

AHMADIYYA MUSLIM SCHOOL

Engage - Empower - Excel

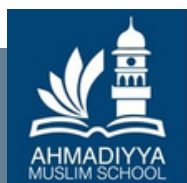
A. MEETINGS

PROFESSIONAL LEARNING COMMITTEES (PLCs)

- A Professional Learning Community (PLC) is an ongoing process in which educators come together to work collaboratively to build on their own and others' ideas and experiences to improve practice and enhance students' learning.
- PLCs usually take place on Fridays after school or the PD days. To facilitate planning and meeting times for staff we have an early dismissal at 12:30 PM for students each Friday. Our meeting schedule for these Fridays will be discussed and posted as soon as they are finalized.
- The expectation is that staff remain at the school until regular dismissal time. Please try not to book personal appointments on a Friday afternoon after hours.
- When a colleague poses a question, it is not a challenge, rather a way to dig deeper into what the students are doing, to move student achievement forward.
- A reminder to keep the first core value of AMS – **Engage, Empower, Excel** at the heart of our PLCs is paramount for our own learning and student success.

SCHOOL LEARNING TEAM (SLTs)

- SLT's are intended as a forum to brainstorm, evaluate, modify/develop intervention and support strategies on behalf of the student.
- SLT meeting will take place on Fridays at 12:30 pm or as scheduled based on need.
- Any teacher or an Administrator can initiate an SLT meeting at any time to make sure that the students get the best help possible.
- During this time student work will be analyzed to understand next right steps in learning through change in teaching practice. The purpose of an SLT meeting is to discuss concerns you have regarding one or multiple students' level of achievement. This will be a way to set wheels in motion for support.
- Please come prepared with specific student name(s), samples of work demonstrating the concern(s), a list of strategies you have used to support the student(s) and their level of effectiveness.



STAFF MEETINGS

- Staff meetings will be scheduled on Thursdays for approximately 1.5 hours , beginning at 3:30 pm going to 5 pm latest. Extra staff meetings will be held when necessary.
- Staff meetings are a requirement for all staff members. Please inform Adila Munir (Principal) if you will not be able to attend.
- It is staff's responsibility to catch up on information from meetings missed. Staff meeting agenda and minutes are shared through the document in the shared drive. Staff members are advised to have a look after the meeting to make sure that nothing is being missed.
- Anyone may contribute to the agenda. Please let Adila know if you would like an item added. During these meetings, discuss what is going on in your room. In the event of a timely issue, an impromptu meeting may take place briefly after or before school.
- Please refrain from scheduling appointments and after-school commitments during meeting times.

ADMIN TEAM MEETINGS

- Admin team meetings will be held once per week usually. Any staff member may join these by consulting Adila Munir/ Sumera Muzaffar.
- Please inform Adila/ Sumera in advance of the matter(s) you want to address with the admin team.

SCHOOL COUNCIL

- Meets once per month. Meeting dates and times are determined by the School Council.
- All funding requests will be approved by Adila Munir.
- We need to use the “wish list” process for requesting funds from the School Council- spontaneous requests will not be supported. As a staff we will generate list of items we would like the School Council to support us with.
- To involve parents in student learning, teams will present at different parent council meetings.

Grade 5/6 - September

Grade 3/4 - October

Grade 1/2 - November

Kindergarten - December

MS Funmi & Ms Aniqah - February

Ms Aliya & Ms Bola - March

Ms Nidda & MS Saeeda - April

1. COMMUNICATION

- Avoid conversations with parents over email after hours-consult with admin before sending emails after hours.
- Any communication leaving the school from any classroom, needs to be approved by the Principal. Such as but not limited to any communication regarding a special event, anything which requires permission, anything that requires parent approval must be approved before communication is sent out.
- This helps to ensure that we are aware of all activities in the event of a parent or student inquiry.
- Sharing of communication items can be done through AMS Message board (whatsapp)
- If teachers are sending messages home to their students via email, please remember to always send messages as BCCs. We CANNOT share email addresses between parents.
- Classroom teachers are responsible to file a hard copy of every communication that leaves the school in the binder located in the office. This ensures consistent communication in the event office staff are contacted regarding the information sent home.

