff calendars (other than you) and to alter the school calendar. You can use the add a colleague window on your Google Calendar to see if other staff are free/busy but not the details of each calendar.

## Growth Plans

Every staff member is expected to complete a STAFF GROWTH PLAN by Aug. 31 of each year.

**Remember: Due Aug 31**

- New template - revised April 2022
- Used to create our Annual Education Results Report (AERR) and Three Year Plan (3YP)

 <b>Phoenix Education Foundation</b> Individual Professional Growth Plan		
Name: _____ Position: _____		
Date: _____ Team: _____ Supervisor: _____		
REMINDER: Must be completed and handed in to your supervisor by August 31. The supervisor will review and return no later than Nov. 30 of each year.		
<b>Official Staff - AB ED</b>  At a specified time, a teacher must provide a completed annual teacher professional growth plan to the principal or to the designated persons for review and the person or persons conducting the review, in consultation with the teacher, must make a finding whether the teacher has completed an annual teacher professional growth plan that:  (i) reflects the goals and objectives based on an assessment of learning needs by the individual teacher,  (ii) shows a demonstrable relationship to the teaching quality standard, and  (iii) takes into consideration the education plans of the school,	<b>Our Staff - PHOENIX</b>  What's good for the goose is good for the gander... If this is a best practice for our teachers, then it's good practice for all our staff.  It is your responsibility to: <ul style="list-style-type: none"><li>• Complete it (Aug 31)</li><li>• Implement it (thru the year)</li><li>• Retain it (from year to year)</li></ul> It is our duty to review it, in consultation with you, to decide if: <ul style="list-style-type: none"><li>• you have completed a plan includes your personal goals,</li></ul>	<b>The Good Stuff - BENEFITS</b>  Because we love learning and want to see each of our staff develop to their fullest potential: <ul style="list-style-type: none"><li>• Your supervisor will make time to sit down with you to discuss your plan for self improvement.</li><li>• Phoenix will make available some money every year to assist staff with their personal growth:<ul style="list-style-type: none"><li>a. music lessons</li><li>b. Books</li><li>c. Courses</li></ul></li><li>• Phoenix will prioritize PD opportunities that benefit as many staff as possible such as:<ul style="list-style-type: none"><li>a. free yoga classes</li><li>b. Cooking or soap making workshops</li><li>c. WEP presentations</li></ul></li></ul>
plan as required, the teacher may be subject to disciplinary action.	in the bigger plan!	• For more information, please see our Staff Manual for the details of accessing this benefit.

- Required for all staff
- Condition of employment

## Gym Use

The gym is used under instructor supervision only. Students must wear proper indoor shoes - no sandals, flip-flops, open toe or boots - as well as appropriate gym attire. Students are encouraged to sanitize or wash hands before and after gym play. Instructors must be notified immediately if equipment is broken. Please respect the space and classes using the space. Please put gym equipment away when finished. Gym equipment is stored in the storage room. Please keep the gym and storage area clean and tidy. Please, no food in the gym.

Note: EMA stuff is not for Phoenix use.

## Injury or Incident

INJURY FORM	INCIDENT FORM
<p>These forms can be found in the template area on the drive, the bottom drawer of each instructor cart and staff drawer in the Atrium.</p> <p>Please make sure you fill one out every time someone gets hurt (staff, parent, student or visitor). Fill out as soon after the event as possible.</p> <p>Give one copy to the parent and turn the rest of the form into the front desk. The parent needs this form in case they need to follow up with a family doctor or the hospital. The hospital will want to know how the injury occurred and that it is not abuse.</p>	<p>These forms can be found in the template area on the drive, the bottom drawer of each instructor cart and the staff drawer in the Atrium or on the shared drive.</p> <p>Please make sure you fill one out every time there is a serious issue with anyone; this includes students, parents and staff. Fill out as soon after the event as possible.</p> <p>Give one copy to the Principal and if required, one to the parent.</p>

**What's the difference?** The forms are very similar in many regards. Their purpose is to document the event at the time. What happened? What we did and so on. It also allows admin to see if there is a repair needed, a change to policy or additional training required. The injury form was created to ensure that the appropriate medical info was captured for follow-up by parents and medical staff.

## Inspections and Insurance

We are required bylaw to have a variety of inspections. These include:



- Fire inspection - annual in Calgary
- Health Inspection - every 3 years
- Insurance - building, director, \_\_\_\_\_
- Bond - \$50,000

## Intellectual Property and Copyright

Please see the full guide that is hanging beside the Atrium photocopier for more information. Phoenix staff may copy and distribute copies of published works for educational study, research or review, or noncommercial purposes based on the principles of “Fair Dealing” which includes:

- i. making slides, overheads, LCD projections,
- ii. scanning, saving,
- iii. posting materials to a secure network.

Reproduction and distribution right is limited to no more than 10% of a published work with the following exceptions:

- i. an entire newspaper article or page,
- ii. an entire poem,
- iii. an entire entry from an encyclopedia/dictionary,
- iv. an entire copy of an artistic work / photograph / print / sculpture or one chapter (consisting of no more than 20% of a book).

Any requirement for excess reproduction and distribution requires the prior consent of the creator or publisher. To the extent possible, copies made should include a credit to the creator.


Use and display of Copyrighted audio-visual materials for non-educational purposes requires payment of public performance fees.

## IT Security

As required by Alberta Education, all information security policies, procedures, and responsibilities shall be documented, authorized, and maintained.

IT Security is managed by the Head of School and the Registrar.

The collection of any necessary personal information of our students is done for the delivery of our educational programs. Staff members accept the duty to protect private and confidential information collected by the Phoenix Education Foundation. It is required



for all staff to sign a deed of confidentiality and an internet and computer use agreement. Audit logs recording user activity and information security are reviewed as required. Any IT security breaches or concerns that staff may have should be reported to the Head of School or the Registrar.

Access to IT systems and services are granted based on user needs and security requirements. A formal user registration and de-registration process is in place to control authentication credentials, and user access is reviewed on a regular basis. Elevated privilege and special accounts are restricted and controlled by IT Security. Sharing logins and passwords is prohibited.

All external parties that have access to Phoenix student and staff information must adhere to the security policies and standards of the school (including third party websites such as Schoology and bookwhen). Confidentiality agreements for protecting information and information exchange agreements are reviewed regularly.

Any information transmitted by electronic messaging must be appropriately protected. It is a best practice to avoid using email as a method of delivery for sensitive documents. If email is the only option, documents should be password protected. Any documents that need to be scanned in should be done using a device that is connected directly to a computer, and not a device that transmits the document via email.

#### IT Security Tips fo Staff

- Avoid phishing attacks
  - “Phishing” happens when someone sends a fraudulent message by email or text. This message will include a link that downloads malware onto your device. This malware will most often steal information from the device, or freeze it in an attempt to hold it ransom.
  - Fortunately, Chromebooks and Chrome Bases have safeguards to stop most forms of malware from downloading on the device.
  - It is a good practice to avoid clicking on unknown links or pop ups, and to avoid opening email attachments from unknown senders.
- Use complex passwords and multi-factor authentication
  - A complex password is something that will not be easy for other people to guess. It should include a combination of upper and lower case letters, as well as numbers and symbols.
  - Multi-factor authentication (also known as 2-step verification) is currently used on all staff google accounts. This adds an additional layer of protection by asking you to take an extra step for suspicious log ins (such as entering a code that is sent to your phone).

➤ Use secure wi-fi networks

- Using public wi-fi networks is a large risk for information security due to their open access and absence of security features. It is recommended to never log in to work accounts on a public wi-fi network - always use secure and private networks (such as the Phoenix Private network, or your home wi-fi network if it is password protected).
- It is important to not send sensitive or personal information using the Internet. While we can ensure the wi-fi network we are using is secure, we cannot guarantee the same for the receiving party.

➤ Keep your devices safe by installing all updates and patches

- Security threats are constantly evolving and finding new vulnerabilities in devices. Keep your work devices (and other devices that you use to connect to work wi-fi networks) up to date on system updates for greater security.

If you suspect that the security of your device has been compromised, contact the Head of School or the Registrar immediately, as we may be able to mitigate the security breach.

