



ALAQSITE'W
GITPU
SCHOOL

LISTUGUJ
EDUCATION DIRECTORATE

ALAQSITE'W
GITPU SCHOOL

POLICY AND PROCEDURE TEACHER HANDBOOK

(DECEMBER 9, 2022; January 16, 2024; August 2024; September 2024; January 2025)

CONTENTS

1.0 LISTUGUJ EDUCATION DIRECTORATE

- 1.1. Mi'gmaq Honour Song
- 1.2. Introduction
- 1.3. Vision
- 1.4. Mission
- 1.5. Educators' Mantra
- 1.6. Mi'gmaw Education Standards



2.0 ALAQSITE'W GITPU SCHOOL – The Eagle will Soar

- 2.1 AGS Education Philosophy
- 2.2 AGS Mission Statement
- 2.3 General School Goal
- 2.4. School Colours
- 2.5 Educators' Code of Ethics
- 2.6 Continuous Improvement
- 2.7 AGS Performance Indicators
- 2.8 Celebration Days

3.0 STAFF LISTING, ROLES, AND RESPONSIBILITIES

- 3.1 Staff Listing
- 3.2 Staff Roles and Responsibilities
- 3.3 Specialized Programs and Student Support Services
- 3.4 AGS Organizational Chart (currently being updated)

4.0 GENERAL SCHOOL INFORMATION

- 4.1 School Hours
- 4.2 Staff Information
- 4.3 Operational Information
- 4.4 Emergency Procedures (Fire Drills, Emergency Lockdowns, Evacuations)

5.0 CURRICULA, REPORT CARDS AND ACADEMIC INFORMATION

- 5.1 Course Outlines
- 5.2 Achievement of Expected Learning Outcomes
- 5.3 Promotion and Retention of Students
- 5.4 Academic Information (School Terms, Report Cards, Parent/Teacher Conferences)

6.0 PRINCIPLES FOR CLASSROOM MANAGEMENT AND POSITIVE DISCIPLINE

7.0 STUDENT CODE OF CONDUCT

- 7.1 Classroom Expectations
- 7.2 In the School
- 7.3 School Expectations
- 7.4 Outside in the Yard

8.0 RESPONSE TO INTERVENTION (RTI) STUDENT SUPPORT PROCESS

- 8.1 About the Response to Intervention (RTI) Student Support Process
- 8.2 De-escalation, Immediate Services and/or Interventions (Risk of Harm)



8.3 AGS Student Discipline Flowchart

9.0 POSITIVE SCHOOL CLIMATE

- 9.1 Positive School Culture Inventory
- 9.2 Creating a positive environment for learning
- 9.3 School-home connections and communication
- 9.4 Effective classroom management at the preventative level

1.0 LISTUGUJ EDUCATION

1.1 Mi'gmaq Honour Song

Gepmite'tmnej ta'n teli nnu'tli'gw

(Let us honour for being 'Nnu [human])

Ni'gmaj'tut ge'mawita'nej

(My people let us unite)

Gepmite'tmnej ta'n wettapegsulti'g

(Let us honour where we come from)

Ni'gmaj'tut apoqnmatultinej

(My people let us help one another)

Ge'apoqnmatultinej ta'n Gisu'lgw teli- ga'lugsi'gw ula 'gsitqamu'g way-hi-ya-ho

(Let us help one another for the reason the Creator put us on this earth.)



Way-o-way-hi-ya, ya-way-o-way-o-way-hi-ya

Way-o-way-hi-ya, ya-way-o-way-o-way-hi-ya

Way-o-way-hi-ya,

Way-o-way-hi-ya Ya-way-o-way-hi-ya-hay-o

(REPEAT ENTIRE SONG 4 TIMES)

1.2 Introduction

Listuguj is in Gespe'gewa'gi, the seventh district of Mi'gma'gi. The territory of Gespe'gewa'gi extends from the present-day Gaspé Peninsula (in Quebec) to the Miramichi watershed area (in New Brunswick). Mi'gmaq have lived, used, and occupied the lands, waters, and resources of Gespe'gewa'gi, Mi'gma'gi since time immemorial.

In 1992, the Listuguj Mi'gmaq Government (LMG) government of the day, with community's support, decided it was in the best interest of Listuguj students to “bring them home” from the neighbouring province of New Brunswick to Listuguj for educational programs and services. At this time, LMG created the Listuguj Education Department to develop and put in place “culturally enriched education programs,” starting with nursery and kindergarten.¹ In 1997, the band-operated elementary school, Alaqsitew Gitpu School, opened its doors. Over the years, Listuguj has reclaimed and revitalized its educational programs and services to meet the needs, aspirations, and wellbeing of Mi'gmaq learners, their families, and the community of Listuguj.

¹ Retaining Control of Mi'gmaq Education. LMG Brief. July 26, 2013.



LMG's Listuguj oversees and delivers educational programs and services to Mi'gmaq clientele and learners. Education delivers a range of services and programs – pre-school, elementary, secondary, training, and post-secondary – to an estimated 600+ students/clients per year. LED employs approximately 150 staff. Ms't No'gmaq (All My Relations) is an important principle woven throughout education. Ms't No'gmaq speaks of creation and our connections with one another, land, and Mi'gmaq knowledge. Ms't No'gmaq speaks about building healthy relations for Mi'gmaq learners individual and collective wellbeing and success.