Home-School Communication

The ability of the teacher to communicate with parents effectively and positively is one of the keys to a successful school year.

- Many parental concerns may be effectively prevented by providing regular feedback on class activities and student growth via Class Dojo, email distribution lists, blogs, website information, and telephone calls.
- Involve students in effective communication whenever possible. Students communicate needs and areas for growth through positive, "I can..." and "I will..." statements, thus empowering students to be responsible and accountable for their own progress. Enlist support and suggestions from colleagues and administration when concerns arise.
- The earlier the Principal and Administrator are informed about a parental concern, the more effective they can assist in resolving the problem.
- At times, parents contact the office directly about a concern before having spoken with the classroom teacher. The administrative team seeks to involve teachers in these conversations as soon as possible, and always supports the teacher in their work with students in the classroom when speaking with parents.

- At times, parent communication may become complex (blended families, custody issues, etc.). AMS takes a neutral position on all disputes between parents over custody and access of children. Refer to the student OSR file for any additional documentation on file. If official court documents have not been provided, the school is legally obliged to offer information, meetings, progress reports and conferences with both parents of a student.
- We need to have three opportunities within a school year to meet face-to-face with parents to discuss progress. These will take place during Meet the Teacher and PT Conferences.
- Additionally, parents have a right to communicate with you during school hours. It is highly advised you create boundaries for yourself and only allow parents to access you from 8:00-3:30 PM Monday to Friday.
- Parents are encouraged to book appointments with you during these hours. If it is important enough that a parent wishes a conversation, create a meeting. Avoid impromptu meetings as well as meetings on Friday afternoons. Document your meetings and your conversations.

Communication can happen in many ways:

- ClassDojo
- Email
- Phone Calls
- Letters Home (Principal and administration need to be aware of all letters going home)

2. MEETINGS

You are required to attend all meetings of which you are a member and be an active and positive member; contribute using strength-based feedback.

3. ROLES

Be a positive role model for staff and students.

- Provide engaging, student centered learning opportunities for students.
- Lead or support at least one extra/co-curricular opportunity such as afterschool club.

- **MANAGERIAL RESPONSIBILITIES**

- Meet grade, program, and school deadlines.
- Fulfill supervision commitments.
- Be present in hallways in the morning and end of the school day.

- **Duties and Responsibilities of Teachers (Administrative Regulation 10016)**

- The stated duties and responsibilities of teachers are intended to promote, achieve and maintain a high standard of instruction in support of the purpose of the Ahmadiyya School Board, which is to ***“Ensure Individual Student Development Through Effective Education.”*** It is expected therefore that teachers will:
 - Demonstrate a high degree of professional competence in planning, teaching, student assessment, 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 enhance positive interpersonal relationships with students based upon a respect for the dignity of individuals.
 - Develop and maintain positive and effective communication with students, parents, and colleagues.
 - Be committed to ongoing personal professional development.
 - Assist students in acquiring ownership for their learning. Employ effective classroom management procedures to maximize student learning.
 - Participate as an effective team member in the development and implementation of the school's philosophy, goals, and objectives.
 - Be conversant with those sections of the School Act, the regulations of Alberta Education, and regulations of the Board that pertain to teacher responsibilities.

To assist in the realization of these expectations teachers shall:

- .Know and follow the required Alberta Education curriculum according to grade level.
- To ensure all students have access to quality learning experiences that enable their achievement of the learning outcomes outlined in programs of study and Teaching Quality Standards.

- Maintain a timetable, instructional plans, and class lists.
- Maintain appropriate order and discipline.
- In cooperation with other school professionals, develop specific procedures for evaluation and reporting.
- Maintain accurate student attendance records and report to the principal those students in violation of attendance requirements.
- Students are required to attend regularly and punctually. Parents are expected to support this requirement.
- 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.
- That the withholding of credits for failing to meet the attendance requirements will be imposed only after counselling, suspension, and other means of dealing with unsatisfactory attendance have proven to be ineffectual.
- When, in the judgement of the principal, a student is in repeated violation of the attendance provisions of the School Act, the Attendance Officer is to be consulted.
- Attend any meeting of teachers that is called by or under the authority of the Board on a day other than a holiday.
- Arrive at school a reasonable period of time before school commencement, at least 15 minutes before morning supervision (8:05am), and remain on the premises as long as pupils under the teacher's charge are present.
- Notify the principal and/or local health authority when a student is suspected of having an infectious or contagious disease or other physical impairment.
- Report to the principal any damage to the school property or potential hazards therein.
- It is important to use school time efficiently and towards the fulfillment of school-related activities. No personal activities should be undertaken during school hours. Any extra time at hand needs to be effectively used as Prep Time.

