**EDUCATIONAL**

**HANDBOOK**



1. **AUTHORITY AND RESPONSIBILITY FOR EDUCATION**

 **A. PROVINCE OF BRITISH COLUMBIA**

The Province of British Columbia directs its education through the *School Act* and Regulations.

The Lieutenant-Governor in Council, which is the provincial Cabinet when it deals with educational matters, may make regulations which are deemed part of the *Act* and which have the force of law.

Section 168 of the *School Act* articulated the jurisdiction of the Minister of Education.

The Minister of Education may make orders for the purpose of carrying out any of the Minister's power.

 **B**. **BOARD OF EDUCATION**

Section 30 of the *School Act* requires the establishment of Boards of Education and Sections 73 through 87 provide the powers and duties of School Boards.

The rights and responsibilities of members of the Board of Education are not individual; they depend entirely upon membership in the corporate body.

The Board of Education determine local policy in conformity with the *Act* so that schools may be operated effectively and efficiently and may be responsive to local needs.

 **C. SCHOOL DISTRICT STAFF**

**THE MANAGEMENT TEAM**

Since the School District's operations are too large and complex to be managed by one person, administrative staff shall share the management responsibilities. These individuals shall be considered members of the Management Team.

Consequently,

1. The Superintendent, Secretary Treasurer, Assistant Secretary Treasurer and Maintenance Supervisor/IT Manager shall be members of the Management Team.

 2. Principals and Vice-Principals shall be members of the Management Team.

 **ROLE OF THE MANAGEMENT TEAM**

The Management Team shall support the Chief Executive Officer's efforts to achieve the Board's policies on Aims and comply with the Board's policies on Executive Limitations.

Consequently, all members of the Management Team shall:

 1. Support the Board's efforts in:

 a. linking with the community;

 b. directing and monitoring the school district;

 c. creating partnerships with other agencies;

 d. fulfilling its other legislated responsibilities.

 2. Respond diligently and promptly to requests for assistance from the Chief Executive or other members of the Management Team.

 3. Establish regulations and procedures for the effective and efficient management of their department or school.

 4. Inform students, parents, staff and community of legislation, orders, policies and regulations, which govern their actions.

 5. Ensure that their department or school operates consistent with Board policies and management regulations.

 6. Monitor and report on achievement of the Board policies on Aims and compliance with legislation, orders, policies and regulations.

 7. Manage all programs and services and supervise all staff within their jurisdiction.

 8. Maintain effective communications within their department or school, between it and the rest of the school district, and with external agencies.

 9. Be accountable for competent, conscientious and effective accomplishment of their obligations.

 10. Monitor and discuss their own process and performance.

 11. Provide appropriate opportunities for students, parents, staff, and community to assist in establishing operating procedures, monitoring current performance, and setting future direction.

 12. Ensure their capability in leadership and management by engaging in meaningful professional development.

 13. Carry out other legislated responsibilities.

  **MANAGEMENT CODE OF CONDUCT**

The Management Team and its members shall operate in an ethical and businesslike manner. This commitment includes proper use of authority, appropriate decorum in group and individual behaviour, and humane, fair and respectful treatment of students, parents, staff and the community.

 Consequently, all members of the Management Team shall:

 1. Act in accordance with the school district's statement of Aims and Executive Limitations, as well as Management Regulations.

 2. Adhere to the code of conduct of their professional association or standards normally expected of their profession.

 3. Conduct themselves in a manner which represents the school district in a positive light and which does not compromise the Board and/or the Chief Executive Officer and/or their decisions.

 4. Have the highest expectations for those who work and learn in the school district.

 5. Foster a climate, which promotes serving the needs of students and the interests of the community.

 6. Act in a respectful manner towards each other, students, parents, staff, the community and other agencies.

 7. Model collaboration and cooperation in their relationships.

 **D. SCHOOL DISTRICT ADMINISTRATION OFFICE ORGANIZATION**

 1. Chief Executive Officer

Directly responsible to the Board of Education as the Chief Executive Officer of the Board, the Superintendent of Schools is responsible for the administration and supervision of all district programs and operations.

The Chief Executive Officer works closely with the District Management Team and Principals in providing leadership to the District.

The Superintendent of Schools provides advice to the Board and implements policies, regulations and decisions of the Board.

 *See the School Act, Section 22 and related regulations.*

 2. Secretary Treasurer

The Secretary Treasurer is the board’s corporate financial officer and is responsible to the Chief Executive Officer for human resources, labour relations, accounting, payroll and contract monitoring.

 *See the School Act, Section 23, and related regulations.*

 3. Principal of Aboriginal Education

The Principal is responsible to the Chief Executive Officer for the development and implementation of First Nations education programs focusing on Haida language and culture, and student achievement/support.

 4. Assistant Secretary Treasurer and Financial Services Manager

The Assistant Secretary Treasurer and Financial Services Manager are responsible to the Secretary Treasurer for accounting and payroll.

