



STAFF HANDBOOK

2012 - 2013

Revised October 2012

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Let us journey and imagine the life experience of the Indigenous child.
Ole-Henrik Magga

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PROLOGUE

Indigenous people are keepers of valuable wisdom and knowledge. It is our desire to connect with key stakeholders who value the vision for our people to once again stand proud, take ownership and responsibility, and give back to the community in a meaningful and constructive way.

As an Indigenous people, we request the support and assistance of our provincial partners to provide the necessary resources and support to help us systematically establish and maintain our own schools and to ensure that our traditional Indigenous languages, methodologies and teachings are preserved.

Let us continue to work together to establish and sustain the active participation of Indigenous parents and community members in decisions regarding the planning, delivery, and evaluation of educational services that best serves our Indigenous children.



Vision

Rediscovering the gifts and potential given to them by the Creator, our children will achieve personal excellence and fulfillment.

Mission

To wholistically nurture, guide and challenge each child's spiritual, intellectual, physical and emotional self through traditional Indigenous teachings.

Principal's Welcome

Oki, Tansi, Abawashded, and Welcome to Mother Earth's Children's Charter School, Alberta's first Aboriginal Charter School, a place where:

- ... children are loved
- ... families are welcome
- ... connections are made to grassroots
- ... staff are responsive to students' needs
- ... students are respected for their individuality
- ... traditional Indigenous teachings lead the way

Understanding the importance of finding ways to connect with students, MECCS offers a broad range of programming through a place based, culturally enriched curriculum. It is through these experiences that students learn to respect themselves and one another; learn to care, learn to learn, learn to lead, and learn to dream.

It is often said that the classroom is a place where miracles happen. It is a place where children from various backgrounds and cultures with differing personalities and differing learning styles and abilities come together to gain valuable life lessons that enable them to prosper in society. The classroom is a magical place filled with young minds just waiting to rediscover their gifts, talents and abilities.

Knowing that we...Mother Earth's Children's Charter School

- ⊗ have positive impact on our children;
- ⊗ influence students to stay in school;
- ⊗ prevent cases of bullying;
- ⊗ connect children to their roots;
- ⊗ teach the importance of love and respect;
- ⊗ gain insight and receive teachings from our students...

... we see our efforts affirmed by the successes we see in our students.

MECCS is a gift from the Creator. In the Blackfoot language we say Mokakit (try hard) Ii ka kimat (persevere). These are words of wisdom shared by our grandmothers, grandfathers, and their grandmothers and great grandfathers before them. Acknowledging that we have faced adversity and there may be challenges yet ahead, we remain hopeful and committed to our purpose.


It is an honor and a privilege to serve as the Principal of Mother Earth's Children's Charter School. Together with parents, extended families, dedicated staff, and a strong governing body who truly care about the growth and development of our children, we make a positive difference in the lives of our future generation.

In kind spirit,



TJ Skalski

HISTORIC PROFILE



Mother Earth's Children's Charter School (MECCS) opened its doors in the fall of 2003. Its unique cultural approach to teaching and learning reaches the souls of our students. Previously located in the village of Wabamun, MECCS now operates in the former Saint John's School of Alberta merely 30 minutes southwest of Stony Plain on the banks of the North Saskatchewan River near Genesee. Surrounded by acres of Mother Earth, MECCS is able to carry forth its 'on the land' education program.

MECCS offers programming to a minimum of 100 children from Kindergarten to Grade 9. Recognizing that the social, physical, emotional and academic readiness levels may vary and some may be influenced by socioeconomic challenges; MECCS supports all students at their learning level providing each child with an Individual Program Plan. MECCS makes every effort to keep class sizes small and manageable.

Approximately ninety-five percent of MECCS' student population is of Aboriginal ancestry with the majority attending from Paul First Nation. MECCS also draws students from neighboring rural communities as well as the broader communities including Enoch, Alberta Beach, Stony Plain and Edmonton. MECCS aims to increase student diversity by attracting a broader student population from all surrounding areas.

MECCS offers a sound educational program founded on Indigenous teachings that foster students' self-confidence and self-respect, increasing their appreciation of the cultural connections to Mother Earth. Our unique cultural approach to education emphasizes the importance of personal recognition to aim for balance. The Medicine Wheel reminds us that the four components of the self - spiritual, physical, social/emotional, and intellectual, are all of equal importance. MECCS is designed to nurture, guide and challenge each child to rediscover the gifts given to them by the Creator thereby achieving personal growth and fulfillment. Continual community consultation ensures MECCS programming meets the needs identified by students, families, Elders, community and staff.

Eligibility

Students and parents are expected to meet with staff to review MECCS' vision, mission, and philosophy. Student enrolment is primarily based on parental commitment and respect for everyone and all aspects of MECCS unique program. While in attendance, students are expected to uphold and apply the seven sacred teachings, Love, Respect, Humility, Honesty, Courage, Truth and Wisdom.

The powerful vision and mission of this emergent off-reserve rural Indigenous charter school excites unlimited potential and prosperity.

THE CHARTER

Mother Earth's Children's Charter School remains deeply rooted in the teachings of our Indigenous culture, aware of the past, mindful of the present and cognizant of the future.

The essence of MECCS original Vision, Mission, Philosophy, Principles, Cultural Foundations, Traditional Teaching Methodologies and Charter Goals remain intact. However, as suggested by those who tabled the Alberta Education Evaluation of MECCS in 2006, it was noted that we should add clarity to the defining Charter statements by simplifying them and making them more "user friendly". Therefore, the charter renewal application may include slight revisions, enhancements and improvements reflecting the current state and aspirations for the coming charter term, without in any way, detracting from or changing the essence outlined in the original Charter.

Vision

Rediscovering the gifts and potential given to them by the Creator, our children will achieve personal excellence and fulfillment.

Mission

To wholistically nurture, guide and challenge each child's spiritual, intellectual, physical and emotional self through traditional Indigenous teachings.

It is important to note that our vision is one of traditional respect and spirituality. We define spiritual growth as the evolution and development of one's essential self and the potential one has to become in their life. Noted in Alberta Education's *Our Words, Our Ways*, MECCS' vision and mission are reinforced by Cree Elder Joe Couture stating, "A holistic philosophy and psychology rooted in traditional Native values can improve the educational opportunities for Native children."¹

Philosophy

MECCS believes that there are four needs that must be met for every child to be able to succeed. ***Every child feels the need for belonging*** {I mean something to you}; ***for mastery*** {I am good at something}; ***for independence*** {I have power to make decisions} and ***for generosity*** {I have a purpose in life}.²

With the support of adults who care and believe in their potential, our youth can discover their hidden talents, develop personal responsibility, and find a purpose to their lives.³ Many of the children MECCS serves suffer from some form of adversity. Resilience is the innate human ability to rebound from adversity with even greater strength to face future obstacles. Research has shown that resilience is the norm for kids. This means that it is never too late to make a difference.

As our traditions teach us, we must nurture the development and educate the whole child as was given to us by the Creator. The philosophy and foundations of our school community and program are based upon traditional Indigenous teachings of the medicine wheel passed down from our Elders.

¹ Alberta Education, *Our Words our Ways*, p. 14

² Brendtro, Brokenleg, Van Bockern, 2002

³ Wittchen, 2007 – unpublished

The Medicine Wheel reminds us that the four components of the self - spiritual, physical, social/emotional, and intellectual - are all of equal importance. This is particularly important to focus on when we are planning for the education and development of our children. The current mainstream education system is much more heavily focussed on the intellectual development of the child; however, we know that if we neglect the development of any of the parts of the whole self, none of the parts will develop to its maximum potential.