Staff Keys

- Safety is very important at AMS. The main door needs to be locked after the morning supervision.
- After using the keys for entry, make sure that the outside doors are locked after you.
- In the event of a lost key, please notify the school immediately.
- For security reasons, the outside doors must not be left propped open.

School Phones and Voicemail

- Teachers have been provided with Email-based Voicemails. Make sure to check your email at least once a day.
- The calls will be forwarded to your mailbox during instructional time to minimize interruptions.

Email

- Email is a critical communication tool at Ahmadiyya Muslim school.
- All staff are asked to check their emails regularly.
- Avoid sending emails during instructional time as this takes away from the teaching and learning in the classroom. Teachers should not use their classroom computer, teacher laptops or cell phones for personal use or checking personal emails during instructional time.

Technology

- All teaching staff receive a laptop for their use. Staff are responsible for ensuring the security of these devices and are responsible for paying for any damage caused to them.
- Staff are asked to refrain from using their personal cell phones for text messaging or phone calls during instructional time (including outside recess duty).
- Cell phones can be used to text/call the principal or Administrator in the event of an emergency.
- Walkie Talkies are to be used during lunchtime to communicate important information that is safe and appropriate for everyone
 - Personal messages to teachers should not be communicated on walkie talkies as they are being broadcasted to the whole school.

Digital Citizenship

- In the first month of school, each classroom teacher will review the Ahmadiyya Muslim School's Acceptable Use Policy with students, and have it signed by parents (the form will be going home with students early in first weeks of school). This document supports and encourages responsible digital citizenship.
- Classroom computers/laptops must be strategically set up so that monitors/screens are visible to the supervising teacher at all times.

School Calendar

The school calendar will be a shared online calendar for the current school year. Class field. trips, special events and guest speakers should be communicated and will be added into the shared calendar. Please complete guest speaker forms with the required signature of the principal. This assists in reducing scheduling conflicts and helps us keep communication with parents current and accurate.

Staff Absences

For each staff absence, the principal and administrator must be appropriately communicated (via text or phone call). In addition to an email sent with details. Teachers, please email a plan to the Admin Team (principal and administrator) and support in coordinating a substitute.

Teachers must report all absences (including Friday afternoon and Non-Instructional days) to the principal, whether or not a substitute teacher is required. Also email the administrator and a grade team member to share your absence and provide a sub plan if needed. ***This is NOT optional.***

If you are requesting a sub, you need to inform via appropriate method (text message, phone call or email) as soon as you know you will not be in to work. Provide an appropriate sub plan to be followed for the duration of your absence. Pre-planned absence can be communicated through email however urgent absences should be communicated via text message or phone call. When communicating please ensure both principal and administrator are included.

Emergency Sub Plans

2 days of emergency substitute teacher plans are due to the Principal by **September 16 2022**. Plans need to be submitted in a **printed form** as well as in **email**. Within the plans, please include:

1. A copy of your class list
2. Special accommodations for students
3. Your timetable (gym and Islamic studies)
4. 2 days of lesson plans/teaching ideas

Lates

As soon as you are aware you may be late, notify by text message to the the principal and administrator. If any supervisions are being affected, please ensure that coverage is found and communicated with admin team.

Appointments/Family Emergencies

If you are able to get an appointment at the beginning of the day, over lunch or at the end of the day allowing for internal coverage (principal, team partner or another staff member) in your class, please do so. This is not mandated, but it is very important to support learning with reduced transitions.

Personal Days

Both teachers & support staff have one paid personal day through the school year and are encouraged to use it. These days are not to be attached to school break. You should discuss your personal days with the principal at least 2 days prior to taking your day off. Please ensure you have a substitute teacher/volunteer in place for these days as well.