Siawinnui'sulti'gw
Siawimegitelsulti'gw
Siawignu'tmasulti'gw

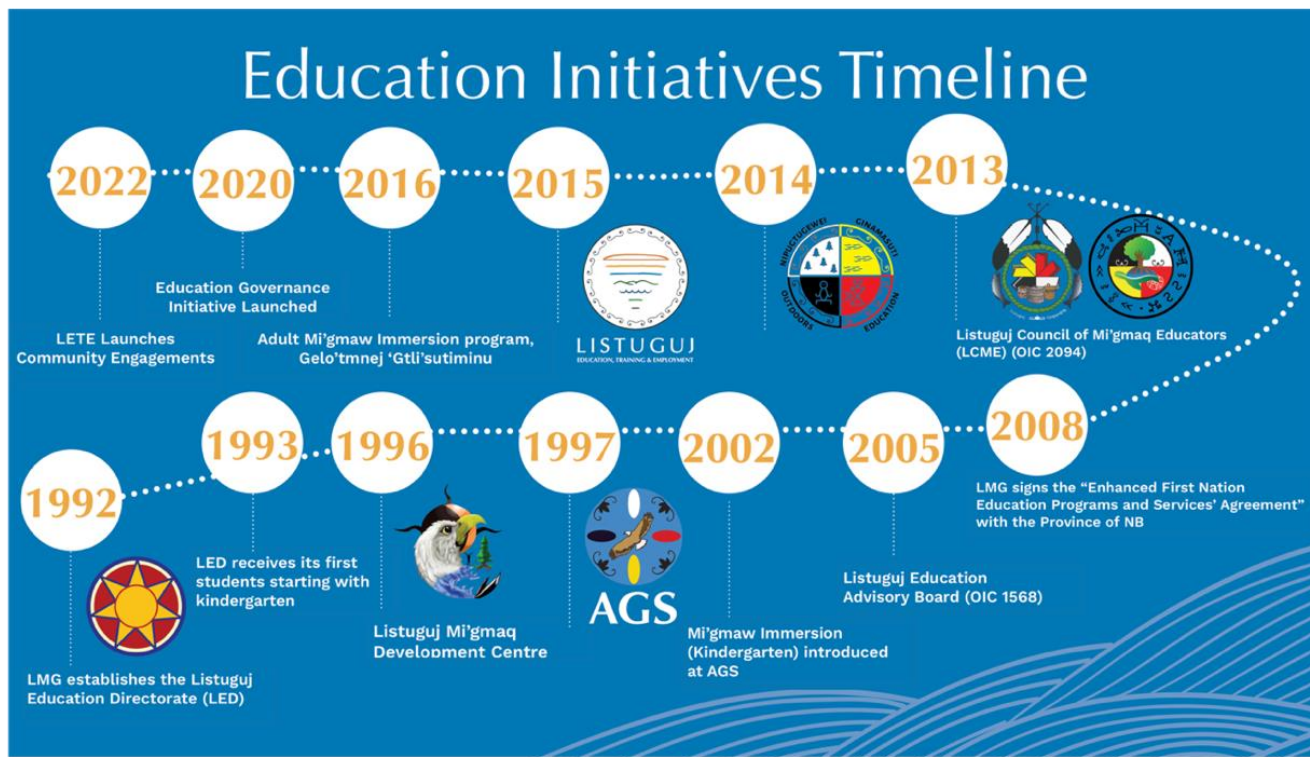
1.3 Education Vision

In December 2017, fluent Mi'gmaw speakers gathered over two days to discuss about our collective future

as Mi'gmaq. Our Vision statement guides us:

Siawinnui'sulti'gw, Siawimegitesulti'gw, Siawignu'tmasulti'gw.

The Vision statement is a strong reminder that we (ginu) continue to speak and live our language, we (ginu) continue to take pride in who we are, and that we (ginu) continue to learn.



Education Mission

Enable each learner to aspire and fulfill their life goals as Mi'gmaq

– Council of Mi'gmaq Educators and LETE Managers. Strategic Planning Session, December 2017



In 2022, the Listuguj Education Directorate chose the Mi'gmaq hieroglyph for Ms't, meaning All, as the foundation of our logo. Each line of the hieroglyph is colored and modified slightly to depict a horizon – or all of creation. Each person can create their own story of what ms't means to them. We hope our logo inspires our community to grow as lifelong learners, know their Mi'gmaq identity, and discover their potential. LED is here to support them at every step.



1.5 Educators' Mantra



LETE Educators' Mantra



Facilitate

Educators are facilitators of learning and knowledge building versus being 'experts' at the front of the room. Build upon a student(s)/ client(s) prior knowledge (What do they already know? What lived experiences do they have?) Guide a learner towards resources (e.g., Elders, community members, online sources, print documents, and organizations).

➤ Accommodate

Every learner has gifts and unique ways of seeing, hearing, and moving. Every learner has needs. Accommodating means understanding a learner's gifts and their needs and then establishing and fostering a positive, safe, and inclusive learning environment. Accommodate does not mean 'watering down' or expecting less. Rather, accommodate means meeting learners/ clients where they are socially, emotionally, physically, and spiritually and expecting them to thrive.

➤ Collaborate

Indigenous ways of being and knowing emphasize collective approaches and collaboration. Team building amongst staff and with students will create a stronger, healthier education system. Collaboration can foster different points of view and build empathy. Educators are encouraged to reach out to family members, knowledge holders, language keepers, and community organizations.

➤ Communicate

Communication consists of verbal and non-verbal interactions between educators, and students. Verbal messages are what you say, and nonverbal messages are how you say them (tone, body language). A supportive climate has few distortions (sound, physical barriers, lighting). Model active listening skills (asking for feedback, summarizing, and clarifying). Precise delivery involves : knowing your students, adapting to their needs, anticipating misconceptions. These practices communicate respect for learners, foster belonging, and let learners know they are valued.¹

➤ Motivate

Recognize each student's unique gifts, abilities, strengths, passions, and foundations (talents and skills). Practice critical reflective thinking: openly reflect on new information, ask questions, and show curiosity as part of lifelong intellectual humility and generosity where educators and learners build relationships and learn together.²

¹ Cheri Simonds and Pamela Cooper, *Communication for the Classroom Teacher*. 9th Ed. (IL, Pearson, 2011), 8-12.

² Ozlem Sensoy and Robin DiAngelo, *Is Everyone Really Equal?* 2nd Ed. (New York: Teachers College Press, 2017).