There have been many books written about the Medicine Wheel which often differ as to the placement of some of the teachings. So while there are many interpretations of the medicine wheel, there is really no wrong way to build a wheel - after all, a circular walk has no beginning and no end. It is more of a question of what resonates with each individual as one studies the teachings. The central essence of the medicine wheel is that each of us must make our own choices. To learn from these experiences, even the ones that have not elevated our lives, is what is expected so as to keep moving forward in a manner that adheres to the teachings of our Ancestors.

Medicine Wheel teachings are among the oldest of First Nations people and are based on the seven directions: North, East, South, West, Father Sky, Mother Earth, Centre.



Medicine Wheel located in Southern Alberta.
You can see the spokes extending out from the centre.



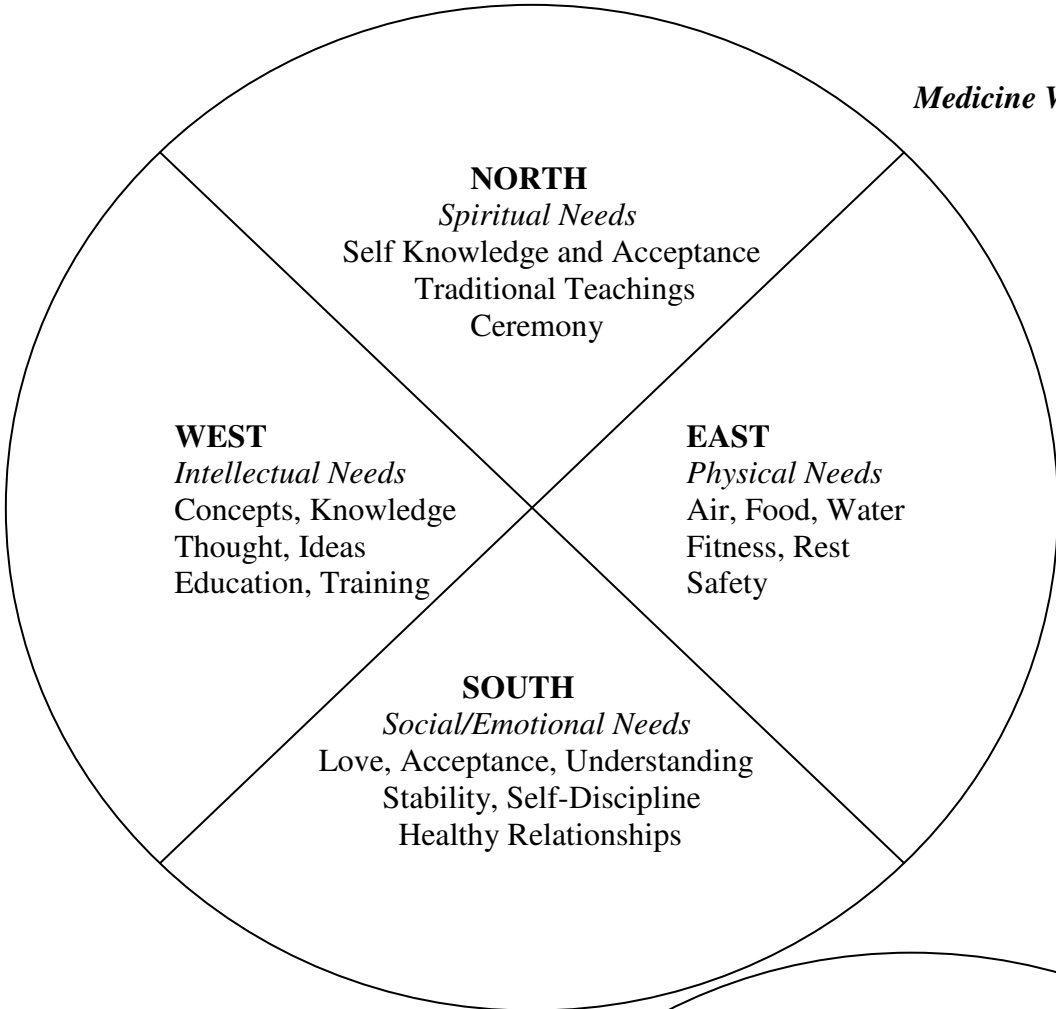
Big Horn, South Dakota (largest)
Age estimate: 2500-3000 years)

Photos retrieved from: http://www.shannonthunderbird.com/medicine_wheel_teachings.htm

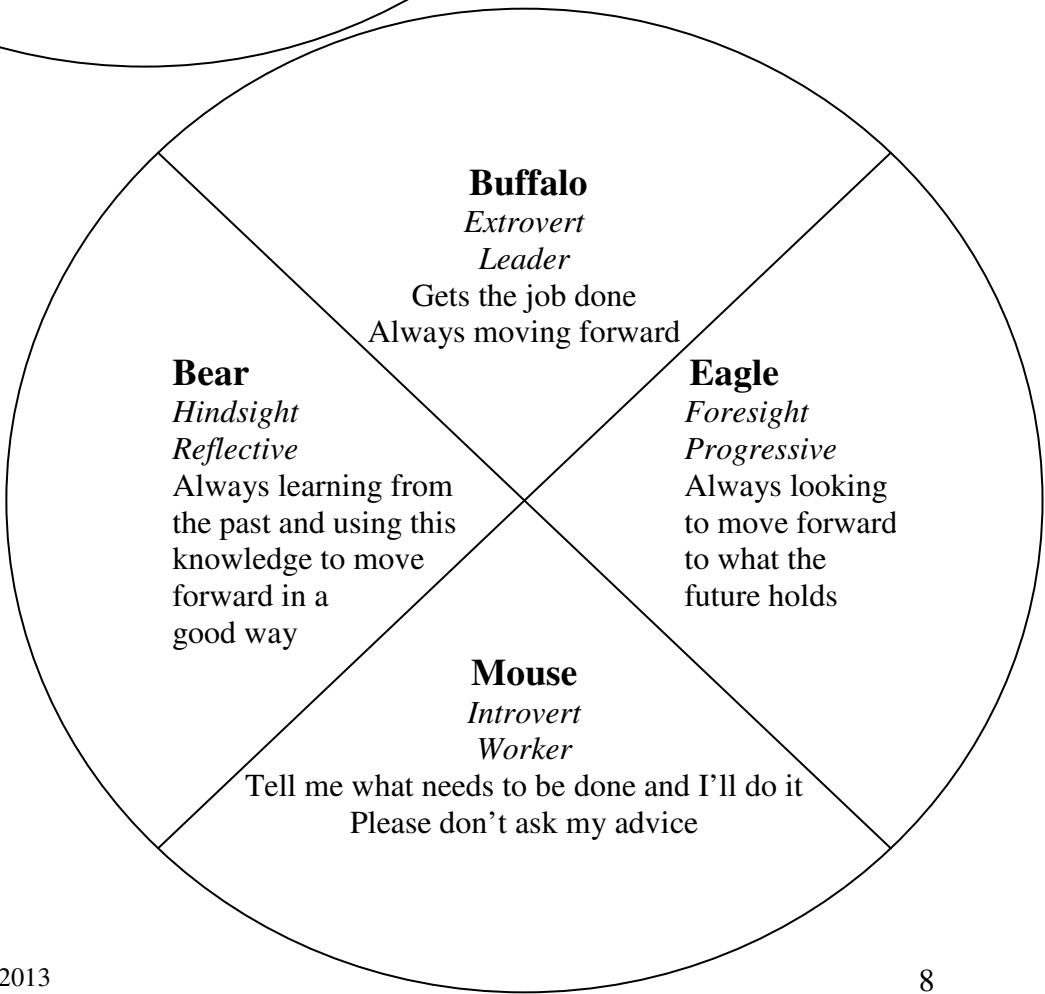
The symbol of the sacred circle represents a harmonious relationship with nature and with all living things who are our relatives. All things are connected and equal for we know the circle has no beginning and no end. Mother Earth is often referred to as a Medicine Wheel or Sacred Hoop because she is circular and she also turns in a circular motion. As Black Elk taught, "Birds make their nests in circles; we dance in circles, the circle stands for the Sun and Moon and all round things in the natural world. The circle is an endless creation, with endless connections to the present; all that went before and all that will come in the future."