School Hours

- School regular hours for students are 8:30 am to 3:15 pm, Monday through Thursday and 8:30 am to 12:30 pm on Fridays.
- Teachers are expected to arrive and mark attendance at the office by 8:15 am

School Council

Each month, teachers/grade groups/teams may be asked to present at the School Council. This is typically done to share with parents the learning that is going on in the classroom as well as the connections of the learning as it relates to the school development plan of Ahmadiyya Muslim School.

Supervision of Students

All staff are required to wear a fluorescent vest at all times while supervising students outside the school (including recess, entry/dismissal, activities outdoors, etc.). It is critical you are on time for your supervision duties and that you actively monitor the area you have been assigned. All outdoor activities are required to be noted in the school office and teachers are required to have walkie-talkie access (Walkie Talkies will be provided soon).

Injuries Requiring medical Attention/First Aid/Severe Allergies

Minor Injuries

Staff are requested to respond to students who have minor injuries. If you are not the injured student's classroom teacher, please communicate with the office regarding the student's injury so the information can be shared with the classroom teacher and parent.

Major injuries (requiring special medical attention)

In cases of major injuries, prompt assistance shall be rendered to the injured person by the staff member supporting the student. Medical attention shall be secured where necessary. The teacher/administration phones parents any time a child is going home with an injury.

All head injuries, regardless of severity, are to be reported in the Accident Report Form and the teacher notifies parents when such an incident is sustained. This allows parents the option to respond in a timely manner. If you are unable to contact parents, please notify the office immediately.

Procedure guidelines

The teacher with the child at the time of the emergency or accident is in charge.

- Contact administration and office immediately:
- When the Principal or Administrator arrives, she assumes responsibility for securing further medical assistance as required.
- If you need to leave your classroom/students to attend to an injury, contact the office for immediate class supervision.
- All cases of injury should be followed up with the completion of the Accident Report. This is the responsibility of the supervisor in charge at the time of the incident.

Student Incident Reporting

Staff members are required to report all serious accidents or injuries involving a student. This would include:

- All injuries to heads or eyes.
- Staff are required to complete the Incident Report Form, the day of the incident.
- Provide all pertinent data as this is a very important form..

Student Severe Allergies

A severe allergies/medical list will be provided to all staff. Each student with a severe allergy also has an individual, clear plastic student medication bag that includes Epipens, allergy medication, etc which will be kept in the admin office.

Soft Entry Responsibilities:

Teachers/staff on supervision for morning: conduct a sweep outside to bring students into the building on soft entry days. Continue to monitor doors and halls while students are seated in their classrooms.

Be sure all external doors are unlocked by 8:15 AM and re-secured at 8:40 AM

In the classroom, ensure that students have an activity to occupy time and ensure that they are not loitering in the hallways.

Student Attendance and Student Lates

Absences are only acceptable if the student is away with the knowledge and permission of his/her parents: for illness, medical/dental appointment and funerals. Please note that family holidays are considered an "unexcused absence". Diligence and accuracy of attendance is a required duty and responsibility of teachers. Attendance must be completed twice daily, within 10 minutes of morning and afternoon entry times. Please avoid the office needing to interrupt instructional time by calling the classroom to request attendance entries.

Teachers may only mark a student present or absent. If you mark a student absent, and he/she arrives after you have completed your computerized attendance, the student **MUST** bring a late notice to you. **LATE SLIPS ARE GIVEN AT THE OFFICE.** They indicate to you that the student is no longer marked absent, and a call home will not be made.

DISCIPLINE POLICY

SUPPORTING DOCUMENTS:

- School Act, Part 3
- Supporting Positive Behaviours in Alberta Schools

RELATIONSHIPS This is an authentic experience where the student knows we genuinely have an interest in their lives and we spend time with them ensuring they know we care.

STRUCTURE High expectations with flexible yet firm limits are established within the classroom and consistently implemented.

ROUTINE Students thrive on consistency and predictability. From the beginning of the day until the end of the day, these routines need to be explicitly taught and then adhered to as much as possible.

PROGRAMMING Knowing students' readiness level, interest and learning profiles allows you the opportunity to build upon the students' strengths to ensure social, emotional and academic success.