<https://www.listugujeducation.ca/resources>

1.6 MI'GMAW EDUCATION STANDARDS



Mi'gmaw Education Standards

Living Standards



LISTUGUI
EDUCATION, TRAINING & EMPLOYMENT

Siawinnui'sulti'gw - Siawimegitelsulti'gw - Siawignu'tmasulti'gw

MI'GMAW EDUCATION STANDARDS



i). EDUCATOR-LEARNER RELATIONSHIPS. Create authentic educator-learner relationships as part of lifelong learning.

- Get to know the students outside of school. Build those relationships with them: go to their dance show and show an interest in who they are.
- Humour, have fun, do not take things too seriously! Practice humility
- Create safe and positive learning spaces
- Build authentic relationships are holistic (Mind/Body/Spirit/Emotion)
- See the strength in students: build resilience first, care for them, and connect with their spirit.
- Make student identity and belonging part of the learning, give students ownership, and empower students to lead their learning.

ii.) STRENGTH-BASED. Take a strength-based approach that recognizes, encourages, and honours learners' unique gifts and needs.

- Provide the students opportunities to experience success, to build the confidence, to try things they may struggle with; show them how to use their strengths.
- Choice/options/autonomy over learning.
- Offer options for assessments: "Show me" (the skill/knowledge/practice) in the way you feel most comfortable.
- Recognize diverse ways of learning.
- Give learners responsibilities.

iii.) MI'GMEWEI TLI'SUTI. Angwiasultinej, apaqonmatultinej, aq megit'tmnej aq siawigweg Mi'gmawei tli'suti. (Nourish, support, and value the use and growth of the Mi'gmaw language).

- Mi'gmawei tli'suti – the language strengthens identity, sense of pride, and deep history.
- Work on speaking, hearing, and understanding first, reading and writing comes later.
- Encourage, foster, and practice collaboration amongst educators (share knowledge, resources, and skills)
- Create opportunities for learners (clients/students) to see/hear/feel Mi'gmaw language in their daily interactions (e.g., Word of the day, posters, use of everyday and frequently used words in Mi'gmaw).
- Experiential learning is an integral part of language acquisition. Learners need to hear a word spoken many times, in many separate locations, for long-term retention.

iv.) LAND-BASED. Learn on and with the land. Weave together land-based and indoor classroom learning. Use experiential, hands-on, and holistic approaches to learning.

- LOVE! Land-based learning brings life back into the learner and gets them excited about school. Not liking school is a learned behaviour/attitude that we must combat.
- Create connection to the land by using the language for the environment around them (experiential learning).
- Place-based learning involves extended families and community organizations, local history, and Mi'gmaq practices.



v.) CENTER MI'GMAW WORLDVIEWS in the learning environments, teaching methods, content, resources, and educational supports; with care, include other theories, methods, and knowledges.²

- Ms't No'gmaq. We are a collective; we all work together.
- We must ensure that educational services and programs (delivered by the community or collaboratively with a province) come from a worldview that is Mi'gmaq; carefully include other theories and knowledges (e.g. Western knowledge).
- With care, intentionally and ethically work withing and across knowledge systems.
- Acknowledge and work to counter the impacts of colonialism and the painful legacy of the omission, denial, and denigration of Indigenous knowledge systems in the building of settler Canada.
- Continue to strengthen Mi'gmaw (Indigenous) worldviews and concerns, as Indigenous Peoples and as non-Indigenous allies.

vi.) RELATIONS. Involve extended families (caregivers/Elders/knowledge holders) in the learning by creating positive and supportive school-home connections.

- The connection between youth and Elders is so essential. Let us reconnect our kids [students/learners/clients] with Elders, knowledge holders, language speakers, and organizations in the community of Listuguj as part of learning.
- Create a relationship with learners' family/community outside of school (positive support system)
- Make positive contact with caregivers, extended family, and the community.
- Build those connections [with families, organizations, community]. It can be difficult, and you do not always get it, but keep trying no matter how hard it is.

vii.) POSITIVE LEARNING ENVIRONMENT. Create a positive environment for learning: Safe, inclusive, supportive, collaborative, and caring.

- Try to make the space (in the classroom) as comfortable as possible for learning.
- It is essential to 'wrap students' (learners/clients) with positive experiences: hopefully, the positive experiences will outweigh the negative experiences that they encounter.
- Educators can build relationships by modelling and showing students how to communicate with one another in a healthy way.

viii.) LEGACY OF COLONIALISM. Name and address colonial history and trauma ethically without causing more harm.

- Educators must be aware of our past and what we carry forward: as Indigenous Peoples, as Settler Peoples.

² Linda Tuhiwai Smith observes that “[d]ecolonization, however, does not mean and has not meant a total rejection of all theory or research or Western knowledge. Rather, it is about centring our concerns and world views and then coming to know and understand theory and research from our own perspectives and for our own purposes,” in *Decolonizing Methodologies. Research and Indigenous Peoples*. (New York: Zed Books, 2012), 41.



- As an institution/educator, we must have an honest conversation about the connection between trauma and education. We also need to understand what the truth means. [Indigenous peoples] are survivors of those places [residential and day schools], which had a history of violence and abuses. That trauma still exists. We need to discuss to understand the ongoing impacts of colonialism.
- Learn about and implement trauma-informed teaching practices from an Indigenous lens.
- Build awareness and understanding about concepts and words used to name 'trauma': Colonial Trauma, Historical Trauma, Soul Wound, etc.
- Build awareness and understanding about the lasting harms of colonialism and actively create safe and inclusive spaces for 'healing' and transformation.
- Take proactive and informed approaches to lateral violence; adopt practices that contribute to positive and empathetic learning environments.
- Colonial trauma includes but is not limited to institutionalized racism and biases, ongoing colonialism, and ignoring or dismissing Indigenous knowledge in education systems.
- Promote and encourage wellness and cultural safety when addressing colonial trauma.

ix) LIFELONG LEARNING. Encourage and promote lifelong learning.