## Key Control

The campus building is controlled through keyed entry. Not all staff have all keys. Various offices are kept locked for privacy and security reasons. All keys remain the property of the school. Staff may not make their own copies.

## Kitchen Use

**\*\*NO GREASE COOKING IS PERMITTED\*\*** - see health inspection

The kitchen is a classroom! It is not a lunchroom. Please be respectful of classes that are in there. Also it is a shared space. Several classes may be using it. If that is the case, please move into the Birdhouse. Students must wash hands and wear an apron. Dishes may go into the dish bin in the Atrium and our Building team will look after them. Otherwise, if you bring them into the kitchen, you need to put it into the dishwasher. Kitchen must be kept clean! And remember, food in the fridge is for school use. Don't put your lunch in there. (Staff have use of the small fridge in the Atrium.)


We all take turns doing up the dishes and this time it was my turn. As I was running the water, I thought it might be a good time to remind everyone about washing dishes at a public location. The process is not the same as when you do the dishes at home.

We use the two sink method. Here is the process as AHS requires:

1. **Scrape** all food waste off onto compost

**Dishwashing - 2 sink method**  
For Pots, Pans and Cooking Utensils



- 
2. Fill the sink with warm soapy water - hint the tap lever needs to be in the forward position and it takes a good long while for the water to run all the way from the hot water tank on the other side of the building - so be patient.
  3. **Wash**
  4. **Sanitize** in a second sink of hot water that has a cap full of bleach in it - the exact proportions are on the graphic above the sink.
  5. **Air dry** - do not wipe with a towel.

***If you use the kitchen for a class, please make sure you leave it clean. The fridge in the kitchen is ONLY for class or school supplies.***

### Medical Attention

In case of accidents to students or others, prompt assistance shall be rendered to the injured person. Medical attention shall be secured where necessary. The provision of suitable transportation to the injured party's home or to the hospital at the school's expense is authorized.

A written report, giving full particulars and signed by the Principal or designate, shall be submitted promptly to the Head of School. All accidents involving any student or other person and occurring on the school premises or in connection with a school-sponsored activity that takes place away from school must be reported.


### Meeting Schedule for 2023

We are a TEAM here at PHOENIX! There are regular internal meetings as listed below. Please make sure you attend the ones indicated on your contract. If you miss a meeting, please make sure you read the minutes. Staying informed is a part of your job!

Meeting and training time is included in your regularly scheduled hours if you are salaried staff otherwise it is paid at \$20.00 an hour. Active participation is expected. All staff are expected to attend all Staff meetings and any training as directed.

Depending on your position, you may also need to attend:

- Learning Coach meetings and training
- Instructor meetings and training
- Teams meetings



**Feasts, Celebrations and Parties** – Attending these events may be part of your regularly scheduled hours. Active participation is expected. Learning Coaches and Instructors are responsible for the crafts or activities at a minimum of three events.

### Overtime

You are not authorized to work overtime without prior written approval. For clarity, this means that you shall not work more than 8 hours in a day or 44 hours in a week without prior written approval from Phoenix. Approved overtime is paid in accordance with current Employment Standards.

### Parking

Our campus has its own parking lot, but space is limited. Staff are asked to park further from the building or on the street so that our students/parents can park in the front of the lot.

### Personal and Family Responsibility Leave

You are entitled to unpaid leave when:

- i. you or a family member is ill or injured,
- ii. you need to attend to personal health matters or those of your family,
- iii. you need to attend to the educational needs of your child

Maximum 5 days per calendar year. You may take these days in ½ day increments. We require written notice from you as soon as is reasonable for this short-term leave. Documentation may be requested by Phoenix.


Because staff have been afforded paid sick days, missed time must be taken as either vacation days, paid sick days or unpaid time.

### Phoenix dogs

The Phoenix Education Foundation supports the use of dogs as a part of the academic, social and emotional programming for the benefit of its students and staff.

Staff dogs are independently owned by school staff and must meet standards of health, as prescribed by veterinarians, at owner's expense. The school bears no financial responsibility for the care, feeding or liability associated with the animal being onsite. Staff members assume all risk and liability for their staff dogs.

A staff dog is a dog approved by the administration to be onsite to provide affection and comfort to students in the school. The most important characteristic of a staff dog is its



temperament. A good staff dog must be friendly, patient, confident, at ease in all situations and gentle. Staff dogs must enjoy human contact and be content to be petted and handled, sometimes clumsily. A staff dog's primary job is to allow unfamiliar people to make physical contact with it and to enjoy that contact.

**The following minimum standards shall be in effect for all dogs approved to serve in the school:**

- A staff dog must be clean, well-groomed, and not have an offensive odor.
- A staff dog does not urinate or defecate in inappropriate locations.
- A staff dog does not annoy any member of the student body or school personnel by seeking attention.
- A staff dog does not vocalize unnecessarily.
- A staff dog shows no aggression towards people or other animals.
- A staff dog does not solicit or steal food or other items from the student body or school personnel.
- A staff dog does not pose a health or safety threat to any student, personnel or other persons.
- A staff dog will wear a vest or marker indicating it is a school approved staff dog. The school agrees to supply these for dog use. (Like a nametag for staff members)

**Prior to approval, owners shall provide to the Phoenix Education Foundation:**

- A complete application form and agreement
- Proof of current inoculations and health, such as a current health certificate from a veterinarian.
- A copy of the owner's current homeowner's insurance policy.

These same requirements must be met on an annual basis, prior to the start of any school year. The Phoenix Education Foundation shall notify parents on an annual basis regarding the presence of staff dogs in the school building. If conditions change (animal, student, or environment) withdrawal of the animal can be made at the discretion of administration.

**General onsite rules:**

- Any animal brought into the school for a visit must be leashed and under the control of a responsible adult. Where a leash cannot be used, the animal must be under the control of a responsible adult. If a staff dog is in an office, all office mates must agree to its presence.
- Animals are not permitted to roam freely in the school building or on the school grounds.
- No staff dogs are permitted during events where the dog may cause a distraction or hinder a staff member from doing their job, such as at a feast.

- No animals are permitted in the kitchen at any time.

**Staff members must also abide by the City of Calgary bylaws:**

1. All pets must be licensed (City of Calgary bylaw 23M89, Sec 6(a) - \$250 fine)
2. All droppings must be picked up immediately when you walk your pet (City of Calgary bylaw 23M89, Sec 4(c) - \$100 fine)
3. Pets must be on a leash less than 6 feet in length at all times, and must not run at large. (City of Calgary bylaw 23M89, Sec 3 - \$100 fine and will be seized and sent to the pound)
4. Excessive barking will be treated as a noise complaint (City of Calgary bylaw 23M89, Sec 3 - \$100 fine)
5. Dog feces must be disposed of in a tied plastic bag and placed directly in the garbage bins outside at the back door to avoid odor.
6. Owners will be responsible for any and all damage caused by their pet(s).

## Policies

According to Wikipedia “A policy is a deliberate system of principles to guide decisions and achieve rational outcomes. A policy is a statement of intent, and is implemented as a procedure or protocol. Policies are generally adopted by a governance body within an organization. Policies can assist in both subjective and objective decision making. Phoenix has created several policies to assist with rational decision-making. Policies are posted on the website or available through administration. Please see the policy section of this manual for the list of Phoenix policies. They are also available on the website.

## Professional Behaviour

Staff shall conduct themselves in a professional manner and display conduct that is appropriate to the role they hold at Phoenix, shall serve as an appropriate role model to the students and at no time shall conduct themselves, either professionally or personally, in such a manner so as to bring the Employer, the Board and its representatives, Employees or officers into public disrepute or ridicule and shall not harm the reputation of the Employer.

- As a role model, you are expected to carry out your duties in a manner that is consistent with the mission and values of the school.
- Staff shall adhere to the Staff Code of Conduct, Complaint Policy, Internet Use Agreement and our Safe and Caring Policy.
- Unprofessional conduct may be grounds for disciplinary action and/or immediate dismissal.