The following are two visual examples of teachings contained within the medicine wheel that guide and support MECCS program development and daily operations.

Medicine Wheel Teachings



Medicine Wheel Learning Styles



The Medicine Wheel is a means towards finding balance. It represents the Circle of Life, and the Circle of Life is highly respected amongst our people. The circle is sacred. When we sit in a circle we are sitting in the exact design of the universe. The atom is in a circle and Mother Earth is a circle. The moon circles around the earth and the earth circles the sun. Therefore, when we sit in a circle all the natural laws are designed to support anything that is taking place in a circle. We pray and heal in a circle.

CHARTER GOALS

Charter Goal One: **Achieving Academic Potential**

Outcome: Each child will have improved academic achievement.

Charter Goal Two: **Spiritual Connectedness**

Outcome: Each child will understand how his/her spirit connects to the world around him/her.

PROVINCIAL GOALS

Goal One: **High Quality Learning Opportunities**

Outcome: Schools environments are safe and caring.

Outcome: The education system meets the needs of all K–12 students and supports our society and the economy.

Outcome: Children and youth with at risk factors have their needs addressed through timely and effective programs and supports.

Goal Two: **Excellence in Student Learning Outcomes**

Outcome: Students demonstrate high standards in learner outcomes.

Outcome: Students are well prepared for lifelong learning

Outcome: Students are well prepared for employment.

Outcome: Students model the characteristics of active citizenship.

Goal Three: **Success for First Nations, Métis and Inuit (FNMI) Students**

Outcome: Key learning outcomes for FNMI students improve.

Goal Four: **Highly Responsive and Responsible Jurisdiction**

Outcome: The jurisdiction demonstrates effective working relationships.

Outcome: The jurisdiction demonstrates leadership, innovation and continuous improvement.

PRINCIPLES

Parents are the primary educators of their children. *[School/Community Development]*

- Special opportunities will be created for parental involvement in the School and Program in recognition of the belief that it is the parents who are the primary educators of their children.
- Parents, family members, community members, and Elders will be strongly encouraged to become actively involved in the life of the School Community on a continuing basis.

Each child is a gift who has his/her unique place in creation. [*Cultural/Spiritual Development*]

- Each child will be guided to understand their connectedness and responsibility to all that is.
- Each child will be guided to come to an understanding of who they are and of his or her place in creation.
- Prayer and spiritual exercises will be a part of each day's activities.

Each child will receive curriculum that follows Alberta Education's Program of Studies.

[*Cognitive (Academic) Development*]

- Students receive increased personalized programming.
- Class sizes are kept manageable with low staff-student ratio.
- Individualized Program Plans will be prepared for every child.
- Student learning will be reported to parents using a newly revised Report Card.

Respect for self, for others, for the property of others and for all living things will be reinforced. [*Social/Emotional Development*]

- MECCS school rules will be regularly reinforced.

Respect... myself and others

Respect... property and the environment

Responsible... for my actions and words

- All staff will be expected to model respectful behavior to all who enter the School: students, parents, guests, directors, other staff, and community members.

The Program recognizes the importance of regular physical activity and the development of healthy nutritional practices. [*Physical Development*]

- All students will participate in daily physical education.
- Proper and healthy nutritional practices will be taught within the Health program and be promoted through the hot lunch program.
- MECCS will continue to partner with Capital Health having all students participate in the dental program.
- Increase weekly access to additional extra-curricular activities.
- Participate with the Apple School program.

CULTURAL FOUNDATIONS & TEACHING METHODOLOGIES

MECCS work has always been about culture, community, and students' learning. MECCS operates much like that of a family and believes that immersing learning within a cultural context, positive attitudes and a sense of pride emerge. Children become independent thinkers and purposeful citizens because they know they belong and have begun to discover their strengths and potential.

Understanding the importance of lifelong learning, MECCS embraces many of the cultural foundations passed down by our ancestors. These cultural foundations along with the ones we rediscover and gain from our community Elders will continue to guide program development serving as MECCS' map as we traverse further along our journey.

Four Laws to Live by:
Kindness
Respect
Sharing
Caring

Four Elements of Nature:
Land
Water
Air
Fire

Four Seasons:
Spring
Summer
Fall
Winter

Present Adaptation and Interpretation:
Plants, Animals,
Land, Resources,
Community,
Children

Child Rearing – a community responsibility

We respect that parents are the primary teachers of our children; however we also believe that it takes a village to raise a child. In the holistic worldviews of Aboriginal communities, a teacher is teaching not only the child who comes to school but also the child who is a member of a family, a community and a culture. It is important to learn about each student as an individual. In this way, teachers begin to find out about the cultural uniqueness of their Aboriginal students rather than relying on preconceived notions about students, their families and their communities.

Together, the entire community has a responsibility to our next generation to teach and honour the different roles at different times in a child's life. Extended family members, community members, Indigenous leadership and Elders are encouraged to be actively and regularly involved in MECCS' community. We know this will enhance the program and maximize the benefit to our children.

Elders

At the core of traditional education lies Aboriginal spirituality and traditional knowledge. Elders play a vital role, passing on traditional knowledge to students. Holistic teachings and counseling from Elders brings continuity to students' lives - learning from Elders both in and out of school. By conducting and providing instruction in ceremonies such as sweat lodges and pipe ceremonies, Elders teach learners to honor what is sacred in the universe as well as what is sacred in each of us. These ceremonies are powerful tools that can help learners understand that they are integral, respected members of their community.

Protocol

Adhering to ceremonial protocols can also help individuals build self-discipline and strengthen their relationships with others and with the physical and spiritual world around them. Like all peoples, Aboriginal peoples rely on education to continue their culture. Using extensive parental and community participation, Aboriginal educators work toward developing qualities and values in their students that include respect for Elders, cultural tradition, leadership, generosity, integrity, wisdom, compassion for others and living in harmony with the environment.

It is imperative that we learn and teach the protocols associated with the many cultural traditions or sacred ceremonies. The protocol for smudge gathering (medicine picking) is just one example of the many traditional protocols that are taught and followed at MECCS.

Gathering Sweetgrass

Gatherers are to have had the teachings of the medicine, understanding:

Purpose for picking the plant

The healing power of each sacred plant (ex: sweetgrass – positive energy)

Significance and symbolism of each plant (ex: the three strands of the sweetgrass braid)

How to prepare and dry the medicines (ex: sweetgrass is often braided on site)

Preparations and scheduled time are to be made in advance

The day is set aside for the purpose of gathering the smudge plants

Tobacco must be offered when collecting

A prayer is said before gathering

Gatherers are to be of a clear mind and kindred spirit

Gatherers should pray while gathering

Plants should be cut or pulled carefully to avoid pulling out the roots

Rights of Passage

Teachings are not given randomly, nor are they given on a standard schedule (i.e. in grade 6, or at the age of 11 years). There are teachings specific for boys and specific for girls when they reach different stages in their personal growth and development. There is a clear protocol to follow and all of these teachings are given and received with the utmost sincerity and respect.