- Engage in professional development opportunities (training, workshops, sessions) to stay informed, and collaborate.
- Share ideas about "better practices" to best meet learners' evolving and changing needs in all aspects of education and training (i.e., Resources, Curriculum, Teaching Methods, and Learning Environment).
- Keep learning how to learn.

2.0 ALAQSITE'W GITPU SCHOOL – The Eagle will Soar

2.1 AGS Education Philosophy

Educators deliver educational programs and services rooted in Mi'gmaq worldviews (knowledges, values, and language) and Western theory and knowledge; staff support student wellbeing and success as lifelong learners; and make certain that students can successfully transfer to an equivalent grade in the provincial educational system.

It is the express purpose of the Listuguj community to provide students with an education that fully enhances a learner's academic success and wellbeing along holistic (emotional, spiritual,



physical, and intellectual) and lifelong learning pathways. This education philosophy reflects Mi'gmaq beliefs and efforts at encouraging the responsibility of the people at directing themselves to their full potential, and a lifelong love of learning.³ This statement supports the commitment to the Listuguj Mi'gmaq Government's (LMG) Mission Statement to preserve, promote and protect Mi'gmaq Culture and Language.

2.2 AGS Mission Statement

To cultivate a healthy learning space for all to speak, think and be Mi'gmaq.

2.3 General School Goal

Our aim is to maintain and develop a school with a warm and cooperative atmosphere where educators and learners, in cooperation with caregivers, can fully develop their talents, skills and abilities.

2.4 School Colours

The official colors for Alaqsite'w School are gold and blue and their significance is: Gold represents *Life*, Blue represents *Children*.

2.5 Educators' Code of Ethics – *Currently being developed.*

2.6 Continuous Improvement

Strengths-based

- o Foster and develop independence, collaboration, curiosity, and empathy instill a holistic and lifelong love for learning.

Excellence in learning

- o Discuss and implement promising practices throughout the curriculum, emphasizing the areas of math, language arts, Mi'gmaq worldviews (knowledge, values, and language).

³ AGS' Philosophy of Education was formed over the years through consultation with the staff of the Alaqsite'w Gitpu School, the staff of the Education Directorate, our Parent Advisory Committee, and members of the Friends of the School Organization.



- Monitor, assess, and evaluate students learning (using education learning outcomes for each grade level, 21st century competencies, Mi'gmaw Education Standards, and AGS Performance Indicators).

Mi'gmaw worldviews and values

- Honour Mi'gmaq worldviews in the learning environments, teaching methods, content, resources, and education supports. Develop and support critical thinking, inclusivity, holism, mindfulness, and relationality.
- Address the legacy and impacts of colonialism ethically without causing more harm to learners, educators, and caregivers (reflexivity)

Land, Language, and Learning

- Use land-based teaching approaches and support the growth of Mi'gmaw language in the classroom
- Ensure a sound grounding in literacy, numeric skills, and Mi'gmaq worldviews

Student attendance.

- Increase the average daily rate of attendance.

Relationship building

- Improve communications within the school and between school and home
- Build relations with community in the educational process

Positive school climate

- Promote and create a positive school climate and continued student success and wellbeing (academic, social-emotional)
- Maintain a positive, safe, and inclusive school environment.
- Promote a positive school climate that expands student's experiences and worldviews (experiential learning and relationality)
- Model and encourage students' understanding and respect for others, including a cooperative attitude and thoughtful participation in decision making.
- Model and promote the practice and understanding of personal health, safety, and wellbeing.

Physical Environment

- Continue to pursue the expansion of the school's physical environment and the proper maintenance of the existing facilities.

2.7 AGS Performance Indicators

Lisutuguj Education strives to improve educational outcomes based on the real needs of



Mi'gmaq learners.⁴ As part of its funding agreement, Education is required to monitor student success using Performance Indicators.⁵ AGS must deliver educational programs and services that will enable students to transfer to an equivalent grade in a provincial system. As stated in the Regional Education Agreement (REA), AGS will provide “education services that reflect Mi'gmaw worldview, culture, history and values and [maintain] a curriculum that will enable our students to transfer to an equivalent grade in a provincial system” (Regional Education Agreement, 2022-2026).

The AGS Performance Indicators are as follows:

1. Improve attendance rate (increase student attendance rate)
2. Academic performance
 - o School Success Plan: Reviewed and updated
 - o Professional Development: Staff skills' development in place for educators
 - o Learning Assessments
 - Increase number of students who meet grade level expectations for reading, writing and numeracy.
 - Identify type of assessment (reading, writing, numeracy).
 - Grade level(s) tested
 - jurisdiction (federal or provincial)

4 First Nations Education Council Regional Education Agreement (2022), Schedule F. In 2022, Listuguj, together with 21 First Nations' communities in Quebec and the First Nations' Education Council (FNEC), entered into a five-year Regional Education Agreement with the Government of Canada, through Indigenous Services' Canada. Accordingly, the Listuguj Education Training & Employment administers its budgets, for Alaqsitew Gitpu School, from the following sources: Indigenous Services Canada (ISC), First Nation Education Council (FNEC), and Listuguj Mi'gmaq Government.

5 Performance Indicators are outlined in LMG's Regional Education Agreement with the First Nations Education Council (FNEC). (June 2022).