## Programming Expectations

Programming at Phoenix must fulfill our mission statement and mandate is set by the Board of Directors and created each year by the Head of School along with input from our Leadership team. Programming at Phoenix involves a variety of processes for ensuring effective program implementation. These processes include:

- identifying outcomes for learning (based on programs of study/curriculum and student progress)
- organizing for instruction (including the grade configuration of schools)
- selecting learning activities
- selecting learning resources
- assessing student progress
- evaluating student progress
- providing time for learning based on student progress

It is the duty of instructional staff to ensure that what is outlined in the Alberta Program of Studies is taught through the activities, classes, camps, courses and field trips offered by Phoenix to students.

It is expected that onsite classes and camps will be active, messy, hands-on experiences for students.

## Public Interest Disclosure / Whistleblower Policy


The Phoenix Education Foundation (Phoenix) is committed to providing students the best possible, quality learning opportunities in a safe and caring environment characterized by behavior consistent with the school's stated moral and ethical beliefs.

In this context, the school's governing Board, leadership team, teachers and other employees, parents and their children, as well as, members of the supporting school community must be assured that their concern about any wrongdoing will be taken seriously. Teachers and other employees have the right and obligation to report any wrongdoing.

The Phoenix Education Foundation commits that any disclosure of wrongdoing or alleged wrongdoing reported to the Head of School, will be properly reviewed and investigated and then acted upon by the school, as appropriate.

An employee making a disclosure in good faith will be protected against reprisal or other detrimental impacts within the power of the school. A copy of the school's whistleblower





policy and procedures is available in the school's Learning Commons, in the atrium, and on the school's website.

## Receipts and Reimbursement

Please use the proper expense form (envelope). Receipts must be original and attached to the expense claim. Put the filled out form in the accounting bin. Reimbursements are paid out at the end of each month. You may claim for class expenses (maximum of 1 student fee for each 6 week class or 3 week camp, your solve it budget, or pre-approved expenses.)

Any expense not specified above must be approved by the Head of School prior to purchase.

All resources (books, kits, lesson plans, etc) purchased with school money belong to the school and must be put on either the shared resource drive if digital or returned to/put away in the Instructor's den area for future use.

A class expense may be food, if related to the lesson plan, handouts, craft supplies, or a resource such as a game or activity. If you are not sure, please ask before purchasing.

*\* Your contract also includes a reimbursement clause.*

## Reference Letters


**We do not give reference letters.** If you choose to be successful elsewhere, understand that we will confirm your employment history only.

## Remembrance Day

The government of Alberta's Remembrance Day Act requires all schools to hold a Remembrance Day ceremony. In compliance with the Remembrance Day Act, the Principal must ensure that on Remembrance Day or the day closest to Nov. 11: (a) a remembrance ceremony is held from 11:00 a.m. to at least 11:05 a.m., or (b) two minutes' silence is observed from 11:00 a.m. to 11:02 a.m.

## Responsible Care and Security of Information (PIPA)

It is the responsibility of each employee to be informed and fully understand their role regarding the proper handling and protection of information in their custody and control. Access to information is restricted to those whose duties require such access and have received the appropriate authorization.



All staff that create, use, manage, distribute, dispose of or preserve records/information have a responsibility to protect those records/information to prevent unauthorized access. All information must be securely maintained in confidence throughout the entire time it is in our custody including from creation to usage to disposition and/or preservation.

All employees who use personal/confidential/sensitive information as part of their duties shall:

- use secure remote connections to access personal/confidential information whenever possible;
- refrain from storing anyone's personal information on portable devices;
- copy, download, print or transport only the information that is required for specific tasks;
- keep paper records and portable or personal devices physically secure;
- not leave electronic devices or portable storage in unsecured areas;
- do not share passwords or login information.

All information which is collected will be for a stated purpose which is clearly communicated upon collection.


Paper documents must be disposed of by secure shredding. Digital documents must be disposed of by permanent deletion.

## **Responsible Use of Internet, Computers and Google Drive**

The Phoenix Foundation provides computer stations and access to the Internet for the use of Phoenix Foundation students and staff in support of educational and research activities. Internet users are expected to use this resource in a responsible and courteous manner, consistent with the purposes for which it is provided.

### **Requirements:**

1. Computers should only be used to support the educational, research, and administrative goals of the Phoenix Foundation. This includes searching web sites as well as accessing specialized media. Users are responsible for maintaining an environment conducive to teaching and learning.
2. Phoenix does not use filtering software. Users of the Internet must assume full responsibility for the materials they use. Because Internet content may originate anywhere and is largely unregulated and unmonitored, users may find sites where information is controversial, erroneous, biased, dated or offensive. Users



are responsible for any direct or indirect damages they may suffer from the use of Internet services.

3. Phoenix reserves the right to impose time limits according to the number of computer stations available, facility bandwidth requirements and the level of demand for computer stations or a particular database.
4. Users may not download or install software (or apps) without the expressed consent of the Head of School or designate on any computers or computer stations.
5. **All information stored on the school's computer system, hard drives and devices are the property of Phoenix.**


#### **Unacceptable use**

1. Unacceptable use covers a broad spectrum of uses, many of which are either culturally, socially, or legally not acceptable.
2. Unacceptable use of the computing and networking systems includes, but is not limited to:
  - Harassing other users, including the displaying or sending of graphics which may be reasonably interpreted as offensive;
  - Attempting to circumvent security systems on any facility, or using a computer account without authorization;
  - Developing or using programs that harass other users, or that damage the software or hardware components;
  - Breaching the terms and conditions of a software licensing agreement;

Using the Internet and computers in any way that violates Phoenix policy and any regulations, provincial law, or federal law.

#### **Responsibilities of users**

1. Computers are available for study and research and are not to be used for personal email, games, online shopping, gambling, etc., or for the installation of personal software, databases or spreadsheets.
2. Users are responsible for any infringement of copyright or software licenses that could result from the copying or distribution of material found on the Internet or licensed databases.

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3. Users are responsible for any charges they may incur as a result of using fee-based services.
  4. Users are responsible for any damage they may cause to computer systems or network.
  5. Users are responsible for any losses or damages sustained by Phoenix as a result of their Internet use or their violation of the security of the Phoenix computer system.
  6. Users are expected to close all programs before leaving a computer station. And to shut down their systems at the end of each day.

### **Penalties**

1. Misuse computing facilities may contravene not only the policies of the Phoenix Foundation but may contravene provincial law, federal law and human rights legislation. Infractions involving harassment will be forwarded to the appropriate authorities. The nature and severity of any infractions may result in disciplinary measures including, but not limited to, suspension of computing privileges and/or academic suspension, by the Phoenix Foundation and/or legal action as appropriate to the infraction.

### **Resources and Passwords**

[www.exambank.ca](http://www.exambank.ca) (FREE for BlendEd / Online students)

Username : phoenix

Password : **koolkids**

[www.learnalberta.ca](http://www.learnalberta.ca)

Username: LA408

Password: 6849

### **Safe and Caring for All**

The Phoenix Foundation is an inclusive learning environment believes that all staff and students have the right to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, as well as a right to:

- be treated fairly, equitably, and with dignity and respect;
- have their confidentiality protected and respected;
- self-identification and determination;

- freedom of conscience, expression, and association;
- have equitable access to supports, services, and protections;
- have avenues of recourse (without fear of reprisal) available to them when they are victims of harassment, prejudice, discrimination, intimidation, bullying, and/or violence;

1. Phoenix will actively promote and encourage a welcoming, caring, respectful and safe learning environment for all staff, students and families.
2. Phoenix will make sure that all staff and students are familiar with the school handbook and codes of conduct.
3. Staff will ensure that all discriminatory behaviors and complaints are taken seriously, documented and dealt with in a fair, respectful and timely manner.
4. As per the Education Act, Phoenix administration will assist students in reporting acts of bullying to the proper authority.
5. Guidelines for the establishment of student organizations can be found in the school handbook.
6. Phoenix administration will actively support student organizations in accordance with the Education Act.
7. Information collected by Phoenix will adhere to the appropriate sections of FOIP and PIPA where appropriate.

- STAFF COURSE: [Respect in School Course](#)

### Schoology - [phoenix.schoology.com](https://phoenix.schoology.com)

Phoenix uses a learning management system (LMS) called Schoology. Schoology is the backbone through which we assist students by providing lessons, assignments, student calendars and so much more. It assists parents to see what is due and when, and how their student is progressing. It also helps us ensure that students and parents are supported, in contact with their coach, and getting the resources they need for a successful year.