Student Discipline

Teachers are always the first line of defense in managing students' behaviours when they are experiencing repeated or severe difficulty. Collect data. What are the antecedents? What have you tried and for what period of time? Use management tools with clear, logical, and fair results.

Connect with the office for follow up around student discipline or to garner other strategies. Do not send students to the office without notice. Most often, coverage in your classroom to provide some time to re-establish clearer lines of communication will serve to strengthen the teacher/student relationship. It is important the administration understands the context as to why students show up in the office. Sending a student without notification or by calling front office staff does not set anyone up for success.

Be prepared with "I-statements" so we know what you have done to solve the problem. Personalization of learning is reflected in the personalization of discipline as well. That is, context can impact the ways in which student incidents will be dealt with for each student with individual success being the target in each instance.

Follow-up & Consequences

When a student refuses to comply with defined expectations or when the conduct of a student is deemed detrimental to others or the school, there are a number of ways to support the student and school.

Conflict Resolution

- Strategies are used to encourage children to resolve conflicts in an appropriate and responsible manner. Students are expected to take an active part in learning how to solve their own conflicts. In most circumstances face-to-face discussion of the problem between the individuals directly affected is the first choice for resolving conflict. Our problem solving strategy helps students to define the problem, generate solutions, and act on the most appropriate solution by agreement of both individuals.
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Informal Talk

- School personnel will talk to the student and try to reach an agreement regarding expected school behaviours. Consequences will be stated should the offending behaviour continue. Parents will be contacted.
- Restriction of privileges may be appropriate at this stage and parents will be contacted.

Parent Conference

A formal conference is held between the student, teacher and/or administrator and parent of the student. During this conference, a review is done of the student's ongoing behavior, what strategies have been exercised thus far and a plan is put in place as to how the behaviour will be corrected.

The student may be referred for help through our Student Learning Team (SLT), or to outside agencies (ie, anger management program, social services). At this time, there may be a formal plan of action required in order to move forward.

Suspension

School Board policy allows for the removal of a student from a class, or the school if the student's misbehaviour is judged to be severe enough and/or frequent enough that it seriously interferes with the safety or learning of others and may be of 1-5 days in duration. Suspension involving removal of students from school requires a formal meeting with parents.

Formal suspension of 10 days requires the involvement of the AMS School Board. It will be asked restitution be made for offenses involving theft or damage to property.

Expulsion

Students whose behavior is severe after all other options have been exercised will be referred to the School Board for permanent expulsion from the school.

Emergency Procedures

Each classroom will have a clipboard for emergency procedures which will include the following:

- Class List
- Emergency contacts
- School Map

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Classroom/Learning Environment

For the safety and well-being of students, teachers are required to keep their classrooms neat, clean, and clutter free. ***Fire regulations state only 20% of the classroom walls should be covered.*** Bulletin board displays should celebrate student work, reflect the process and product of learning, and be updated regularly. Classroom space is designated to students; therefore, teachers should minimize stored teacher materials and boxes. Outside furniture, coffee makers, kettles, microwave ovens, small fridges etc. are unsafe in classrooms. Classroom desks and learning centers should be organized in order to facilitate student protection.

Classroom / Team Field Trips

Field experiences enhance learning, and there are no specific curriculum expectations around field trips. That is, they are to support learning, not reward students. No curriculum dictates field experiences.

Field trips are a highlight of a student's school experience. Parents welcome field trips as an opportunity to spend time with their child in an information setting, in the company of their peers. Field trips must support and enhance classroom inquiries, and have clearly-stated learning outcomes.

Field trips can be off-site or in class with outside "experts". Grade teams must book their field trips together. Each grade team should designate a representative to work with the Admin team to keep track of ongoing field trip costs.

Booking field trips must be completed a minimum of three weeks in advance of the trip

Consent of Parent / Guardian, Acknowledgment of Risk Form/Consent, and Acknowledgment of Risk for Volunteers/Medical forms are provided by the office.

A reminder to print these on blue paper as the school has a "bring back blue" policy so as to alert parents of important documents to be signed and returned.

Volunteers - Must have Security Clearance (turn around time is approximately one month). Volunteers need to get a letter of interest to volunteer at AMS from the school office; we provide a letter they take to the police to get an EPIC. Once the volunteer receives the letter from the Police, they need to let the school know so that we can accept it in our system.