- Standard applied (provincial or other)
- 3. Capacity of the education system (Increase capacity in one or more key areas)
 - Tools and equipment
 - Connectivity (e.g., digital skills)
 - Academic data systems (e.g., CANO)
 - Support staff (teaching assistants)
- 4. Before-and-after-school programming
 - Number of before-and-after school programming.
 - Number of students participating
- 5. Special Education for students with exceptionalities (*including early screening intervention)
 - Total number of students requiring Special Education services
 - Number of students who received the supports and services meeting the goals identified in their Individual Education Plan (or other type of learning plan)
 - Number of students who had an IEP in place
- 6. Centering Indigenous and Mi'gmaw ways of knowing and doing (Aligned with the Mi'gmaw Education Standards and Educators' Mantra)
 - Performance Indicators – TBD

2.8 Celebration Days, Honouring Mi'gmaw Worldviews

Toqwa'q

- Gugumijinaq aq Gnijgamijinaq Uгна'gwegmuow (Grandparents' Day)
- Fall Culture Day



- National Day for Truth and Reconciliation – “Ms’t mijua’ji’ Gesite’tasultijig /Every Child is Cherished”, Sept. 30 (holiday)
- Gisagnutmamgewei Na’gweg (Mi’gmaq Treaty Day),
- Sma’gnisg Migwite’lmujig (Remembrance Day)
- Mijua’ji’juei Na’gweg (National Child’s Day)

Gesig

- Winter Culture Day,
- Family Day

Siggw

- Spring Culture Day
- Migwite’tm’nej 1981, June 11 (holiday)

Nipg

- Nnueiei Na’gweg (Indigenous Peoples’ Day)
- Summer Culture Day

3.0 STAFF LISTING, ROLES, AND RESPONSIBILITIES

3.1 Staff Listing



The staff listing and assignments for this school year are available online.

3.2 Staff Roles and Responsibilities

ADMINISTRATIVE STAFF

Director of Education

The Director of Education is under the direct supervision of LMG's Chief Executive Officer (CEO) and is responsible for the overall management of all education programs, including the operation of the Alaqsite'w Gitpu School.

Associate Director

Working with the Director of Education, the Associate Director of Education is responsible for the general supervision and management of the elementary school (K4-Grade 8), secondary and adult education. Responsibilities include counselling, registration, administration, and liaison with provincial schools serving Mi'gmaq learners.

Education Services Manager (Transportation and Maintenance)

The Education Services Manager oversees transportation services for students (K4-Grade 12 and Adult Education) going to and from school (in-community and the Francophone school in Campbellton). Duties also including management of janitorial and maintenance repairs under the education umbrella.

ALAQSITE'W GITPU SCHOOL STAFF

Principal(s)

AGS has two principals, both of whom work under the direct supervision of the Director of Education. Both principals are responsible for planning, organizing, overseeing, and monitoring the activities of teachers and school staff, with the assistance of the Office Manager. The Principals supervise maintenance and kitchen staff. AGS principal(s) work collaboratively; each is responsible for managing their respective programs and services.

The Principals work closely with the Associate Director and other education managers (e.g., Education Services Manager, Enhancement, Treaty Education). The Principals work with coordinators and specialists, including specialized programs (Outdoor Education, STEAM, Culture, Horticulture, Culinary Technology, Library, Performing Arts) and Student Support Services (Special Education, Guidance, and Social Services).

Vice-Principal, Pedagogical Leader

The AGS Vice-Principal, Pedagogical Leader is responsible for developing effective educational practices for our school. They guide and coach our teachers on pedagogical standards, classroom management and promoting a positive learning environment.



Office Manager

The Office Manager is under the direct supervision of the Principal(s) and is responsible for the overall management of the school's administrative office.

Receptionist

The Receptionist is responsible for providing secretarial, clerical, and administrative support to provide education services effectively and efficiently.

Attendance Intervenor

In collaboration with school officials, teachers, parents and outside service providers, the Attendance Intervenor is responsible for ensuring regular and consistent attendance at the primary, elementary, and middle school levels to improve and protect the social well-being of the students. The Attendance Intervenor supports and strives to meet the individual needs of Mi'gmaq students of Listuguj.

Teachers

Under the supervision of the Principal(s), the Teacher is responsible for teaching students assigned to them to bring about instructional goals, learning outcomes, standards, and objectives set forth by the Education Directorate. The Teacher will follow school rules, standards, and policies and maintain such records as required for the operation of the school, and their classroom, including the development and implementation of Course Outlines, student assessments, intervention, and accommodations (aligned with Response to Intervention student support process), and promotion of the students.

Maintenance Coordinator

The maintenance coordinator is directly responsible to the Education Services Manager in collaboration with the school principal(s). The coordinator is responsible for the operation and maintenance of the Alaqsitew Gitpu School, including the supervision and scheduling of janitorial staff.

Kitchen Staff – Services for the kitchen Staff is contracted out.

3.3 Specialized Programs and Student Support Services

SPECIALIZED PROGRAMS

Culinary Technology (Grades 5- 8)

Culture Program (K4 to Grade 8)

The objective of the Culture Program is to learn, implement and promote our Mi'gmaq heritage. Students can expect to utilize ancestral life skills for survival following seasonal traditions through hands-on Mi'gmaq art forms. Students identify plants and



animals, compare past and present customs of the Mi'gmaq, share and exchange acquired knowledge with family members.

Library

AGS provides library services for all students. AGS' library carries books in English, French, and Mi'gmaq.

Outdoor Education

Outdoor Education focuses on Land-Based Learning. The program is directly connected to the community of Listuguj and follows the seasonal opportunities to connect students with hands-on, culturally relevant lessons that reflect the community. Outdoor Education provides opportunities, such as year-round fishing and hunting, hide tanning, beekeeping, bow making, foraging, fire making, medicine making, snowshoeing, maple tree tapping, and so much more.

Performing Arts

AGS students in all grades participate in a music-focused program with some elements of acting/scripted performances (e.g., video projects). Throughout the year, the program provides lessons for various instruments: recorder, ukulele, guitar, and percussion. Students will engage in video projects, music composition recordings, and other creative avenues. The Performing Arts program enables students to find avenues of expression through music and performing arts; the students build new skills helping to build their vision of the identity they are discovering for themselves. There is a Kiddy Keys program for the elementary grades and Performing Arts programming for Grades 4-8 and the Mi'gmaw Immersion classes. The Performing Arts program offers hand drumming classes to keep Mi'gmaw songs alive. Students can sign up for after-school guitar lessons. There is a Creative Group that works on exploring different avenues of creativity.