**LOGIN:** phoenix.schoology.com

**PASSWORD:** your Gmail account



## Snack Shack

Items are put out each morning the school offers instruction or activities. This is the responsibility of the Building Manager to oversee. Everyone including staff may eat from the program. This program is kindly funded by donations.

## Special Education Planning

School must:

- a. Ensure that IPPs are developed, implemented, monitored and evaluated for all students identified as having special education needs
- b. Ensure that the Principal is accountable for the delivery and implementation of school-based special education programming and services
- c. Provide teachers of students with special education needs with relevant resources and access to related professional development opportunities
- d. Ensure that the Principal identifies teachers whose responsibility it is to coordinate, develop, implement, monitor and evaluate student IPPs
- e. Ensure the school has a process and learning team to provide consultation, planning and problem-solving relating to programming for students with special education needs
- f. Ensure teachers:
  - involve parents and, when appropriate, students and other professionals in the development, implementation, monitoring and evaluation of students' IPPs
  - document, in the IPP, the formal review of students' progress, at regularly scheduled reporting periods
  - throughout the year, provide feedback during informal reviews to parents and, when appropriate, students
  - make changes to the IPP, as required
  - obtain written informed parental consent on IPPs to indicate agreement with the IPP
  - in cases when parents refuse consent, document the reasons for refusal and/or actions undertaken by the school to obtain consent and/or resolve concerns (See first page example)

## Solve - It Budget

Time is money and many small problems can be solved by you. Every staff member has a budget of \$25.00 per incident to resolve a problem. This means, if the clock in your office needs replacing, you can go and buy a replacement one and submit the receipt. Make sure you write on the reimbursement form "SOLVE IT" so that admin knows why you purchased this item. Or if a student needs something special to complete a task or assignment, you can purchase it without requesting permission as long as it does not exceed \$25.00 and you submit it using the tag "SOLVE IT".

## Solicitation

No person shall be admitted to the school to promote the sale of insurance, stocks, bonds, school equipment or supplies, or other articles or material.

## Staff Code of Conduct

A code of professional conduct is a necessary component to any profession to maintain standards for the individuals within that profession. It creates accountability, responsibility and trust between the members of that profession and the people they serve. Employees are expected to exercise common sense, good judgment and discretion. Employees are expected to conduct themselves honestly and with integrity.

Teachers are further bound by the Alberta Code of Conduct .

 [educ-code-of-professional-conduct-for-teachers-and-teacher-leaders.pdf](#)

### PRINCIPLE 1 – Confidentiality and Privacy


We . . .

- Share information appropriately (staff, students, parents, etc.) and as needed to ensure the smooth operation of the school.
- Are entitled to expect confidentiality when providing personal information of any kind.
- Maintain the security of CUM files/ records and personal information (locked – CUM, working files for teachers only)

### PRINCIPLE 2 – Respect for Work Relationships

We . . .

- Treat each other, as well as, students, parents, community members with dignity, respect and consideration.

- 
- Conduct our employment responsibilities as outlined in our contracts and terms of employment with trust and integrity.
  - Maintain a safe and caring work environment by reporting to work fit to conduct our duties. This means we maintain a clean, safe work space and are aware of our own stress levels, any mental health or medical issues that may impair our ability to perform our employment duties.
  - Do not engage in relationships that will disrupt the school community or workplace. We do not expose students to sexual contact, activity, behaviour or material.

### **PRINCIPLE 3 – Respect for Boundaries**

**We . . .**

- Appreciate each other's areas of expertise and do not overstep boundaries by telling others how to do their job.
- Take care to ensure that our communication is professional.
- Are respectful of each other's time and space. We try to minimize interruptions such as social chatting, social media and non-school matters during school hours.
- Do not engage in discriminatory, harassing or inappropriate behaviour that may compromise the school's image or reputation.
- Respect personal time by refraining from contacting staff during off hours unless it is of an urgent nature regarding school matters.
- Do not use the information gained through school matters to gain benefit (financial or otherwise) either directly or indirectly.

### **PRINCIPLE 4 – Respect for Laws**

**We . . .**

- Comply with legal and government requirements, including PIPA or relevant sections of FOIP, at all times.
- Adhere to the school's mission statement, policies, practices and procedures at all times.
- May use school property provided the proper permission has been gained and paperwork completed. We will exercise reasonable care to prevent abuse, excessive wear, loss or damage to school equipment or property.
- Notify our supervisor immediately of any circumstances (personal or work-related) that may negatively impact the image, reputation of operation of the school.

### **PRINCIPLE 5 – Respect for Individuality**

**We . . .**



- Honour our unique skills, abilities and preferences so long as they do not harm or interfere with another student, parent or staff member. We respect the differences in personal relationships, the celebration of holidays, etc.

From the new Alberta Teacher Code of Conduct . . .

In relation to colleagues, the teacher or teacher leader shall:

- (a) not undermine the confidence of students in other teachers or teacher leaders,
- (b) not criticize the professional competence or professional reputation of another teacher or teacher leader,
- (c) not take any steps to pursue the discipline or dismissal of another teacher or teacher leader because of animosity or for personal advantage, and
- (d) in addition to other reporting required by law, report to the Commissioner the conduct of another teacher or teacher leader who is alleged to cause or have caused psychological, emotional, physical or sexual harm or abuse to a student.

### Staff Discipline Policy

**Please note: If the employee's behavior puts staff and /or student safety at immediate risk, an employee may be subject to suspension, removal from the school grounds or other disciplinary action that does not follow this policy.**

#### Definition of Terms:

Staff - means any person employed by Phoenix in any capacity.

#### References:


This policy references the Private Schools Regulation section 9 regarding policies.

### ORAL WARNING

The initial step in the application of progressive discipline is the oral warning and discussion.

The Administrator must meet with the staff member to discuss the unsatisfactory performance or misconduct, and outline the appropriate corrective action.

The staff member should be informed that this is the first step in the disciplinary process and that failure to correct the performance or misconduct may result in further disciplinary action.



The Administrator must keep a written record that an oral warning has been given and what corrective action was discussed with the staff member. A copy of this document should be shared with the staff member.

## **WRITTEN WARNING**

The second step in the disciplinary process is the written warning and discussion. The Administrator initiates a written warning and discussion.

- The written warning document to the staff member specifies:
- The unsatisfactory performance or misconduct
- The corrective action to be taken by the staff member

Notice that continued unsatisfactory performance or misconduct may result in further disciplinary action, including termination of employment.

When the staff member is given the written warning, the Administrator will discuss the problem with the staff member. A copy of the warning is included in the staff member's official personnel record and that staff member is so advised.

## **PROBATION**


If unacceptable performance or misconduct continues or recurs, the Administrator may recommend a staff member be put on probation. The Administrator will give the staff member a document which outlines:

- The unsatisfactory performance or misconduct
- The corrective action to be taken by the staff member
- The period of time in which to demonstrate acceptable performance
- The date of follow-up review
- Notice that continued unsatisfactory performance or misconduct may result in termination of employment
- The length of the probation period will be decided by the Administrator and the Board of Directors advised of the situation.

When the staff member is given the probationary notice, the Administrator will discuss the problem with the staff member. A copy of the probation letter is included in the staff member's official personnel record and that staff member is so advised.

During the probationary period, the Administrator should make every effort to assist the staff member in attaining the desired level of performance or conduct.

## **TERMINATION**



If during, at the conclusion of, or subsequent to the probationary period, the staff member's performance or conduct is still unacceptable, the Administrator will determine if termination is appropriate.

The decision to terminate will be based on a review of the facts and circumstances, the documentation and whether or not policy has been followed.

If the decision is made to terminate, a letter will be provided to the staff member outlining the reason for the termination and the effective date of the termination.

## Staff Review Process

You will undergo periodic employee reviews, at the direction of Phoenix. This may include, but is not limited to: a review of your growth plan, self-review, peer-review and formal evaluation.

Teaching / instructional staff may from time to time undergo classroom or course reviews. This is usually conducted by our Principal and is educational in nature.

Self-review - we expect that all staff members are thoughtful in their practice and take time to reflect on how they can improve. We also have self evaluation sheets available for instructional staff.