Minimum supervision ratios for an off-site activity

- Kindergarten is one adult to five (1:5) students.
- Grades 1 to 3 is one adult to eight (1:8) students
- Grades 4 and 5 is one adult to ten (1:10) students

First Aid Kits

- Each backpack must contain a first aid kit
- It is the teachers responsibility to ensure that the first aid kit is well stocked and has all necessary items
- Please ensure that the backpack is taken any time your class leaves their room.

Walking Field Trips

Walking field trips do not require a form to be completed. The only thing you require is to let parents know at least 48 hours ahead of time through your classroom blog. In September, there is a yearly walking trip consent form sent home to parents.

Funds, Forms and Valuables

At the beginning of the school year, important documents are sent home. Teachers are asked to be diligent in following up on these documents and having them sent to the office at the end of each day. As students return the folders to school please bring all signed documents to the office.

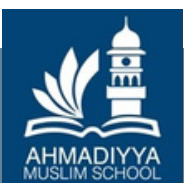
In addition, if teachers are collecting money for any additional activities/events, ensure the money is brought to the office and kept in the locked cabinet.

Assignment of Homework

Extending relevant learning to the home is a valuable way of celebrating student growth and promoting parental involvement. Minimum of 15 minutes of reading daily is mandatory for all grades. Any additional homework needs to be clearly and regularly communicated with families.

Extended Absences

It is not our responsibility to provide homework when students are on extended holidays. Please meet with the parents to fill in the extended absence notice and provide them with a copy of the extended absence letter in the same meeting. These documents must be added to the child's Official Student Record .



Volunteers in the School

Volunteers play an essential role in the life of the school. All volunteers are to sign in at the office and are required to wear identification at all times in school.

Please ensure each volunteer has a processed Police Security Clearance before beginning to volunteer in the classroom. If you have questions as to whether or not a volunteer has current security clearance, please speak to the main office.

Volunteers are not responsible for assessing or disciplining students. Any concern regarding volunteers should be discussed with the Principal in a timely manner. Staff will model professional relationships and conversations with volunteers. They will refrain from speaking with colleagues about other students in the presence of the volunteer.

Staff will ensure confidential documents, student files and assessments remain in their personal files/desks when volunteers are in the classroom.

Storage or Phys. Ed Equipment Room

This is a teacher/adult only space. A great deal of time and effort goes into ensuring equipment is stored appropriately in a confined space. Take the time to put things back where they go.

Learning Commons

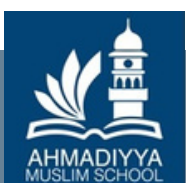
Please ensure you leave the learning commons neat and tidy after using it. This models your respect for the school and our students will be able to base their decisions on your actions.

Technology Carts

Return all technology to cart in a neat, tidy and complete manner. Carts should be locked and returned to the proper storage area at the end of each day.

“COMPRESSED HOURS”

- Any changes to regular school times require the support of all staff who will be affected.
- Any changes to regular school hours require the approval of the Principal.
- If hours are to be “compressed” the work day will be 9:00 am to 2:00 pm (pending approval).
- During “compressed hours” days the understanding is that we work through our lunch (i.e. there will not be a scheduled lunch break).



EARLY DISMISSAL DAYS

- Will be on Fridays at 12:30pm. This time will be used for staff meetings, professional learning community meetings, professional development, team planning and emergent issues.
- Our work day on Early Dismissal Days ends at 3:30 PM.

“GLOBAL” AMBASSADOR INITIATIVES

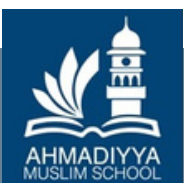
- Staff will be required to participate and support projects that support “global Ambassadorship” as they arise (e.g.: Terry Fox Run and Food Bank Drives, “Me to We” ,UN Programs etc).
- Any staff can discuss ideas about “global Ambassadorship” projects with Principal/ administrator – planning for these must be done proactively so proper coordination can be done with other projects.
- **STUDENT SUPPLIES (2021/2022)**
- In most cases, student supplies have been ordered by grade level.
- Supplies are inventoried and distributed to homeroom teachers; they will be delivered to classrooms in early September.
- If additional or alternate supplies are required, please communicate with Adila. Please note, staff will be reimbursed when supplementary student supplies are purchased – receipts and the “reimbursement form” are to be submitted to Sumera as soon as possible after the purchase is made.
- approval for purchases must be obtained from principal prior to making the purchase.
- Homeroom teachers are to communicate with parents concerning the provision and distribution of supplies.
- Please be reminded – the school is required to provide basic supplies to each student.