STEAM Educator (21st Century Innovations)

The STEAM Educator (21st Century Innovations) promotes curricular innovation throughout the school by facilitating professional learning, co-teaching, and empowering teachers to develop skills and plan projects that use innovative learning approaches, including using digital tools and STEAM projects (Science, Technology, Engineering, Arts, Math).

The 21st Century Innovation Educator promotes students' empowerment and active learning environments: differentiated instruction, project-based and inquiry-based learning experiences. This program establishes connections between 21st-century innovations (through STEAM) and traditional Mi'gmaw technologies, ways of learning, knowing, and being.

Treaty Education (Mi'gmaq ways of being and knowing)

The Treaty Education supports the inclusion of Mi'gmaw ways of being and knowing, Treaty Education, Etuaptmumg, and Netuguling in all work related to student and client success.



Treaty Education involves a holistic approach to Mi'gmaq Education. This program not only shares and builds knowledge about Treaties and Treaty relationships but also incorporates ancestors, language, ceremonies, land-based learning, student-led inquiry projects, history, and more.

STUDENT SUPPORT SERVICES (students with exceptionalities)

Special Education Coordinator

The Special Education coordinator manages and coordinates AGS' Special Education Program. This includes the overall coordination and supervision of Methods & Resource teachers, guidance services and programs, and Education Assistants. The Special Education Coordinator chairs the Special Education Team (SET). **SET is comprised of teachers, specialists, administrators, and external specialists (as required).*

Methods and Resource Teachers

The Methods and Resource Teachers are responsible for assisting classroom teachers and education assistants in developing differentiated teaching strategies to meet the needs of students with differing learning styles and exceptionalities. Accommodations can involve the use of specialized learning programs and equipment. AGS uses the Response to Intervention (RTI) approach for student support services. *(RTI student support process is described further ahead)*. The RTI approach is tiered. Tiered means that there are varying levels of supports used at different intensities to allow all students to work to their fullest potential.

The Methods & Resource Teachers are members of the Special Education Team (SET). As required, the Methods & Resource teachers assist in the assessment and placement of students through classroom observations, the administering and interpreting of academic and standardized tests, and participation in the student assessment process. The Methods and Resource teachers deliver special education services to students from Kindergarten/nursery to Grade 8. Methods & Resource teachers may also co-teach whole classes and/or assist the teacher in the classroom with techniques in skill development for behavior modification.

Behavioural Interventionist

Under the school principal's supervision, the behaviour intervention worker is responsible for assisting students experiencing behavioural difficulties. Behaviour Intervention work is responsible and complex: the worker supports classroom teachers, the Special Education support staff, and the school administration. Working directly under the school principal, the Behavioural Interventionist provides direct support to students and parents (e.g., strategies and activities for students with specific behavioural, social, or emotional concerns). The Behaviour Interventionist ensures follow-through with natural and logical consequences for misbehaviour; proximity monitoring and physical space structuring; assists with implementing and monitoring anti-bullying programs and behaviour contracts; mentoring students; and behaviour modelling. The Behaviour Interventionist supervises out-of-class/in-class student suspensions



(*Intervention Tutorials*) and the physical removal of severely disruptive children (e.g. if there is a risk of the student hurting themselves or others or causing severe property damage).

Education Assistants & Intervention Workers (AGS and Jordan's Principle)

Taking a strengths-based approach, Educational Assistants (EA) and Intervention Workers are responsible for providing academic (learning) and behavioural (social-emotional) support services to students in a school setting. EAs implement support services to individual students in keeping with the objectives, standards, and individual plans (learning and/or behaviour) developed by AGS' Special Education Team (SET). EAs offer general classroom support for small groups of students. EAs supervise AGS students on the bus during lunch and recess. EAs implement support services following AGS' Response to Intervention (RTI) approach, delivering learning and behavioural interventions and accommodations at the right intensity and time.

Guidance

The Guidance Counsellor collaborates with staff to develop and implement behavior intervention programs, counsellor/mentoring for identified students or small groups.

School Social Worker

The School Social worker promotes and enhances the school's mission by providing services that strengthen home/school/community partnerships and alleviate barriers to learning. The School Social worker contributes to developing a healthy, safe, and caring environment by advancing the understanding of children's emotional and social development and the influences of the family, community, and cultural differences on student success and by implementing effective intervention strategies.

The School Social worker identifies barriers and challenges to students' social and emotional well-being. Works with the Special Education Team (SET): receives referrals, develops intervention plans using an RTI model; facilitates workshops with parents; provides intervention with services regarding crisis intervention, self-harm, and youth protection. Facilitates staff training related to student wellness, collaborates with external partners (related to student well-being), and guides and supports staff members (Assistant Social Workers, Mentors, and other support staff).

Professional Services

Professionals such as the school psychologist, speech therapist and occupational therapist are under the supervision of the Special Education Coordinator and work as part of the special education team to provide assessments and other services to students who have been referred. The Psychologist is required to provide psychological intervention, therapy and psychological assessments for students from the community of Listuguj. The psychologist may also be required to assist with an Early Intervention Program.

The Speech Therapist will conduct individual assessments and prescribe required intervention or referral. The therapist will also provide scheduled speech therapy sessions to individual



students. The therapist may provide training to some special education staff to assist the program by conducting supervised therapy with individual students in between visits of the speech therapist.

Pedagogical Consultants

The school's pedagogical consultants are under the supervision of the school principal(s) and provide curriculum support in Mathematics and Literacy, and mentorship and professional development to the teachers at AGS.