All necessary paperwork pertaining to Alberta Education, student files, expenses and programs must be given to administration by cutoff dates. Failing to rectify deficiencies in a timely manner may be grounds for disciplinary action and/or immediate dismissal.

## Subbing

- **Internal Coverage** - If a Phoenix staff member covers another staff member's instructional hours plus prep and the hours are in addition to their regular hours, they will be paid for the extra time they worked to cover the instructional / prep hours.
  - I.e. Bob normally works 21 hours but covers a class for Sam one week. In that week, Bob works a total of 28 hours that week (his usual hours plus Sam's class/prep), then Bob is paid for the extra time at the full day rate of \$200.

- **Outside Coverage** - If Phoenix hires a sub to cover instructional hours , the sub will be paid for instructional time (and prep if that was needed). Prep is paid at \$15.00 an hour.

## PAYMENT

Please fill out a sub chit and include it with your end of month billing or time card. Can be dropped in the accounting bin. Subs are paid in accordance to AISCA's current rate:

- \$100 - ½ day (3 hours)
- \$200 - full day (6 hours)


Sub Chit	
Name of Sub:	Date you subbed: Time:
Subbed for:	What Class or Activity:
Supervisor Approval:	Did you have to do prep?
Office Notes:	

## Teachers Contracts

- Employers are exempt from being required to pay teachers general holiday pay or provide general holidays. (Holidays are statutory holidays)
- Employers are exempt from being required to pay teachers vacation pay or vacation days.(Time off)

### How do teachers get time off?

- The ATA and the large school jurisdictions negotiated that a full time contract is 35 hours a week x 52 weeks a year or 1820 hours annually.
- Full time teachers, according to the Alberta workforce studies, work about 44 -48 hours a week (this is the maximum under the law, however teachers are not subject to this employment standard). Teachers are in a profession that does not



have defined hours or tasks per say. They are required by law to meet the Teaching Quality Standards and the Education Act and the policies and standards set by their employer. In words, they are required to do whatever it takes to get the job done.

- School jurisdictions recognize that teachers work hard and as such give teachers time off in lieu over the school year (school breaks) and during the summer instead.

**So how many hours should you work each week if you have a 1.0 FTE contract?**

- Whatever it takes to get the job done, but here are some general guidelines: if there are 52 weeks in a year and ~ 11 weeks of break time given (9 weeks plus 1 week personal flex time plus statutory holidays) = you have 41 weeks to complete your obligations.
- So take 1820 hours / 41 weeks and you get . . . 44 hours a week.
- 44 hours a week or 8.8 hours if you only work 5 days a week over the school year or 7.3 hours a day if you decide to extend it over 6 days. But there are times teachers may work more than that! That is the nature of the profession.
- We require instructional staff to put in their contract hours onsite but the rest are up to you to complete either at home or at school because we trust you to do your job!

**Contract Cycle:**

- April - Head of School reviews and makes any changes to the contract body as needed for the upcoming year. The school calendar with instructional hours and our budget are prepared and submitted to Alberta Education.
- May - Legal Council reviews contracts and makes any suggestions or corrections.
- June - The basic contracts are shared with staff. Team Supervisors check-in with employees to see what their plans are for the following year.
- July - Instructional staff are off
- August - All staff return August 14th. Contracts with minimum hours are given out. And open positions advertised. ALL contracts and hours are based on student numbers. As we take registration, instructional staff is offered more hours and FTE may be adjusted until Sept 30. When registration closes.

- August 25 - All contracts must be signed, paperwork submitted to admin.
- September 1 - new contracts start.
- Sept 30 - Final contract adjustments made for the year based on final student numbers.

### **Common Questions**


Which teachers are subject to the instructional and assignable time limits? This is determined by each School Jurisdiction. There are no laws or standards that govern this and schools are free to assign teachers time as necessary. But most schools assign between 1120-1200 hours a year.

Does this apply to all teachers? Yes and no - The definition of instruction is set by Alberta Education. Each private school is their own jurisdiction and sets their own policies, guidelines and expectations around this.

Any teacher whose primary function is to provide instruction to students is subject to the applicable teacher instructional assignable time limits as outlined by their jurisdiction. As a reminder, teacher Instructional time is student Instructional time and is defined in the Guide to Education.

What are some examples of assignable time?

1. Field Trips: If the field trip is part of instruction only the time that students are receiving instruction is considered teacher instructional time.
  - a. a) If a teacher is supervising the instruction provided by another individual (certificated teacher or non-teacher such as a guest speaker) this is also instruction.
  - b. b) Any required and assigned duty including supervision provided during the field trip is considered assignable time.
2. Transition Time: Transition time between the warning bell and the start of classes and in between classes is assignable time if the teacher is on call and expected to be in a position to intervene in student behaviour.
3. Preparation Time: Preparation time is considered assigned time if the teacher is assigned the preparation time. If preparation time is not assigned, teachers may leave the school.

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4. Time Assigned Before and After the School Day (i.e. 15 to 30 minutes before or after school): Jurisdictions may assign time before and after the school day if they choose.
  5. Parent-Teacher Interviews and Meetings Regarding Students: Parent teacher interviews and assigned meetings are assigned time. Examples of assigned meetings are IPP meetings, meetings with other professional service providers and transition meetings. Parent teacher interviews for kindergarten and prekindergarten are instructional time under the Guide to Education (ECS to Grade 12). For demonstration of child learning in child-parent-teacher conferences, the child must be in attendance.
  6. Staff and Other School Meetings: Staff and other meetings such as business meetings are assigned time if the teacher is required to attend. Staff meetings that do not include all teachers are assigned time only for the teachers that are required to attend (i.e., all Grade 5 teachers are required to meet to discuss which students progress to Grade 6).
  7. Lunch Breaks: Lunch breaks are not considered assignable time, unless a teacher is assigned duties during the lunch break such as supervision. If a duty during lunch is not assigned, teachers may leave the school. If the teacher leaves, it is an unpaid break as they are not available to students as per their contracts.

Other Assignable Time Components: Events such as Christmas/school concerts, fine arts, clubs, athletic coaching, and graduation are considered assignable time if it is assigned to the teacher and the teacher is required to attend.

### **Use of school premises**


No use of school premises by outside individuals or organizations shall be permitted except as authorized by the Building Manager.

### **Vacation, General Holidays, Time Off or Sickness**

#### Vacation time - From Alberta Employment Standards

Most employees are entitled to vacation time and vacation pay after being employed for one year. However, upon employee request and employer's acceptance, an employee can take vacation with pay before completing a full 12 months of employment.

#### **Exemptions from the minimum standards for vacations and vacation pay**



Some employees who work in specified industries and professions aren't eligible for annual vacations and vacation pay, including:

- licensed or registered salespersons of real estate and securities
- commission salespersons who solicit orders principally outside the place of business of their employer; route salespersons are not exempt
- extras in a film or video production
- licensed insurance salespersons who are paid entirely by commission income
- teachers

There are 8-10 weeks annually that the school is closed as indicated on the yearly School Calendar. These break periods shall constitute your paid vacation time. If you are hourly staff, your vacation pay is paid out on each cheque. See your contract for details.

#### General Holidays (Stats)

- An employee is entitled to general holiday pay if they have worked for the same employer for at least 30 workdays in the 12 months prior to the holiday.
- Most employees are entitled to general holidays and receive general holiday pay if one of the following applies to them:
  - They are not a teacher
  - a general holiday is a regular day of work, or
  - they have worked on a general holiday that is not a regular day of work

#### Personal Days

Staff may take up to the equivalent of the Employee's minimum weekly onsite hours as paid personal time. This benefit is intended to offer Employees discretionary time and flexibility to schedule family activities, doctors appointments, etc. This is an annual amount and does not roll over. Time must be taken in full day increments. Where possible, it must be approved by the Employee's supervisor in writing 2 weeks prior to the requested time off and the Employee must work with their team lead to arrange for coverage. Personal days will not be granted in September or June. The Employee may take up to the amount specified in their contract.

#### **Rules we agreed to as a group regarding time away:**

- Your contract will specify if you are entitled to additional time.