DEPLOYMENT OF SUPPORT STAFF

- Support staff positions are established based on student demographics and corresponding funding.
- Deployment is based on student needs.
- Deployment does not ensure equal time to all classrooms.
- Deployment is an administrative decision made in consultation with teachers and support staff involved.
- Support Staff are to be assigned to work directly with students as much as possible.
- Any concerns with support staff schedules must be addressed with Adila or Sumera.

LEARNING COMMONS/LIBRARY

- This area is managed by our Library Assistant/ Volunteer (Shabana Isma).
- Teachers will be responsible for organizing and running book fairs.
- Responsibilities will include:
- Day to day operation of the Learning Commons (Library).
- Managing library resources.
- Assisting teachers in locating resources, as required.



GYMNASIUM

- This is the instructional area for Phys. Ed; please respect this as a learning space.
- Please coordinate with Adila/ Sumera if you wish to use the gym for any special activities.

FIRST AID

- Staff are encouraged to have current/valid first aid training.
- Staff are responsible for their own training.
- A staff member with current first aid certification must be present on each field trip.

CLASS LISTS (2022/23)

- These are being reviewed and will be available before the first student day.
- Please note that class lists will change as enrollment changes.

STUDENT EXPECTATIONS AND SCHOOL ROUTINES DRESS, ATTIRE AND FOOTWEAR

- Students are expected to come to school dressed appropriately on formal and non-formal uniform days, while paying particular attention to weather conditions.
- Encourage students and parents to label personal items such as indoor shoes, backpacks, and lunch bags as several students may have items that look the same.
- All students are required to keep one pair of “running shoes” for gym use at school and black dress shoes for indoor use . Outdoor shoes are not to be worn inside.

FUND RAISING

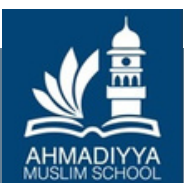
- Staff can take responsibility for fund-raising projects but are encouraged to support our School Council’s initiatives.
- School Council is the sole school-based fundraising group at AMS; as a school we support their initiatives.
- One exception is made for book fairs which are run through the Learning Commons.

Safety Vests

- Each teacher and support staff member should have an individual safety vest. This vest must be worn on playground supervision so you can be found quickly and easily.
- Vests should be worn at other times (e.g. during outside supervision) as appropriate, so school staff can be easily identified.

Report Cards

- Updated guidelines will be presented to teachers later in the fall
- AMS’s Admin. Team will communicate to staff any changes to reporting requirements and expectations



School Newsletter

- This is prepared on a monthly basis and is released during the last week of the month.
- This is coordinated through Sumera.
- The newsletter is an important communication tool with parents; please contribute your grade highlights in it.
- Parents and students can access this electronically – we strive to minimize the number of hard copies we prepare – selected information from our newsletter is sent in abbreviated, “hard copy form” to all parents.

Confidential Student Information

- Student permanent records must be left at school.
- Filing cabinets that hold Official Student Records (OSR's) are locked at 4:00 PM and unlocked at 8:30 AM.
- These are legal records for which AMS is responsible, parents/Guardians must follow a AMS mandated process (must fill out a “School records Request”) if they wish to review the contents of their child's permanent record – the Principal or Administrator must be involved if a parent requests to review their child's permanent record.
- Secure such information appropriately (be aware of FOIP legislation).
- Student file reviews are encouraged.

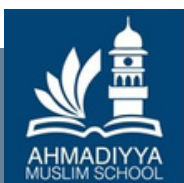
Custody/ Access to Child

This is a very critical matter. Be sure you are clear about family circumstances of each child in your homeroom and who has LEGAL guardianship or custody (please review students' OSR's to get this information – discuss with Admin if you encounter any situation that is unclear re custody status of any student. If in doubt consult with admin– we must be clear about parents'/guardians' status and especially their “legal right to access” at all times. Circumstances change during the course of the year for some kids – please assist office personnel in keeping kids' demographic information up to date.