4.0 GENERAL SCHOOL INFORMATION

4.1 School Hours

The regular school schedule is as follows:

08:20 a.m.	School doors open
08:20 a.m.	Students arrive - Office opens
08:30 a.m.	Classes Begin K – Grade 8
10:00 a.m.	Recess <u>K-Grade 4</u>
10:15 a.m.	Recess Grades <u>5-8</u>
11:30 a.m.	Lunch <u>K - Grade 4</u>
11:50 a.m.	Noon Recess K- Grade 4
	Lunch Grades 5 - 8
12:10 p.m.	Noon Recess Grades 5 - 8
02:30 p.m.	Dismissal Gr. K – 2
03:30 p.m.	Dismissal Gr. 3 – 8

Celebration Days and Holidays

There are designated holidays for LMG staff, including teachers. For students to experience a full understanding of these holidays, each teacher will be encouraged to provide students with information explaining the designated holidays and to introduce it in a lesson format (e.g., Truth and Reconciliation, Treaty Month, etc)

4.2 Staff Information

1. Teacher Agreements

The teacher contracts reflect the requirements of LMG.

2. Staff and Professional Learning Community (PLC) Meetings



- All staff members are required to attend meetings with administration in Teacher Teams, and Support Staff Teams. An agenda will be prepared in advance. Any staff wishing to add to the agenda may do so by contacting the receptionist. These meetings will be held monthly.
- Unscheduled meetings will be necessary from time to time. These meetings will be made as brief as possible.
- Professional Learning Community (PLC) meetings will be held on a weekly basis.

3. Professional Appearance

Staff is expected to set a good example for students and make a favorable impression in their contacts with the public. Employees will wear clothing appropriate for their jobs. When taking students on the land for Outdoor Education staff must wear clothing suitable for diverse weather conditions.

4. Tobacco Use/ Vaping

Teachers and staff at the Alaqsitew Gitpu School shall not smoke / vape on school property or within sight of the Alaqsitew Gitpu School building, or any LMG educational building.

5. Scent Free/Nut Free School

The Alaqsitew Gitpu School is a scent free environment. Students and staff are not to wear any type of scented products due to the number of individuals who have allergies. Nut products are not prohibited throughout the school but may be in certain locations depending on allergies in the school.

6. Substitute Teachers

Teachers are to report their absence in time to acquire a substitute teacher. Classroom teachers are required to prepare a lesson plan for the substitute teacher detailing the learning activities to be completed in their absence.

7. Tutoring for Pay

Teachers shall not receive any money for tutoring a student that they have in class or to whom they give assignments. Similarly, no tutoring will be performed in the school building where the exchange money is concerned.

8. Education Equipment

Education equipment and supplies cannot be used for personal purposes.

9. Tobacco Use/ Vaping

Teachers and staff at the Alaqsitew Gitpu School shall not smoke / vape on school property or within sight of the Alaqsitew Gitpu School building.

10. Scent Free/Nut Free School

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11. Substitute Teachers

Teachers are to report their absence in time to acquire a substitute teacher. Classroom teachers are required to prepare a lesson plan for the substitute teacher detailing the learning activities to be completed in their absence.

12. Education Equipment Education equipment and supplies cannot be used for personal purposes.

13. Before-and-After School Activities

All teachers and staff are encouraged to set up various committees to plan and coordinate before-and-after school activities for AGS students.

14. Community Events

Teaching staff is encouraged to participate in community activities and socials. This initiative will provide you with an opportunity to take part in the dynamics of the community.

15. School-home/community linkages

Building strong school-home/community linkages can support student success and positively impact their social-emotional and learning outcomes. Teachers must keep frequent contact with parents/guardians. Teachers must also maintain a record, or log (e.g., using CANO) of all parental contacts detailing the date and topics discussed.

Recommendations from AGS educators to improve school-home linkages⁶

- Initiate communication at the start of the year.
- Keep lines of communication open.
- Use social media to share information about school activities (e.g., individual posts or private class groups)
- Call home or send home notes (good news and concerns)
- Create a parent-teacher committee.
- Host community and school events
- Offer more project-based learning
- invite parents with different skill sets to join your class for various projects.

16. Films in the Classroom

⁶ Survey with AGS Educators (Oct. 2021)



Teachers can use films and videos for educational purposes (clear connections with curriculum outcomes or education standards). All films must be rated General. *If using a film rated PG 13, the teacher must obtain approval from the school administration in advance.* French and Mi'gmaq classes should only show videos in the language of instruction.

17. Guest Speakers

Community members, knowledge holders and guests contribute to the education of the children of Listuguj. Alaqsite'w Gitpu School encourages building relations with community members, including the participation of individuals possessing Mi'gmaw knowledge and skills. The principal(s) is responsible for ensuring that individuals invited as guest speakers meet the criteria outlined above and that guest speakers understand and adhere to relevant school policies. Individuals wishing to offer their services must contact the school principal(s). Teachers wishing to have a speaker in their classroom must get permission from the school principal(s) (or designee) in advance. Honorariums are paid at a set rate (per visit, half, or full days).

18. Fundraising

From time to time, expenses may arise which require funding-raising by students, parents and staff and school activity groups for extra-curricular activities or resources of an enrichment nature. Taking part in fundraising events can heighten the educational experience of our students.

The principal(s) must approve each fundraising project within the school. The staff responsible for leading the activity must submit a financial report to the Principal(s) after each fund-raising event. Participation by students, staff, or families in fund-raising or canvassing projects is voluntary. Education administration is responsible for soliciting funds from a branch of the Listuguj Mi'gmaq Government. Staff submit these requests to the principal(s). The Education Director must approve requests to solicit funds from another department of LMG.

19. Personal Deliveries

Staff should not have personal purchases delivered to the school. All deliveries to the school should be for items intended for student use.

4.3 Operational Information

1. Bus Arrivals

Students will enter the school by the front door on Caplin Road. Teachers on duty greet students, who go directly to their respective classrooms. Students arriving before 8:20 am will be allowed to play in the schoolyard behind the building.



Students should not arrive before 8:05 am.

2. Students who Walk to School

Students who walk to school must wait in the playground area until 8:20 am. On exceptionally freezing days, students will be allowed to enter the school before 8:20 am with teacher supervision.

3. Breakfast Snacks

A breakfast snack, sponsored by Education and the Breakfast Club of Canada, is provided to the students when they arrive at school in the morning.