- You cannot take time off in September or June. It is preferred that you take the time in the summer.
- You are responsible to assist your supervisor to find someone to replace you and to create a coverage plan.
- Any time off must be approved in advance by the Head of School. Please use the appropriate form. A copy of the form goes to:
  - the person covering you,
  - the front desk,
  - admin for payroll,
  - you for your records.

### Sick Days

Employees may take up to the equivalent of the Employee's minimum weekly onsite hours as paid sick days. These days may only be used for personal illness, distress, or physical injury. This is an annual amount and does not roll over. The Employer reserves the right to request documentation. The Employee may take up to the number of hours each year as specified in their contract.

### **Vandalism**

Any act of vandalism shall be reported to the Building Manager and addressed in a timely manner to discourage repeat offenders.

### **Visitors**


We love visitors ... please watch that your visitors do not disturb classes and other staff. All visitors must report in at the front desk.

### **Walkie Talkies**

Teachers/ Instructors are required to take a walkie talkie with them at all times. The walkie talkies are to be turned on and used to call for assistance. The front desk will maintain the walkie talkies and respond to calls by dispatching the appropriate person.

### **Website** - [www.phoenixfoundation.ca](http://www.phoenixfoundation.ca)

This is our primary means of communication with parents and the community at large. The website is updated weekly with information about classes, activities, cancellations and



other important information. You can find the forms you need, program guides and more here.

Program: WORDPRESS

Contributors: YOU - please ask the Head of School for the details and a Wordpress manual

Contributions: Remember we are a SCHOOL - contributions must be kind to the school, staff and students (Subject to Internet Policy)

# Policies



# Policies

Below is a list of our policies. For more information, please feel free to contact the school. Copies are hanging in the Atrium or are available on the website.

## Staff

- [Administration in the Absence of Policy – 2021](#)
- [Admissions Policy 2021](#)
- [Anaphylaxis Policy](#)
- [Child Welfare Policy 2022](#)
- [Credit Card Policy 2022](#)
- [Conflict of Interest 2022](#)
- [Computer and Internet Use Policy 2021](#)
- [Financial Accountability Policy 2021](#)
- [Fieldtrip Policy 2021 – AOP Requirement](#)
- [Health Policy – 2019 – AOP Requirement – Pandemic Plan 2020](#)
- [Hiring Policy 2022](#)
- [Resource Materials Policy 2022](#)
- [Roles Policy 2021](#)
- [Sponsorship of School Programs-2022](#)
- [Staff Discipline Policy 2015](#)
- [Staff Growth, Supervision & Evaluation Policy – 2019 – AOP Requirement](#)

## Students

- [Safe and Caring Policy 2023](#)
- [Student code of conduct – 2023](#)
- [Student Discipline Policy 2023 – AOP Requirement](#)
- [Student Evaluation Policy 2022 – AOP Requirement](#)
- [Scholarship Bursaries and Trust2023](#)
- [Whistleblower Policy and Procedure](#)

## Parents

- [Parent Code of Conduct 2023](#)
- [Complaint Policy2023](#)
- [HE Reimbursement Policy 2023](#)

## Other

- [Express Staff Manual 2023 – Updated Annually](#)
- [ByLaws – Phoenix Foundation 2018](#)
- [Deed of Confidentialitystaff](#)
- [3YP Plan and AERR – AOP Requirement](#)
- [AERR – AOP Requirement](#)
- [2023 3Y Education Plan](#)
- [Audited Financial Statements – Completed Annually](#)



## Benefit Details

### Health Spending Account

As per our contract, this benefit is generously provided by the Foundation and is not in compensation for your service. This benefit applies to regularly scheduled weekly employees only. If you are self-employed or invoice us, this benefit does not apply. This amount is per year. Details of this program will be discussed at the September staff meeting.

35 hours weekly = \$1050

28 hours weekly = \$900

21 hours weekly = \$750

14 hours weekly = \$600

7 hours weekly = \$450

### Micro Loan Program

As part of our 10th anniversary celebrations, Phoenix was looking for a way to pay it forward to our staff. Our staff have been generous, loyal, dedicated and such an irreplaceable part of our success.


The Phoenix Education Foundation Microloan program kicked off in Summer 2014 with money donated by one of our Founders. We have loaned money to help finance everything from a new furnace, a new roof, a computer and a damage deposit for a safe place to live.

The process is simple: tell us a little bit about why you need the loan, we add a 10% administration fee to the loan, and agree on a monthly repayment amount. The administration fee is simply rolled back into the program, creating growth in the fund so that more members can benefit.

### Professional Development Fund

#### **Background Information**

We recognize that parents are the primary educators of their children but we know that great teachers help create great students. In fact, research shows that an inspiring,



engaged and informed teacher is the most important school-related factor influencing student achievement.

Often the term "teacher" is used to refer to the certificated individual standing at the front of a classroom full of children. At Phoenix, our definition of "teacher" has been expanded to include all staff at Phoenix as a teaching moment can occur anywhere and with anyone employed there.

We recognize that it is critical for all staff to have ongoing and regular opportunities to learn from each other and qualified outside sources. Ongoing professional development keeps staff up to date on new research on how children learn, emerging technology tools for the classroom, current medical research, curriculum updates, new resources, and more.

The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students and understanding their culture. Our mission at Phoenix is to create lifelong learners and active global citizens. We believe that the best way we can encourage that in our student population is to model it in our own lives.

### **Purpose**

The purpose of this document is to establish guidelines for professional development at the Phoenix Foundation, to detail how it applies to staff, to define the parameters of the professional development fund and to outline the process for accessing the fund.

### **Parameters**

1. While professional development opportunities are required each year, the establishment of the fund for the purchase of external professional development opportunities is on an annual basis and subject to budget constraints. In times of budget constraint, the Phoenix Foundation shall utilize its in-house expertise to create opportunities to learn from each other.
2. Any monies left in the fund at the end of the year will carry into general operating funds for the following year.

Once the dollar value of the fund has been established for the year, only contracted staff members of the Foundation may access the fund to purchase external professional development opportunities. The amount available to the employee shall be a percentage of their contracted wage. This percentage will be announced at the beginning of the school year and will be the same for all staff members.

If the staff member utilizes their PD allowance and the amount exceeds the earned % or for any reason the employee terminates prior to successfully completing their contract, the unused amount shall be deducted from their final cheque.

#### Procedure

1. Confirm the amount you have available. This will be specified on your contract.
2. Use the supplied form that describes the course/ activity or event, the institution, the reason for taking the program and how it will benefit you, your students or the school.
3. Once approved, register and pay for the course/ activity or event unless other arrangements have been made with the Assistant Admin.
4. After you have finished the course/ activity or event, submit the receipt and proof of successful completion attached to a copy of the PD form to Finance for reimbursement.
5. If you have any questions about how the Professional Development Fund works, please clarify prior to use.

PHOENIX PROFESSIONAL DEVELOPMENT
<b>Staff Name:</b> Today's Date:
<b>Course Information</b>
Course: Where: Date: Cost:
<b>REASON FOR WANTING TO TAKE THIS PD</b>
How this will benefit you, students, school?
<b>APPROVED</b>
<b>FOLLOWUP</b>
Was this worthwhile? What did you learn?

Submitted: \_\_\_\_\_ Recorded: \_\_\_\_\_



## Important Terms

These are some of the many terms we use every day . . . some of these are Alberta Education Terms and some we have created to define programs or situations. For more definitions see the Guide to Education and the Funding manual. Terms change from time to time!

**Accredited Funded Private School** - An accredited private school as defined in Section 28 (2) of the School Act that receives a grant under the Education Grants Regulation

**Blended Program** - A school-provided program where a teacher employed by a school board or an accredited funded private school is responsible for providing the planning, resource selection, instructional delivery, assessment and evaluation of student progress in selected courses that follow the Alberta Programs of Study. The program must include some portion that is online or delivered through the use of technology.

**Course** - Courses delivered to students must align with the provincially mandated Programs of Study, must provide access to instructional hours where applicable, must meet administrative requirements (e.g. Locally Developed Courses require a board motion and Alberta Education approval).

**Challenge Assessment** - An assessment of a student to determine if they already possess the knowledge, skills and attitudes for a course as identified in the Programs of Study in order to receive credit and a final mark in the course.

**Charter School** - A school established under Section 32 of the School Act and operated per Section 34 of the School Act.