Smudging

Our Native Elders have taught us that before a person can be healed or heal another, one must be cleansed of any bad feelings, negative thoughts, bad spirits or negative energy - cleansed both physically and spiritually. This helps the healing to come through in a clear way, without being distorted or sidetracked by negative "stuff" in either the healer or the one to be healed. The elders say that all ceremonies, tribal or private, must be entered into with a good heart so that we can pray, sing, and walk in a sacred manner, and be helped by the spirits to enter the sacred realm.⁴

Native people use herbs to accomplish this. One common ceremony is to burn certain herbs, taking the smoke in one's hands and rubbing or brushing it over the body. Today this is commonly called "smudging." Different plants are used at different times for different purposes. The plants MECCS use to smudge include sage, cedar, and sweetgrass, sweet pine and willow plum (fungus).

Smudging is a ceremony that must be done with care. We are entering into a relationship with the unseen powers of these plants, and with the spirits of the ceremony. As with all good relationships, there has to be respect and honor if the relationship is to work.⁵

In keeping with traditional practices of self-care and personal development, smudge and prayer take place every morning to begin the day with positive energy. All students, staff, and parents are expected to participate in all cultural activities.

⁴ Borden & Coyote – retrieved November 22, 2008 from http://www.asunam.com/smudge_ceremony.html

⁵ Borden & Coyote – retrieved November 22, 2008 from http://www.asunam.com/smudge_ceremony.html

Language

Verbal

It is critical to note the importance of language and culture as the underpinning of the entire foundation of an Aboriginal-based education. The revitalization of the languages are key to the recapturing of cultural understanding and pride in our children. If we lose our languages we lose the essence of who we are as a people.⁶ In the First Nations language of any tribe, the perspectives, values, and beliefs are enmeshed within the language itself. Through immersion into English, subtle, yet critical connotations that can only be captured and communicated through the first language of that people are often lost. The abilities to comprehend and speak the first language of his/her own people will determine the degree to which the child will understand and internalize the teachings, values, and beliefs of his/her own culture.

Non-verbal- Inflection

Tone of voice, body language, and periods of silence are only a few communication elements that are notably important in traditional teaching methodologies.

Observation

Very often, there was minimal verbal communication during the teaching of an actual skill, task or ceremony. The children and young people learned by watching an older person using a skill such as tanning hides, skinning a moose, gathering plants or picking berries. As well, ceremonies were not explained to the participants and observers. They progressed without interruption and the younger people learned by observing, using all their senses. Thus, the emphasis on two eyes and two ears in the expression, “the Creator gave you two eyes, two ears and one mouth,” has a teaching all on its own.

Story Telling

Storytelling is one of the most common methodologies in traditional teaching. In observing the customs of our First Nation people, MECCS appreciates and supports oral tradition as a fundamental way of educating. The parent, grandparents, aunts, uncles, and Elders relayed stories to the children and young people to make connections with what the “student” needed to learn as well as conveying past experiences of family and ancestors. Storytelling most often does not give the “answer” to the child, but rather an opportunity to use the scenario in the story to guide his/her thinking to discover the answer, teaching, moral, value, lesson, or message being given.

Experiential Learning

The more recent trends in teaching of “hands on learning”, use of manipulatives and interactive learning are not recent at all. Traditionally, once children had observed skills, tasks, ceremonies, etc. in their younger stages they further their learning by actually working along side their older relatives.

Experiential learning is making a significant impact in alternative education, youth development, and treatment settings. Challenge and adventure activities create powerful learning environments which fully engage youth and foster the development of courage, resilience, and responsibility.⁷

⁶ Kirkness, 1998, Sachedev, 1998

⁷ Wittchen, 2007 - unpublished

Mentoring

Parents often took their sons and daughters to different relatives and community members when it was time to learn a specific teaching, skill or ceremony. The parents would make an offering to an individual that had ‘expertise’ in a certain area, had earned the right to perform certain jobs, ceremonies etc, or someone that the parents respected and wanted their child to learn from.

Feasts

A feast is held on the first day of each new season. All females are expected to wear an ankle length skirt for ceremonies and feasts. For the purposes of Mother Earth’s Children’s Charter School the following four annual feasts will be celebrated:

Fall Feast

Thanksgiving - Invite the spirits of the ancestors to be with us.

Winter Celebration

Christmas - Gathering of family, relatives, friends and community members. Traditionally a time to share stories and sing songs.

Spring Feast

New life - A celebration of the new plants, medicines, baby animals and the renewal of Mother Earth.

Summer Celebration

Celebrate student success and school year completion. Commemorate children moving forward into the next phase of their individual journey. Each child is recognized individually for their unique gifts.

CULTURAL CURRICULUM

Mother Earth School endeavors to embed a Cultural Curriculum through the understanding of Place Based education and the support of First Nation staff, community Elders, and Aboriginal community member to share cultural knowledge and language acquisition.

Amongst the ethnic diversity, the majority of MECCS Aboriginal student population primarily represents two distinct cultural groups with two distinct languages (Paul First Nation/Alexis First Nation). MECCS’ school community respects the unique identity of both the Cree and the Stoney offering classes in both languages. We also recognize the important of sharing other Indigenous cultural teachings that demonstrate similar values, beliefs, and teachings.

The name Mother Earth School stems from Cree and Stoney worldview understanding that the earth nourishes us and sustains us. Some Elders would say “we see the earth as our mother” and with this understanding, we teach the young generations the importance of taking care of her so the earth, our mother, can be sustained for the next generations to come.

In developing a local cultural curriculum perspective based on the concept “Mother Earth”, we begin with teaching about Natural Law. Our goal is to affirm the identity of the schools’ student population supporting students to learn about their history, cultural values, and who they are as an Indigenous people.

MECCS' curriculum development initiative reflects the goals of the Alberta Education First Nations Policy Framework with regard to strengthening the use, sharing, recognition and value of Indigenous knowledge and languages. In addition, these efforts will "increase" the knowledge and understanding of local First Nations and Métis cultures and increase the level of support to teachers, instructors, administration and personnel. Further, Alberta Education's *Our Words, Our Ways* publication states:

*"When schools and teachers make an effort to invite Aboriginal families and community members to take part in classroom and school wide activities, Aboriginal children have a valuable opportunity to interact with role models who reflect their cultures."*⁸

MECCS curriculum presents various elements of Indigenous worldview. The Medicine Wheel teachings, feasts, sweat lodge ceremonies and round dances invite students to participate in their culture. The integration of tipi teachings, storytelling, and Elders knowledge is an essential part of this transmission process.

All of these aspects of cultural learning support students in gaining an increased appreciation of their histories and cultural diversities, whereby students gain a better understanding of the unique worldviews of their Stoney and Cree classmates.⁹

Aboriginal students are more likely to develop a positive self concept in a classroom where their cultures are valued and their individual gifts are recognized. According to the Elders and colleagues that have been interviewed, it is evident that "a strong self concept is where learning and community both begin." It allows students the opportunity to say "yes" to learning, to take their place in the classroom, to say "yes" I belong here, "yes" I am worth it."

The imperative role that teachers play in developing resiliency in students should not be ignored. Teachers need their daily work to focus on reducing student's exposure to risks by improving students' self-efficacy, and creating new opportunities for students. Resilient students typically display four characteristics: social competence, problem solving skills, autonomy, and sense of purpose. All these are in addition to curriculum mastery.