Teacher Supervision, Evaluation and Professional Growth Policy

Having a strong support system for teachers that includes professional learning communities, teacher development programs and a collaborative evaluation process that includes mentorship, regular observations and constructive feedback is in alignment with the Ahmadiyya Muslim School's mission and vision.

Ahmadiyya Muslim School Board and along with the appointed Principal for AMS will provide support and mentorship for teachers in order to grow as teaching professionals. The expectations outlined in the Alberta Teaching Quality Standard will be followed and all teachers will be expected and encouraged to actively seek opportunities that will encourage their continuous professional growth.



DEFINITIONS

Professional Growth: Professional growth is a career-long, collaborative learning process whereby a teacher develops and implements thoughts, spirit, and action to deepen and/or expand their teaching practice, consistent with the Teaching Quality Standards of Alberta.

Teacher Evaluation: The ongoing informal and formal processes of gathering and recording information or evidence over a period of time and the application of reasoned professional judgment by an administrator in determining whether one or more aspects of the teacher's behaviours and practices exceeds, meets or does not meet the Alberta Teaching Quality Standards or requirements of Ahmadiyya Muslim School.

Teacher Supervision: The ongoing process by which an administrator supports and guides teaching.

Administrator: The Principal, administrator

Teaching Quality Standard: The authorized standard and descriptors of knowledge, skills and attributes (KSA's) as defined in the TQS and any additional Ahmadiyya Muslim School standards which are consistent with the TQS.

PROCESS

Teachers must write a plan on how they might grow and develop written in their annual teacher professional growth plan (TPGP) which meets the requirements of this policy.

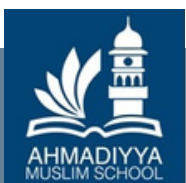
Professional learning community (PLC) sessions that are embedded into the school timetable will be used as a tool to collaborate with other teachers in the school in addition to providing and receiving mentorship and formative feedback on how to improve student learning outcomes and teaching practices. Any teacher requiring evaluation must make a written request to begin the process.

Teacher Evaluation:

Ongoing mentorship, observations and constructive feedback by the Principal are meant to provide support and guidance for teachers to determine where their practice is relative to the Alberta Teaching Quality Standard and exemplary teaching and leadership frameworks, and to identify behaviors and/or practices of teachers that may require further evaluation and support.

1. Teacher Growth

- Each teacher placed on a year-long contract, must develop, implement and complete an annual written teacher professional growth plan (TPGP) which meets the requirements of this policy.
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- An annual TPGP must:
 - reflect goals and objectives based on self-assessment of professional learning needs by the individual teacher;
 - 2. Long Range Plan
 - teacher must have a long range plan following the program of studies for each subject
 - 3. Assessment
 - teacher must have a record of summative and formative assessment for all subjects
 - record of anecdotal notes must be kept for all students
 - any student requiring behaviour support must have documentation of behaviours and a communication log for any communication with parents

Teacher Evaluation Process

1. Pre-Evaluation Conference

- a. Introductions
- b. Orientation to Evaluation Process
- c. Distribution, Examination, and Discussion of Alberta Teaching Quality Standard, Self-Assessment Tool
- d. Self-Assessment assigned
- e. Teacher Growth Plan Requested
- f. Classroom Observation Dates and Times Confirmed

2. Classroom Observations (6 Minimum)

- a. Lesson Plans to be provided prior to each observation
- b. Post-conference debriefing to occur after each observation
 - i. Self-Assessment
 - ii. Strengths and weaknesses discussed

3. Review of Organization and Planning (Gathering Evidence)

- a. Long Range Plans
- b. Assessment Methodologies and Record Keeping
- c. Samples of Student Work
- d. Communications to Parents

4. Post Evaluation Conference (Formative)

- a. Discuss Components of Evaluation
- b. Feedback

5. Final Summative Evaluation (Repeat Steps 1-4)

Formative Evaluation Timeline: October - January

Summative Evaluation Timeline: February - May