 5. Maintenance Supervisor/IT Manager

The Maintenance Supervisor is responsible to the Chief Executive Officer for the planning, administration and supervision of all physical facilities and technologies in the District.

 6. Accounting Clerk

The Accounting Clerk is responsible to the Secretary Treasurer for the process of accounts receivable and payable.

 7. Confidential Administrative Assistant

The Confidential Administrative Assistant is responsible to the Secretary Treasurer for a variety of confidential executive level administrative services.

 **E. SCHOOL STAFF**

 1. Principal

The Principal is the educational leader in the school and is responsible to the Chief Executive Officer for staff and students in ensuring high quality programs.

 2. Vice-Principal

The Vice-Principal works closely with the Principal as a member of the administrative team and acts as the Principal in his/her absence.

 3. Teachers

Teachers are the key people in the delivery of instructional services to students and report directly to the Principal.

 4. Education Assistants

Education Assistants work under the direction of Teachers and/or Principals to assist Teachers in carrying out their duties.

 5. Administrative Assistant/Clerical Support Personnel

Administrative assistance/clerical support personnel provide secretarial/clerical services for the Principals and other school staff as approved by the Principal.

 6. District Counsellor

The District Counsellor is directly responsible to the Superintendent of Schools and has the primary function of providing support services to students with severe social and emotional problems, with the stated aim of supporting the child in the school environment. The District Counsellor is responsible for providing their schedule to Principals and informing Principals when they vary their schedule.

 7. First Nations Resource Worker

The First Nations Resource Worker is directly responsible to the Principal of Aboriginal Education and has the primary function of supporting and co-ordinating educational programs for First Nations students. Work assignments are received from the School Principal.

 **F. STUDENTS**

 1. School Entry Age

Section 3 of the *School Act* provides that a person who is a resident in British Columbia shall enrol in an educational program provided by a Board on the first school day of September of a school year if, on or before December 31st of that school year, the person will have attained the age of five (5) years.

A parent of a child referred to above may defer the enrolment of his or her child until the first school day of September of the next school year.

A parent must register a child. A copy of the birth certificate is a requirement of proof of age and must be provided in the registration process.

 2. Compulsory School Age

Section 3 of the *School Act* also requires that students must participate in an educational program until they attain the age of sixteen (16) years.

 3. Duties of Students

The *School Act,* Section 6 requires that students shall comply with school rules authorized by the Principal and the codes of conduct and other rules and policies of the Board.

 **G. FINANCING PUBLIC SCHOOLS**

 1. Operating Budget

Our operating budget for 2014 - 2015 is $10,074,623. Our enrolment is 551 FTE students.

**DISTRICT PROFILE PROJECTIONS 2013/2014**

**DISTRICT STAFF**

Chief Executive Officer Principal of Aboriginal Education

Secretary Treasurer Assistant Secretary Treasurer

Maintenance Supervisor/IT Manager Counselor (1.28 FTE)

Confidential Administrative Assistant Accounting Clerk

Early Learning Coordinators (1.4 FTE) Working Foremen (2.0 FTE)

Maintenance III Maintenance II

|  |  |  |  |
| --- | --- | --- | --- |
| **SCHOOL** | **STUDENTS** | **PRINCIPALS** | **TEACHERS** |
| George M. Dawson Secondary | 100 | 1 | 10 |
| Queen Charlotte Secondary | 136 | 1 | 12 |
| A L Mathers Elementary Jr Secondary | 68 | 1 | 3 |
| Sk’aadgaa Naay Elementary | 149 | 1 | 13 |
| Port Clements Elementary | 41 | 1 | 4 |
| Tahayghen Elementary | 71 | 1 | 8 |
| TOTAL (headcount) | 565 | 6 | 49 |

**II. GOALS AND OBJECTIVES**

 **A. SCHOOL DISTRICT NO 50 GOALS AND OBJECTIVES**

The Board of Education have outlined their AIMS in the Board Policy section of the *Board Policy Manual and Bylaws*.

**III. BOARD OF EDUCATION**

 **A. 2014/2015 BOARD OF EDUCATION OF HAIDA GWAII SCHOOL DISTRICT**

 **CHAIRPERSON** Kim Goetzinger

 **VICE CHAIRPERSON** Elizabeth Condrotte

 **TRUSTEES** Reg Davidson

 Harmony Williams

 Denise Husband

 **B. STAFFING**

 1. Education Assistant Guidelines

The intent of the Education Assistants Program is to increase "Time on Task on Target" of all students in a classroom. These positions have been created to provide direct service to students in classes where there is a concentration of special needs students.

 a. An assistant should be used in the classroom.

 b. An assistant works under the direction of a Teacher.

 c. Assistants should be on duty at school opening in September.

 d. Volunteers should be considered to supplement/complement the paid assistant program.

 e. The Principal should provide pre-service/in-service to the Assistants. The Teacher should provide pre-service/in-service to an Assistant.