In fostering resiliency, teachers need to provide and model protective factors that buffer risk and enable positive self-development by meeting students' basic needs for safety, love and belonging, respect, power, accomplishment, and learning. Any successful program needs to address the social actions so that all teachers develop caring relationships, maintain high expectations for students, and allow all students to participate and succeed.

Creating an environment that is positive for **all** at-risk students is essential. Teachers have to model what should happen in relationship building and accept that "belonging is more important than any other issue to these students."¹⁰

At Mother Earth, we are committed to affirming the identity of our First Nations and Métis students and we recognize the diversity within the school community. This curricular effort introduces aspects of Indigenous worldviews, Stoney and Cree languages and many aspects of both cultures. Inviting the community into the school to be part of their children's learning serves to further enhance their education experience.

⁸ Alberta Education, 2002

⁹ Alberta Education, *Our word, our ways*, 2002

¹⁰ Brokenleg, 2001

MECCS provides an education system grounded in the wisdom of Indigenous values and knowledge that respects the views of parents and Elders. It measures its success through the development of caring and respectful children who are valued contributors to their communities and who strive to live in harmony with the environment.

GOVERNANCE

2012 – 2013

Allan Ross – Chair
Dale Friedel – Vice Chair
Emil Durocher – Trustee
Clifford Cardinal – Trustee
Terry Regamey – Trustee
Brenda Nelson – Trustee
Rod Burnstick – Trustee

The functional responsibilities of the Board are to:

1. Establish the goals for the School;
2. Develop policies in accordance with the *School Act*;
3. Appoint specific academic and administrative duties to the Superintendent;
4. Appoint specific administrative and financial duties to the Secretary Treasurer;
5. Evaluate the performance of the Superintendent and the Secretary Treasurer;
6. Furnish the financial means in accordance with the *School Act* and Alberta Education regulations, to provide the personnel, physical facilities and other resources necessary to achieve School goals;
7. Evaluate the effectiveness of the School in achieving established goals; and
8. Keep the School's supporters intelligently informed of the vision, mission, value, condition, needs and results achieved by the School.

TELEPHONE & FAX

How to use black VOIP phones:

- Dial the area code and number followed by the # key.
- Please record all incoming and outgoing faxes on the clipboard beside the fax machine.

EMERGENCY CONTACT INFO

Legal Land Description
SW 7-51-2-W5th
Emergency Location
51165 Range Road 30 off Highway 770 near Genesee Bridge.
Purolator/Courier Address
18 C – Genesee Bridge, Warburg, Alberta, T0C 2T0

STAFF GUIDELINES

- + Working Hours 8:15 am - 4:00 pm. Please be on time.
- + Please ensure all classroom/hallway windows are closed at end of day.
- + Please ensure all hallway doors are closed at end of day. This affects school temperature!
- + The last staff in the school **MUST** ensure **ALL lights are OFF & ALL doors are LOCKED!**
- + **GATE** – Gate must be locked on weekends from Friday evening to Monday morning and **ALL** holidays. Staff needs to communicate with each other to ensure this need is met.
- + Staff at school on weekends or holidays:
 - Must sign in on the guest book.
 - Are to **lock** the red gate at top of hill behind them.
- + All staff are expected to dress professionally. Jeans are only to be worn on Fridays.
- + Staff are expected to attend **ALL** staff meetings.
- + All staff are to read and familiarize self with the teachings of the book **With All Due Respect**.
- + Staff must notify the Secretary if they are not going to be in (any type of absence).
- + **Substitute Teachers**
 - Teachers are responsible for contacting the school Secretary by 6:00am if requiring a sub.
 - Teachers are to provide as much advance notice in the event a sub is required.
- + Request for leave forms are to be completed and approved **prior** to absence for medical and personal appointments.
- + Staff are to notify the Secretary if for any reason, they are leaving the school during work hours and **MUST** sign out. This is a safety and emergency requirement.
- + Smudge and Prayer begins promptly at 8:50 am.
- + School announcements - Please have announcements in book by 8:30am.
- + Children found wandering the hallway are to be redirected back to their classroom.
- + Students may use the phone with teacher approval. Please send a note with your child.
 - + Use of cell phones is **NOT** permitted during program hours! Please model what we expect of our students.
- + The secretary will take phone messages for staff during programming hours. Please check mailboxes.
- + Please limit personal calls to the school.
- + Students are **ONLY** to be in the kitchen when supervised by a staff.
- + All staff must pre-purchase Hot Lunch Punch Cards!
- + All staffs are expected to pay for any canteen items.
- + Staff are to park in assigned parking stalls – leaving visitor parking for parents and guests.
- + Staff are to **BACK** in to parking stalls. This is for emergency preparedness.
- + Attendance Assemblies are at 2:30pm.

✚ The following doors **MUST** remain locked at all times:

- File room (contains student cum files, lockers of supplies)
- Kitchen (cooking area)
- Computer lab (server room should be locked at all times)
- All dorm room doors
- Swing room
- Laundry room
- Video Conferencing room
- Storage room (east point of compass)
- Sauna
- Gymnasium (office, equipment rooms, recreation room)
- Gym washrooms should be locked at **ALL** times (only opened when approved)
- Art room
- Teacher Resource/Book room
- Project Wing (when not in use)
- Offices

DISCIPLINE

The main objective of discipline is to help develop a positive school climate that will facilitate student learning. The foundation of MECCS discipline is the belief that students are responsible for their own behavior and academic success. As educators, our role is to set reasonable rules and establish structure, recognize and accept feelings, use natural, logical and realistic consequences, and encourage academic and social responsibility.

Critical life messages for all students:

- I believe in you
- I trust you
- I know you can handle life's situations
- You are listened to
- You are cared for
- You are very important to me

Student discipline starts with creating a safe and caring classroom and school climate.

Creating classroom rules and following through with logical consequences is the first step. **All student incidents need to be dealt with at the classroom level**, following the current student discipline guidelines.

- *Two basic philosophical tenets of teachers shall be:*
 - Kids are worth it
 - I will not treat a student in a way I myself would not want to be treated
- *At MECCS, discipline shows students:*
 - What they have done right and what they can do differently.
 - How to take ownership of the problem.
 - How to solve the problem they have created and leave their dignity intact.

If you have a student who struggles with following these rules, consider enlisting the help of your neighboring teachers. Diffusing a potentially disruptive outburst may be as simple as relocating the student to a seat in the neighboring teachers' classroom for a short time. Sports coaches have the right idea when they say that the best offence is a good defense. Creating classroom procedures and setting clear expectations helps everyone to be on the same page. If students know what to expect, and what is expected of them on a consistent basis they are less anxious and more comfortable in their work environment. Keeping these expectations **consistent** is the key. If you can see scenarios that can cause friction, then figure out how to deal with them before they reach a boiling point. As Todd Whittaker states, *"When a kid misbehaves in a great teachers classroom, that teacher wants prevention. When a student misbehaves in a poor teacher's classroom they want revenge."* (Whittaker, 2004) it is all about being proactive.

Being proactive and maintaining a constant flow of positive contact with student's families will also help to create a safe and caring classroom atmosphere. The use of "good news" calls, or in the case of our families, text messages can be a powerful tool to create open lines of communication so that if a call home is needed to discuss matters of discipline, the family is more open to discussion. Any parent who only hears negative comments from the school is understandably going to be less inclined to want to engage with and support MECCS and its students.

Remember that the only variable you can change is yourself. Each and every staff member is ultimately responsible for the classroom and school atmosphere. If you want a safe and caring place where kids can learn, create one. Treat each student that you have contact with in a day like they are the most important person in the world. They are the reason you are here. Without our students and families MECCS would cease to exist.