**Child with a Disability/Delay** - a funded child who is assessed and identified as having a mild, moderate or severe disability/delay as defined in the Special Education Coding Criteria.

**Designated Special Education Private School (DSEPS)** - An accredited funded private school that has been given special approval and funding by the Minister where the sole purpose of the school is to serve students who are identified with a mild, moderate, or severe disability. The educational programs provided to the students require modifications or adaptations to the Programs of Study, and are specified in the Individualized Program Plan (IPP) developed and implemented for each student.

**Developmentally Immature (Code 10)** - A funded child who:

- is enrolled in an ECS program for a second year because the parent and the school authority agree that an ECS program is the most appropriate placement for the child.



- is less than seven years old on September 1
- has not previously been coded as a child with special needs

**Division** - A school division or regional division established pursuant to the current School Act or any predecessor School Act or Ordinance School Act.

**Early Childhood Services (ECS) Operator** - A school board, an accredited funded private school or a private ECS operator that has been approved by Alberta Education to provide an ECS program

**Early Childhood Services (ECS) Program** - An education program provided pursuant to Section 30 of the School Act. See current funding manual for changes to ECS ages and requirements.

**Funded Student** - An individual who meets conditions 1, 2, 3, and 4, unless 5, 6 or 7 apply:

1. Is attending a school or a blended program in Grades 1 to 12 on the September count date of the current school year;

a) operated by a school jurisdiction or the governing body of an accredited funded private school; or

b) is the subject of an agreement under Section 62 (1)(b) of the School Act entered into by the student's resident board that has been approved for funding by the School Finance Branch, or

c) in another province or country under a reciprocal exchange program approved by Alberta Education with a student from that respective province or country.

2. Is at an age on September 1 of the school year in which he/she is counted, as follows:

a) at least 5 years 8 months old and is eligible to enter Grade 1 according to the school entrance age policy of the school authority that enrolls the student, but less than 20 years old; or

b) less than 5 years 8 months of age, is enrolled in Grade 1, and has previously attended an Early Childhood Services (ECS) program outside of Alberta that meets the learner expectations of the Kindergarten Program Statement; or

c) 6 years but less than 7 years of age and who has a mild, moderate or severe disability/delay and requires another year of ECS.

3. Is a Canadian citizen on the September count date; or




- a) is lawfully admitted to Canada for permanent residence; or
  - b) is a child of a Canadian citizen; or
  - c) is a child of an individual who is lawfully admitted to Canada as a permanent or temporary resident; or
  - d) is a stepchild (who has been issued a study permit) of a temporary foreign worker that is in Canada on a work permit; and who is the biological or adopted child of the temporary foreign worker's spouse or partner; or
  - e) is a step-child of a Canadian citizen and is the biological or adopted child of the Canadian citizen's non-Canadian spouse or partner. The following documentation is required: i. proof of application for permanent resident status and fee payment to Citizenship and Immigration Canada (CIC), and
    - ii. valid study permit for the student.
4. Has a parent who ordinarily resides in Alberta on the September count date, or is an independent student who is <18 years of age who resides in Alberta and has a parent that resides in Canada.
5. A First Nations student who resides on a reserve is not counted as a funded student.
6. For funding purposes, a home education student is not counted as a funded student.
7. For funding purposes within the Base Instruction Formula (Section 1.2 and Section 3.1), FTE's for students in a shared responsibility program are counted at the percentage of the school program.

**Home Education Student** - A funded student who:

Meets the requirements of the Home Education Regulation; and

- Is under the supervision of a school jurisdiction (except charter schools) or an accredited funded private school and has a parent who resides in Alberta on the September count date; and
- Is at least 4 years and 8 months or older and eligible to enter Kindergarten according to the school entrance age policy of the school jurisdiction, but less than 20 years of age on September 1 of the school year in which he/she is counted.

**Independent Student** - A funded student who is:

- 
1. At least 18 years of age but less than 20 years of age on September 1; or
  2. At least 16 years of age but less than 18 years of age on September 1; and who is:
    - a) living independently or
    - b) a party to an agreement under Section 57.2 of the Child, Youth and Family Enhancement Act

**Individualized Program Plan (IPP)** - A precise plan of action designed to address the student's/child's special education needs, and is based on assessment information that provides the basis for intervention strategies. An IPP is mandatory for all students/children identified with special education needs, including mild, moderate, and severe disabilities/delays, and those who are gifted and talented.


**Levels of Support** - Refers to the types of supports and services being provided to students with special needs. Students with a severe disability must receive three or more of the following types of support;

1. specialized equipment or assistive technology;
2. assistance with basic care (e.g., toileting, grooming, catheterization);
3. a minimum 0.5 FTE one-to-one instruction/intervention/support (e.g., specialized teacher and/or teacher assistant time);
4. frequent documented monitoring of medical and/or behaviour status; and
5. direct specialized services (e.g., behaviour specialist, orientation/mobility specialist).

**Instruction** - the process in which Alberta certificated teachers take responsibility for ensuring that learning activities for children are directed toward achieving the outcomes of approved programs of study and/or individualized program plans through:

- interaction with students, either face-to-face or through technology, for the purpose of teaching and assessing student achievement of outcomes, and/or
- interaction with students who are engaged in classroom learning, independent study, online education and/or distance education, and/or
- supervision of student workplace learning.

Instructional time includes time scheduled for purposes of instruction, examinations/testing and other student activities where direct student–teacher interaction and supervision are maintained.



**March Count Date** - This is the specified date that school authorities take a second enrolment count of all their students and/or children for funding purposes. This enrollment count must be done on the first instructional day of March.

**Minister** - Refers to the Minister of Education.

**Online Program** - An education program offered by a school authority and delivered electronically to a student under the instruction and supervision of a certificated teacher of a board or accredited funded private school. The planning and implementation of instruction as well as the assessment of student learning in relation to the outcomes from the Alberta programs of study, is the responsibility of Alberta certificated teachers employed by the school authority. For full student funding, elementary and junior high students must have access to 950 hours of instruction and senior high students must have access to 1000 hours of instruction. ECS children cannot be enrolled in online programs

**Operational Day** - Is a day during which the schools of a school jurisdiction are scheduled to be open.

**Parent** - With respect to a student, the relevant individual under Section 1(1) (q) and(2) of the School Act unless otherwise specified.

**Private Early Childhood Services (ECS) Operator** - A society registered under the Societies Act, a non-profit company registered under Part 9 of the Companies Act, or a non-profit corporation incorporated by, or under, an act of the Legislature, or an accredited funded private school; that


1. Has been approved by Alberta Education to operate an ECS program; and
2. Receives funding under the Education Grants Regulation for the program.

**Private School** - A school registered under Section 28 of the School Act.

**Resident Board** - The school board of a school jurisdiction of which a student is a resident student.

**School** - A structured education environment through which an education program is offered to a student by a board; a charter school; a private school; a private Early Childhood Services (ECS) operator; a parent providing a home education program; or the Minister. Note: The Alberta Distance Learning Centre is a non-funded school for the purpose of this Manual.

**Schools of Choice** - Refers to schools that are chosen because of the type of program being offered - Outreach schools, Hockey/Dance schools, Home Education schools, Religious Education schools, Online schools, Hutterite Colony schools, Language/Cultural schools, designated special education private schools, and French Immersion schools.



**School Year** - For funding and financial reporting purposes, means the 12-month period from September 1 to August 31. This applies to all school authorities. See also Section 147 (1) of the School Act, the Private School Regulation and the Early Childhood Services Regulation.

**September Count Date** - This is the specified date that school authorities must take an enrollment count of all their students and/or children for funding purposes. This enrollment count must be done on the last instructional day of September. If September 30 is a non-instructional day for a school authority, then the last instructional day of September shall be used as the September count date.

The submission date for this count will be the third instructional day after the September count date. School authorities should keep their student enrolment data updated regularly, verifying it prior to submission of the September count.

**Term** - For funding purposes this refers to the timeframe in which courses are completed.

Term 1 — September to February

Term 2 — March to August\*

Term 3 — September to August\* — full year

Term 4 — July and August — summer school


\*where completion occurs in July or August but the course is coded regular not summer.