 2. Teachers Teaching on Call (TTOC)

Teachers Teaching on Call application forms are available in each school. Candidates will be interviewed by the Director of Instruction to complete the application process. A list of authorized TTOCs is provided to each school.

The following suggestions are intended to help TTOCs do a better job.

Each school should put together a TTOC handbook to include the following:

 a. obligation of the Principal and if applicable Vice Principal

 b. obligation of regular Teachers

 c. obligation of TTOCs

 d. obligation of students

 e. school floor plans

 f. school policies and procedures

 g. tips for classroom control

 h. code of ethics

Daybooks must be complete and give clear direction to the TTOCs. Serious consideration must be given, by the regular Teachers to the suitability and duration of assignments. Assignments that students are unable to do or able to do in less than the scheduled time results in problems for the TTOC.

In-service programs for Teachers teaching on call can take on several forms:

 a. a formal in-service session for a group of TTOCs

 b. Inclusion of TTOCs in regular Teacher in-service activities

 c. Observation sessions with a regular classroom Teacher.

Early notification for TTOCs is key to their success. Establish guidelines with your Teachers.

 The following statements are lifted from a TTOC handbook:

 The Teacher Teaching On Call needs to know not only what is expected of him/her but also what he/she can expect of the Principal, Teachers and students. This orientation program hopefully, will serve the purpose of achieving the above.

 a. It is the obligation of the Principal/Vice-Principal to:

 i. Notify the TTOC by 0800 hours of the need for replacement, giving all the necessary information.

 ii. Meet the Teacher Teaching On Call and familiarize him/her with that portion of the school plan he/she needs to know.

 iii. See that adequate instructional materials, supplies and courses of study are available.

 iv. Ascertain that the TTOC is aware of all necessary schedules and duties.

 v. Extend the normal courtesies of helping the TTOC become acquainted with the staff and school procedures.

 vi. Aid the TTOC in other ways to carry on a good instructional program.

 vii. Notify the TTOC by 1530 hours if the regular Teacher will be returning the following day.

 viii. Maintain the Teacher Absentee and TTOC Use Form on a weekly basis filing a photocopy with the Secretary Treasurer each week. The completed form for the month will be submitted to the Superintendent.

 b. It is the obligation of the regular Teacher to:

 i. Notify the Principal by at least 0800 hours of the need for a replacement.

 ii. Keep register or roll book where it can be found and keep it up-to-date.

 iii. Include in plan book additional assignment such as noon duty, group responsibilities, lists of texts used and issued to students.

 iv. Keep seating charts up-to-date.

 v. List monitors, special class arrangements, etc. together with duties assigned.

 vi. Develop a willingness on the part of students to accept the fact that a TTOC may do things differently.

 vii. Assure that the TTOC has all the keys that will be necessary for the day.

 viii. Avoid permitting students to flatter the Teacher at the expense of the TTOC after the return of the regular Teacher.

 ix. Notify the Principal not later then 1430 hours if not planning to return the following day.

 c. It is the obligation of students to:

 i. Maintain an atmosphere of courtesy and helpfulness.

 ii. Maintain the regular routine and assume responsibility as nearly as possible.

 3. Use of Volunteers in Schools

Volunteers should be encouraged in schools. Not only does this increase the adult/student ratio, it generates ambassadors for schools. Volunteers need the same kinds of orientation and in-service as Education Assistants and Teachers Teaching On Call.

 **IV. ORGANIZATION OF THE SCHOOL**

**A. THE SCHOOL'S RESPONSIBILITY FOR CURRICULUM**

One of the most important organizational tasks in a school is construction of the schedule or timetable, which is the responsibility of the Principal (School Regulation, Section 5).

A meeting shall be held prior to the end of the school year for the purpose of discussing the proposed timetable and staff assignments for the following school year.

Each continuing Teacher shall be given his/her teaching assignment for the following term prior to the end of the current school year.

No Teacher shall be reassigned a position within a school without advance consultation.

 Teachers and Principal

 - May determine how the provincially or locally determined curricula should be utilized to meet the needs of individual students;

 - May prepare locally developed courses for recommendation by the Superintendent to the Board;

 - May, subject to Board policy, select or recommend the selection of text books, supplementary readers, and other learning materials for use in the school; and

- Have the professional responsibility to select teaching techniques and instructional resources to the best advantage of their students, and to ensure that such are supportive of, and consistent with, the intended learning outcomes and objectives of the curriculum.

 **B. INTEGRATED RESOURCE PACKAGES (IRP's)**

Integrated Resource Packages (IRP's) are newly prescribed curriculum resources. Each IRP includes: expected learning outcomes, suggested teaching strategies, evaluation strategies and suggested learning resources.

 **C. THE SECONDARY CURRICULUM**

 1. Graduation Requirements

Please refer to the "Graduation Requirements Order" *School Act, Section 168 (2) (b)*