Flowchart for student discipline

1. Create a safe and caring classroom atmosphere by:
 - a. Posting the 4 agreements, reviewing them on a daily basis and modeling them yourself.
 - b. Post a daily classroom schedule. Preview the schedule with students and highlight academic and behavioral expectations for each activity. Leave the schedule up through the entire day.
 - c. Establish positive home/school communication as soon as possible.
2. Deal with any behavior issues at a classroom level.
 - a. Identify the issue. (what they have done right/wrong)
 - b. Have them take ownership of the problem
 - c. Help them to see a way to solve the problem while leaving their dignity intact. (Speak to them away from the rest of the students, at a later time, or allow them a cooling off period in an alternate location.)
 - d. Document the incident. (Use anecdotal notes, or an incident report. This is for the teacher's records only at this point.)
3. If the issue is ongoing, or if it is severe and causes physical harm to others or to infrastructure, follow step 2 **and** inform the discipline committee and the student's parents. As the student's primary daily contact you will remain involved with all aspects of the discipline process. The goal of the student discipline committee will be to move away from using purely punitive consequences such as suspension and to engage students in finding their own natural consequences.

References

Communicating with Parents: Strategies for Teachers

Susan Graham-Clay - <http://www.adi.org/journal/ss05/Graham-Clay.pdf>

Strategies for Developing a Positive Home-School Relationship

by Jan Zeiger - <http://teachers.net/gazette/SEP00/zeiger.html>

What Great Teachers Do Differently: Fourteen Things That Matter Most

by Todd Whittaker

With All Due Respect

by Ronald G. Morrish

Our children will become what we believe!

"There's never a wrong time to do what's right."

"Say what you mean, mean what you say, but don't say it mean."

- Unknown

SUPERVISION GUIDELINES

It is your responsibility to find coverage if unable to carry out scheduled supervision. This includes making any substitute teachers aware of their responsibilities & giving guidelines.

Supervision

- + CONSITENCY CONSISTENCY CONSISTENCY
- + **BE ON TIME** for supervision. Supervising staff may be liable in the event an incident occurs without a supervising staff on duty. Students are **not allowed** outdoors until there is an outdoor supervisor on duty.
- + Supervising staff are responsible for handling all discipline or student offences.
- + All staff are responsible to have a copy of the most updated Supervision Schedule.
- + Staff are responsible for ensuring all equipment used at recess **is put away properly**.
- + Supervision (indoor & outdoor) involves patrolling the school grounds and keeping a watchful eye on all groups of children. Supervisors are expected to actively supervise the children and refrain from standing around in conversation with one another. **Use of cell phones is NOT permitted while on supervision!** A cell phone may ONLY be used to call the office in the event of an emergency!

Indoor Supervision

- + Supervisors are required to patrol the hallway, the bathroom area, and all designated indoor classrooms/space.

Outdoor Supervision

- + Bus supervision starts at 8:25 AM
- + Supervisors need to blow whistle at end of morning and lunch recesses – No bell system!
- + School begins promptly at 8:50AM

- # Supervision starts immediately at recess break. At least one outdoor supervisor is expected to head outdoors **AHEAD OF THE CHILDREN** at each scheduled recess.
- # Teachers are responsible for having a charged Walkie Talkie with them while on supervision.
- # Outdoor supervisors are expected to recognize, anticipate problem situations and prevent situations from getting out of control.
- # Staff are expected to **circulate** the play areas perimeter and reinforce boundaries.
- # In cases where a child or children are injured, the witnessing supervising staff is responsible for completing an **Accident Report** for each child and informs the Office Staff.
- # Inform the parent and send a copy of completed Accident Report home with the child.
- # In cases where a student's conduct creates an unsafe physical or emotional environment for him or herself or others, a Student Conduct Report should be completed with the student. Send a copy home with the child for parents to respond. Keep a copy for your records. It is the supervising teacher's responsibility to call and inform the parent/s and to document the call.

KEEPERS of OUR SCHOOL ENVIRONMENT

Playground Area	Green Space	Front of School	Bus & Arena Area	Driveway
Erin's Class	Victor's Class	Jess's Class	Glen's Class	Bevan's Class

Please find a NON-academic time to have students complete this task.

FIELD TRIP GUIDELINES

1. Fill out a Field Trip Request.
2. All field trips need approval from Principal or designate prior to requesting a bus.
3. Field Trip Permission Forms are to go out ONE WEEK in advance.
4. Teachers are responsible for making sure EACH student in their class receives a permission form
5. Teachers are responsible for making sure Field Trip Permission Forms are returned.
6. Teachers are responsible for making arrangements for students NOT going on the fieldtrip.
7. Bus Drivers need advance notice (1 week) to request driving and/or use of the bus.
8. Drivers need to be provided with the fieldtrip address, map and directions 24hrs in advance.
9. Upon departure, the driver requires a list of all passengers (first& last names & emergency contact information.)

10. Before departure, please hand in the following information to the Secretary:
 - a) Copy of Field Trip Information Sheet
 - b) First & last names of all passengers with their emergency contact information.
11. When planning for your trip, please remember that buses are legally allowed to travel at 90km/hr on the highways and must slow down/stop at railway crossings. Please plan for extra travel time.
12. Please allow time for drivers to fuel the bus before departing from the school. A full tank of fuel is required for any trip more than 65km.
13. Ensure that a First Aid back pack is taken on the field trip.
14. Staff are required to carry with them all signed permission forms with them on the trip.
15. All staff should familiarize themselves with MECCS Policy 9000 - Field Trips and Excursions, Page 139-141. PLEASE NOTE POLICY IS UNDER REVISION!



Mother Earth's Children's Charter School



2011 - 2012 Calendar

Calendar Key						
Holiday/No School						
Operational day - No students						
Feast/Celebration						
Total						
199 Operational Days						
181 Instructional Days						
1010.5 Instructional Hours						
August						
S	M	T	W	T	F	S
	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			
September						
S	M	T	W	T	F	S
			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						
S	M	T	W	T	F	S
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						
S	M	T	W	T	F	S
		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						
S	M	T	W	T	F	S
				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

Approved
April 12, 2011

Monthly Details

29 First Day for Staff
30-31 Staff Development

August Total
3 Operational
0 Instructional

1-2 Staff Development
5 Labor Day
23 Fall Celebration

September Total
21 Operational
19 Instructional

10 Thanksgiving Day
21 Staff Development

October Total
20 Operational
19 Instructional

11 Remembrance Day
Celebration
25 Day In Lieu

November Total
21 Operational
21 Instructional

23 Winter Feast
26-30 Christmas Break

December Total
17 Operational
17 Instructional

January						
S	M	T	W	T	F	S
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						
S	M	T	W	T	F	S
			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						
S	M	T	W	T	F	S
				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						
S	M	T	W	T	F	S
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						
S	M	T	W	T	F	S
		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						
S	M	T	W	T	F	S
					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						