**Shared Responsibility Program** - An educational program consisting of two distinct parts including a parent providing a home education program to the student and an Alberta funded school authority who agrees to share responsibility for the student's education. Two conditions must be met to qualify as a shared responsibility program:

1. The school authority portion of the agreement must consist of a program where an Alberta certificated teacher, employed by a school board or an accredited funded private school, is responsible for planning, resource selection, instruction, assessment and evaluation of student progress in selected courses that follow the Alberta Programs of Study or locally developed courses. The school authority is responsible for meeting the following minimum requirements:

- Grade 1 – 9 Minimum of 50 per cent school provided program
- Grade 10 – 12 Minimum of 20 per cent school provided program

2. The home education portion of the agreement must consist of a program provided by a parent under the authority of the School Act and the Home Education Regulation. The parent is



responsible for developing, administering and managing the home education program. The school authority is responsible for supervising the home education program.

**Student(s) with a Disability** - A funded student who has been assessed and identified as having a mild, moderate or severe disability as defined in the Special Education Coding Criteria.

**Student with a Mild/Moderate Disability** - A funded student who has been assessed and identified as having a mild/moderate disability as defined in the Special Education Coding Criteria.

**Student/Child with a Severe Disability** - A funded student or funded child who has been assessed and identified as having a severe disability as defined in the Special Education Coding Criteria.

**Student with Special Education Needs** - A funded student with special education needs is one who is assessed and identified with a mild, moderate or severe disability or who is gifted and talented, as defined in the Special Education Coding Criteria. It is mandatory for any student with special education programming to have an Individual Program Plan (IPP) or Instructional Support Plan (ISP). The IPP/ISP is intended to create meaningful and successful learning opportunities that use the programs of study as a starting point of instruction.

**Transportation Agreement** - is usually an agreement between two school authorities where one school authority agrees to transport students/children of the other authority who qualify for transportation funding as an eligible passenger or as an eligible transported ECS child. In our case, a transportation agreement is required as parents agree to transport their ECS child and receive the transportation grant. (This applies to BlendEd students for 2023.)

## ON-SITE HEALTH PROTOCOLS (TBC in Sept)



### Parents on-site

Parents are not permitted to stay on-site while their child(ren) is in class. Instead, they will need to drop their child(ren) and pick them up at the designated time. The parking lot has been reconfigured to accommodate a drop-zone and fewer parking stalls. Staff will monitor the parking lot drop-off and pick-up times.

Parents of students on an IPP with a requirement for an aide, or a requirement for a parent to be on-site are permitted to stay. There is a designated space in the Learning Commons for these parents. Please do your best to keep younger siblings at home.

### Lunch Supervision

Students in grades 1 - 6 require lunch supervision. Phoenix will provide lunch supervision. The fee is \$30.00 per block and \$15 for camp (fee is \$5 per day). Students must bring all of their own food, including snacks. There is no microwave or fridge for student use.

### Classroom Supplies

Phoenix will provide all of the classroom supplies (crayons, scissors, glue, etc) needed for all classes. Please do not send these supplies from home.

### Parking/Drop Off

Drop off from **9:15 - 9:25**

Pick-up from **3:05 - 3:15**

In order to minimize congestion at doorway during pick-up and drop-off, students will use separate entrances as follows:


**K - Grade 3** - Aviary Door (Parking Lot)

**Grade 4 - 9** - Front Door (Parking Lot / Street Parking)

**For Parking lot drop-off** - Vehicles will enter from the 2nd ave entrance (behind the building) and exit using the west lot exit. Staff will supervise the lot during drop-off and pick-up times. Please keep the line moving!

Street parking is also an option, but please **do not** park on the west side of 19th street or on the corner of 19th and 2nd ave. 19th street is busy, has a bus stop and some industrial traffic. We love your kiddos and want them to be safe!

Beginning September 13, parking stalls are reserved for handicap parking and parents that are assisting their students in class. Parking passes will be issued for these families.



The front door will be locked once classes are in session. Please ring the doorbell and someone will assist you.

## Staying Clean and Healthy

Respiratory etiquette will follow Alberta Health Services guidelines, including encouraging and reminding students to cough and sneeze into their elbows.

Students will need to sanitize their hands when:

- They enter and exit the building
- They enter and exit a classroom

Students need to wash their hands:

- After using the restroom
- Before and after eating
- After sneezing and coughing into their hands

## Self Screening

Everyone that enters the school must self screen before they leave for the school. Anyone that is sick **MUST** stay home.

## Cleaning and more

We also have:

- Hand sanitizer stations at all doors and classrooms
- Installed additional sinks



## DEED OF CONFIDENTIALITY

This agreement is made this \_\_\_\_\_ day of , 20\_\_\_\_ between the Phoenix Education Foundation of 320 19 Street SE NE, Calgary, Alberta, Canada, and \_\_\_\_\_ ("Staff Member") of \_\_\_\_\_, Alberta.

The staff member noted above has been engaged to provide services to the Phoenix Education Foundation and as a direct result of this engagement, certain sensitive and confidential information, documents and materials belonging to or concerning the affairs of Phoenix Education Foundation and/or its students/clients ("Information") may become known to the Staff Member in the course of performing tasks. The Staff Member warrants that:

- the term Staff Member will include contract, volunteer and temporary personnel engaged by the Phoenix Education Foundation;
- all Information given, made known, or revealed by the Phoenix Education Foundation, its employees, servants, subcontractors, agents or clients shall at all times be treated by the Staff Member as Confidential and in accordance with this Deed of Confidentiality;
- the Staff Member shall only make use of Information in the performance of authorized duties and for the benefit of the Phoenix Education Foundation, and for no other purpose;
- no Information relating directly or indirectly to the affairs of the Phoenix Education Foundation or its clients shall be conveyed to any third person or party, without the prior written consent of the Phoenix Education Foundation Administration;
- the Staff Member shall not disclose or otherwise make public or divulge to any third person or party any Information or matter acquired, or in relation to any task undertaken as part of the engagement, without the prior written permission of the Phoenix Education Foundation;
- the Staff Member shall not copy, reproduce or transmit Information by any means, for any purpose, unless authorized to do so by the Phoenix Education Foundation; and
- upon cessation of the engagement, or upon request, all Information relating to the Phoenix Foundation or any of its clients, including files, reports, manuals, courses and all other materials relating in any way to the affairs of the Phoenix Education Foundation, its clients, purchased or produced by the Staff Member during the engagement shall be returned to the Phoenix Education Foundation, forthwith.

This promise of confidentiality shall continue notwithstanding the cessation or termination of the engagement by the Phoenix Education Foundation. This Deed of Confidentiality shall be governed by and construed in accordance with the laws for the time being in force in the Province of Alberta.

Signed by the Staff Member

Signed for the Phoenix Education Foundation

\_\_\_\_\_

\_\_\_\_\_

# 2023/24 Phoenix Calendar

September 2023						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2023						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2023						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2023						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 2024						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2024						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March 2024						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2024						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2024						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2024						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July 2024						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

			Holidays				
Sept 4	Labor Day	Nov 11	Remembrance Day	19-Feb	Family Day	July 1	Canada Day
Sept 30	Truth & Rec Day	Dec 25	Christmas Day	Mar 29	Good Friday	Aug 5	Heritage Day
Oct 9, 2	Thanksgiving	Jan 1	New Year's Day	May 20	Victoria Day		

Closed for Breaks						
Oct 23-27	Dec 25-29	Jan 1-5	April 15-19	July 1-31	Aug 1-2	

Theme	Camps	Catchup	Staff Days	Special	Staff Meeting	Holiday	Board Meeting
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Number of Days								
Month	Op	Inst	Month	Op	Inst	Month	Op	Inst
Sep	20	19	Jan	18	18	May	22	21
Oct	16	16	Feb	20	19	June	20	15
Nov	22	21	Mar	20	20	July	0	0
Dec	16	16	April	17	16	Aug	19	9
74 72			75 73			61 45		

Operational Days - 210 Instructional Days - 190  
 Open - 9-4 PM Monday to Friday  
 Teachers take 30 mins for lunch. We do not have recess which means our teachers are available for instruction 6.5 hours per day for a total of 190 days X 6.5 = 1235 hours per year.