Monthly Details

2-6 Christmas Break

January Total
17 Operational
17 Instructional

1-3 Staff Development
17 Day In Lieu
20 Family Day

February Total
19 Operational
16 Instructional

16 Spring Feast
26-30 Spring Break

March Total
17 Operational
17 Instructional

6 Good Friday
9 Easter Monday
27 Staff Development

April Total
19 Operational
18 Instructional

18 Staff Development
21 Victoria Day

May Total
22 Operational
21 Instructional

15 Summer Feast
21 National Aboriginal Day
22 Students Last Day
25-26 Staff Development
27 Staff Last Day

June Total
19 Operational
16 Instructional

YEAR AT A GLANCE 2011 - 2012

Aug. 22	Office Opens
Aug. 24 – Sept 2	Professional Development (No Students)
Sept. 5	Labor Day - No School
Sept. 6	First Day for Students
Sept. 23	Fall Feast
Oct. 10	Thanksgiving Day - No School
Oct. 21	Professional Development (No Students)
Nov. 11	Remembrance Day Celebration
Nov. 18	Term 1 Report Cards Distributed
Nov. 23	Celebration of Learning BBQ – Parent/Teacher Night
Nov. 25	Day in Lieu - No School
Dec. 23	Winter Feast & Christmas Concert
Dec. 26 - Jan. 6 (inclusive)	Christmas Break
Jan. 9	Students return from Christmas Break
Feb. 1 - 3	Professional Development (No Students)
Feb. 17	Day in Lieu - No School
Feb. 20	Family Day - No School
Mar. 14	Celebration of Learning BBQ – Parent/Teacher Night
Mar. 16	Spring Feast
Mar. 26 – Mar. 30 (inclusive)	Spring Break
Apr. 2	Students Return from Spring Break
Apr. 6	Good Friday - No School
Apr. 9	Easter Monday – No School
May 14	PAT - Grade 9 Language Arts/K&E Language Arts – Part A
May 15	PAT – Grade 3 Language Arts Part A, Grade 6 Science
May 16	PAT – Grade 6 Language Arts Part A
May 18	Professional Development (No Students)
May 21	Victoria Day – No School
June 11	PAT – Grade 6 Math & Grade 9 Math/K&E Math
June 12	PAT – Grade 3 & 9 Language Arts/K&E LA Part B, Grade 6 Science
June 13	PAT – Grade 9 Social Studies/K& E Social Studies
June 14	PAT – Grade 3 Math, Grade 6 Social Studies
June 15	PAT – Grade 9 Science/K&E Science, Grade 6 LA Part B
June 15	Summer Feast
June 21	National Aboriginal Day
June 22	Year End Awards - Last Day for Students - Report Cards Distributed
June 25 – 27	Professional Development (No Students)
June 27	Last Day for Staff

If you have any questions regarding the calendar, please call the office at 780-702-7531. Watch for more details in the Monthly Newsletter that will go home with the youngest child in each family on the first Friday of every month.

August 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24 John Orr PWIM Teachers Return	25 Martha Thematic	26 Kaufeldt Planning	27
28	29 Staff Orientation All Staff Return	30 Tribes Training	31 Tribes Training			

September 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 Tribes Training	2 Staff Sweat & School Organizing	3
4	5 Labor Day NO SCHOOL	6 Menus go home with kids Students First Day	7	8	9	10
11	12 Outdoor Education Hot Lunch Program Begins	13 Outdoor Education	14 Outdoor Education	15 Outdoor Education Staff Meeting	16 Outdoor Education	17
18	19	20	21	22	23 Fall Feast	24
25	26	27	28	29 Staff Meeting	30 Student Sweat	

**Wicihtowipisim (Moose Mating Moon – Cree)
Ta Kiyoxa Waheeba (Moose Mating Moon – Stoney)**

RELATIONSHIPS

October 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
30	31 Outdoor Education Halloween					1
2	3	4	5	6	7 Attendance Assembly	8
9	10 Thanksgiving	11	12	13 Staff Meeting	14	15
16	17	18 School Pictures 9:00am	19	20	21 Staff Development Jason Panas	22
23	24 Charter Review Team (tentative)	25	26	27	28	29
				Staff Meeting	→	

**Kaskitnowipisim (Freezing Moon – Cree)
Ubshe Iyadase Waheeba (Ground Freezing Moon – Stoney)**

RESPECT

November 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Outdoor Education	2 Outdoor Education	3 Outdoor Education	4 Outdoor Education Attendance Assembly	5
6	7	8	9	10 Staff Meeting	11 Remembrance Day Celebration	12
13	14	15 Report Cards to Peer Editors Victor → Erin Bevan → Jess Glen → Bevan Erin → Glen Jess → Victor	16 Staff Revise Report Cards	17 Report Cards On V drive & Envelope	18 Distribute Report Cards	19
20	21	22	23 Celebration of Learning BBQ 4 – 8pm	24	25 Day in Lieu	26
27	28	29	30			

Iyikopiwipisim (Frost Moon - Cree)
Caxcara Waheeba (Ice and Freezing Moon - Stoney)

COURAGE

December 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 Staff Meeting	2	3
4	5	6	7	8	9 Attendance Assembly	10
11	12	13	14	15 Staff Meeting	16	17
18	19	20	21	22	23 Winter Feast & Xmas Concert	24 Christmas Eve
25 Christmas Day	26 Boxing Day Christmas Break	27	28	29	30	31 New Years Eve

**Pawacakinasipisim (Snow Drifting Moon - Cree)
Ca napopobe Waheeba (Popping Tree Moon - Stoney)**

January 2012

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 New Years Day	2	3	4	5	6	7
8	9 Staff & Students Return	10	11	12 Staff Meeting	13 Attendance Assembly	14
15	16	17	18	19	20	21
22	23	24	25	26 Staff Meeting	27	28
29	30	31				

Usni Waheeba (Bitter cold moon – Stoney)
Kisepesim (Cold moon – Cree)

HONESTY

February 2012

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Staff Development	2 Staff Development	3 Staff Development	4
5	6	7	8	9 Staff Meeting	10 Attendance Assembly	11
12	13	14	15	16 Indigenous Winter Games	17 Day in Lieu	18
19	20 Family Day	21	22	23 Staff Meeting	24	25
26	27	28	29			

Mikisow pesim (Bald Eagle Moon - Cree)
Xoya Tauwe (Eagle Moon – Stoney)

LOVE

March 2012

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6 Report Cards to Peer Editors	7 Staff Revise Report Cards	8 Report Cards on V drive & Envelope Staff Meeting	9 Distribute Report Cards Attendance Assembly	10
11	12	13	14 Celebration of Learning 4 – 8pm	15	16 Spring Feast	17
18	19 Outdoor Education	20 Outdoor Education	21 Outdoor Education	22 Outdoor Education Staff Meeting	23 Outdoor Education	24
25	26 Spring Break	27 -----	28 -----	29 -----	30 -----	31

Mara Tauwe (Goose Moon – Stoney)
Niskipesim (Goose Moon – Cree)

HUMILITY

April 2012

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Students & Staff Return	3	4	5	6 Good Friday	7
8	9 Easter Monday	10	11	12 Staff Meeting	13 Attendance Assembly	14
15 K - 3 11:00-12:00	16 Swimming	17 Swimming	18 Swimming	19 Swimming	20 Swimming	21
22	23	24	25	26 Staff Meeting	27	28
29	30					

**Ayikipesim (Frog Moon – Cree)
Tabara Tauwe (Frog Moon – Stoney)**

TRUTH

May 2012

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4 Attendance Assembly	5
6	7	8	9	10 Staff Meeting	11	12
13	14 Gr 9 LA Part A K&E LA Part A	15 Gr 3 LA Part A Gr 6 Science	16 Gr 6 LA Part A	17	18 Staff Development	19
20	21 Victoria Day	22	23	24 Staff Meeting	25 School Sweat	26
27	28 Outdoor Education	29 Outdoor Education	30 Outdoor Education	31 Outdoor Education		

Wigda Waheeba (Egg laying moon – Stoney)
Opinyaw pesim (Egg laying moon – Cree)

WISDOM

June 2012

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 Outdoor Education	2
3	4	5	6 Culture Camp Day (tentative)	7 Attendance Assembly Staff Meeting	8 All Nations Track & Field (Tentative)	9
10	11 Gr 6 Math Gr 9 Math/K&E	12 Gr 3 LA - Part B Gr 6 Science Gr 9 LA/K&E Part B	13 Gr 9 Social/K&E	14 Gr 3 Math Gr 6 Social Studies	15 Gr 6 LA Part B Gr 9 Science/K&E Summer Feast	16
17	18 Report Cards to Peer Editors	19 Staff Revise Report Cards	20 Report Cards on V drive & Envelope	21 National Aboriginal Day	22 Year End Awards Celebration Distribute Report Cards Students Last Day	23
24	25 Professional Development	26 Professional Development	27 Professional Development Staff Last Day	28	29	30

Opaskahowipesim (Egg hatching moon - Cree)
Babdibi Waheeba (Hatching moon – Stoney)

PAYABLE PROCEDURES

These procedures are necessary to ensure the following:

- Proof of qualifications and education
- Verification of salary grid placement
- Accurate salary calculation
- Adherence to Audit processes
- Sufficient time for payroll preparation
- Employees understand their obligations and benefits available
- Laws laid out by CRA are followed
- Proper deductions are being made

Required documentation for all **Teachers**:

- Resume
- TD1 – Federal & Provincial
- Teaching Certificate
- Evidence of previous experience (letters from previous boards)
- Teacher's Qualification Statement (TQS)
- Criminal Record Check
- Child & Youth Information Check
- Signed Contract
- Employee Benefits Application Form
- Direct Deposit Form

Failure to provide proper documentation may delay pay. Failure to provide TQS will result in placement at the minimum grid until such time documentation is received.

Required documentation for all **Support Staff**:

- Resume
- TD1 – Federal & Provincial
- Terms of Employment
- Criminal Record Check
- Child & Youth Information Check
- Employee Benefits Application form
- Copies of certifications and education
- Proof of Experience from previous employers
- Direct Deposit form
- Monthly time sheets must be completed and require Principal (or designate) approval prior to submission

Required documentation for all **Bus Drivers**:

- Resume
- TD1 – Federal & Provincial
- Criminal Record Check
- Child & Youth Information Check
- Copy of Drivers License
- Drivers Abstract
- Terms of Employment
- Employee Benefits Application form
- Direct Deposit form
- Monthly time sheets must be completed and require Transportation Coordinator approval prior to submission

Required documentation for **Transportation Coordinator:**

- Resume
- TD1 – Federal & Provincial
- Criminal Record Check
- Child & Youth Information Check
- Copy of Drivers License
- Drivers Abstract
- Signed Contract
- Employee Benefits Application form
- Direct Deposit form
- Monthly time sheets must be completed and require Secretary-Treasurer approval

Required documentation for all **Custodial Staff:**

- Resume
- TD1 – Federal & Provincial
- Criminal Record Check
- Child & Youth Information Check
- Copy of Drivers License
- Drivers Abstract
- Signed Contract
- Employee Benefits Application form
- Direct Deposit form
- Monthly time sheets must be completed and require Secretary-Treasurer approval

Required documentation for **Casual/Part Time Hourly Employees:**

- Time sheets must be completed and require Principal approval prior to submitting: (*Require name, social insurance number, birth date, teaching certificate number if applicable, and hours worked*)
- Time sheets must be signed by employee.
- A provincial and federal TD1 must be submitted for all new employees.
- Benefits Applications must be submitted by all employees working over 20 hours/week.

**All personnel files are kept secure in a locked room.

PURCHASING & PAYABLE PROCEDURES

These procedures are necessary to ensure the following:

- Proper authorization of all purchases
- Prompt and accurate payment of all purchases
- Avoidance of interest charges and late penalties
- Personal expenditures on behalf of the school are minimized and pre-authorized
- Internal controls meet audit standards

****All purchases require a purchase order (PO)**

Purchases up to \$5000

Require pre-approval of the Principal

Purchases over \$5000

Require preapproval of Superintendent

Purchases over \$10,000

Must be approved/signed for by a board member and the Secretary-Treasurer (in accordance with Board Charter)

Purchase Request Forms

- **Mandatory use by all staff when requesting purchase of goods/services.**
- Must provide details of desired purchase.
- Must be approved by Principal in order for purchase order to be issued.
- May not be used as a substitute for a purchase order.

Purchase Orders

Must include details of items/services to be purchased. (i.e. – not just ‘supplies’ where numerous items are being ordered – the details may be listed on a purchase request form and attached to the purchase order.

- Must be signed by authorized individual as noted above.
- PO number must be provided to supplier at the time order is placed.
- One (1) copy to supplier.
- One (1) copy to be matched to packing slip/invoice from supplier.
- One (1) electronic copy

Packing slips

- To be date stamped when received.
- To be signed by receiver indicating verification of good received.
- To be forwarded to Accounting Department to be matched to PO.

Invoices

- Must include Name & Address of Firm/Individual, Date, Invoice number, Description of goods/services and amount.
- To be forwarded to Accounting Department for matching to PO & packing slips.
- To be matched to supply request forms, PO’s, packing slips
- Must be approved by Principal.
- Admin Assistant shall forward approved invoices to Accounting Department according to submission deadlines.

Statements

- Are to be date stamped and forwarded directly to Accounting Department

Petty Cash

- \$100
- To be used only for incidentals (ex: Band-Aids, postage, etc.).
- Any one petty cash purchase shall not exceed \$15. All other purchases must follow the Purchase Request/PO/Invoice procedure.
- No cash is to be disbursed without submission of a receipt.
- Receipts must include details / purpose of purchase.
- No advances for purchases can be issued from Petty Cash.
- May **not** be used for student incentives by individual teachers.
- As needed, will be replenished once an accounting of funds received/spent is approved by Principal and forwarded to Treasurer for reimbursement.
- Admin is responsible for the safe keeping of these funds and they shall be kept locked in a secure place.

Cheque Requisition Forms

- Used only in the event a supplier cannot provide an invoice.
- **Must include** date, name, address, and phone number of supplier and must include signature of supplier.
- To be used by staff for purchases **ONLY** where it is impractical for MECCS to establish an account with a supplier.
- Purchase Request must be complete and be preapproved by Principal.

Expense Claims

- **MUST** be preapproved by Purchase Request Form.
- Must attach **ORIGINAL** receipts.
- Must have invoices from suppliers attached for reimbursement.
- Use of these forms should be minimized and accounts should be set up with suppliers where possible.

BUGETING INSTRUCTIONS

- 1) All events and activities require staff to submit an Activity Budget Worksheet (Ex: Field Trips, Feasts, Track Meet, Princess Pageant, etc.).
- 2) The Activity Budget Worksheet can be filled out electronically or manually.
The Worksheet template can be found on the V drive.
- 3) Meet with committee to draft the Activity Budget.
- 4) Prepare the Activity Budget **one month** prior to the event/activity.
- 5) Submit Activity Budget for approval by Principal or designate.
- 6) Once approved – submit a Cheque Requisition if purchasing is not doable by PO. Cheque Requisitions need to be specific and detailed!
- 7) Request PO # from Secretary.
- 8) Complete Activity Budget Worksheet with Actual Costs.
- 9) Submit **all** receipts and remaining cash with completed Petty Cash Reconciliation to Secretary.
- 10) Review final Activity Budget Worksheet with Committee noting any final comments or suggestions.
- 11) Final budget report to be submitted within two weeks of event date.

***FAILING TO PLAN IS PLANNING TO FAIL.
EFFECTIVE BUDGETING IS THE RESULT OF GOOD PLANNING.***

NOTES