4. Health /Illness

If a child complains of not feeling well during the homeroom or teaching time, please use the intercom and advise the Receptionist, Principal(s), or Office Manager of the situation. If necessary, the teacher or administration staff will contact the parents. The child should remain in the classroom in a comfortable space until the parent arrives to pick up the child. However, if the child has a high fever or vomits, contact the secretary and have the child escorted to the office.

In exceptional cases where the child exhibits more severe signs of illness, use the intercom to advise the Receptionist, Principal(s), or Office Manager of the situation. The child will be brought to the Health Room for observation until the parent or other help arrives.

5. Medication

The school policy is to have parents attend to their child to administer medication. If it is impossible, a permission form must be completed and signed by parents/guardians before staff administer medication to a student. This form will authorize the Alaqsitew Gitpu School Principal(s) or Office Manager to administer the medication.

6. Recess and Noon Time

Outdoor recess will be for 15 minutes in the morning. Lunch is 30 minutes, as is Lunch Recess. Teachers will accompany their class directly to the schoolyard using the closest exit. Students will go outside for recess unless the teacher receives a letter from the parents/ guardians stating otherwise.

At the end of recess, students will line up by the door with their classmates; the teacher will accompany them back to the classroom.

In emergencies, the administration will provide teachers with supervision duties with a hand-held radio to keep them in direct contact with the office.

If a parent requests that their child remain indoors during lunchtime or recess for health reasons, the child must stay in the library for those periods. Please advise the



librarian in advance so that reading material or videos can be available for the child to read or view. The responsible teacher must accompany the child to the library and back to the classroom.

If the child requires a change of clothing due to mud or water, please use the intercom to ask the Receptionist or Principal(s)/Office Manager to contact the parent. The administration staff will bring the change of clothing to the child's classroom.

7. Lunch

Lunch will be served in the school cafeteria. Lunch period will be for 30 minutes.

- Teachers will encourage health and safety practices (e.g., wash hands, brush teeth).
- The staff will supervise the lunch eaten in the cafeteria.
- Teachers will ensure that the students tidy up when they have finished eating.
- Teachers will ensure that students go outside or participate in school activities for the remaining time of the lunch period (20 minutes).
- For teachers' information, parents who wish to have their child home during lunch are free to do so if they arrange their own transportation for their child.

8. Student Dress Code

Dress is important to a positive teaching and learning environment.

- ✓ Students must wear clothing that is safe for the learning environment (indoor and outdoor learning).
- ✓ Clothing that promotes illicit activities or hate are not permitted in the school.

9. Student Attendance (amended September 7, 2021)

Strong attendance at school is a key ingredient for academic success. If a student is absent from school, teachers require a call, or note from a parent/guardian in advance, or upon their return. If an excuse is not provided the student will be marked as "absent without excuse"

9.1 Absenteeism Prevention, Intervention, and Monitoring (students)

1. Strong student attendance will be celebrated throughout the school year.
2. Individual attendance plans may be used as an intervention
3. If a student is absent for more than 5 days in a row (doctor's note required) and/or 5 to 10 days absent, the *teacher* must initiate contact with a parent.
4. If a student has missed a total of 15 days, the teacher must alert the *Attendance Intervener* who will contact the parent to discuss the situation and work towards a solution.



5. If a student has missed a total of 20 days or more the *Attendance Intervener* will alert the *School Social Worker* who will initiate a parent conference and do an intervention plan.
6. If a student has missed a total of 25 days or more, and there is no medical reason with a doctor's note, the *School Social Worker* will contact *Listuguj Child and Family Services or Youth Protection*.

9.2 Tardiness Prevention, Intervention, and Monitoring (students)

1. Students who arrive at school later than 8:20 will be required to report to the office for a late slip.
2. The Attendance Intervener will have this time in the morning to monitor and communicate with students who arrive late.
3. To enter class, students who are late require a "late slip" from the office.
4. Teachers should mark students late in CANO. If Tardiness becomes habitual the teacher should first communicate with the parent before referring to the Attendance Intervener.

10. Academic Standards and Student Assessments

Alaqsitew Gitpu School must strive to ensure that students are provided with an academic program where student success and wellbeing (social-emotional) are valued. Educators must ensure that students can successfully transfer to an equivalent grade in the provincial educational system. Teachers are responsible for conducting assessments to measure and assess a student's learning.

Students' learning is measured and tracked and are assessed in accordance with education learning outcomes (provincial or other), 21st century competencies, the Mi'gmaw Education Standards, and the Performance Indicators set out in LMG's Regional Education Agreement.

Students will write school-wide academic assessments approved by AGS Principal(s). Every effort will be made to assess all students to determine their academic levels and to identify needs and develop accommodations or enhancement strategies.

Teachers will track student learning through periodic screening, formative and summative assessments. If a teacher observes concerns (academic, behaviour, social-emotional, motor/sensory), they will follow the Response to Intervention (RTI) student support process to put in place interventions at the "right intensity and time".

11. Honouring Mi'gmaw Worldviews, Language, and Culture



- AGS recognizes the importance of providing the foundation for a thriving Mi'gmaq language and Mi'gmaq worldviews – knowledges, values, language, and ways of knowing and being.
- Staff are expected to build their knowledge and understanding of the Mi'gmaq language and knowledge while employed by the LMG. This may include participating in community and cultural events, among others.
- Teachers are expected to honour Mi'gmaq worldviews (knowledges, values, ways of being and knowing, and language). As part of delivering quality education programs and services, teachers are required to consider education learning outcomes, 21st century competencies, Mi'gmaq knowledges (for guidance see the Mi'gmaq Education Standards) and the AGS Performance Indicators.
- Educators are required to uphold the Educators' Code of Ethics (*currently being developed*) in their practice.
- The Administrator and/or Educators may develop Mi'gmaq knowledge initiatives, including special projects or participation in cultural events and activities (i.e., class excursions on the land or community-wide cultural events). If these activities go beyond the regular work hours, teachers must obtain approval from the principal(s) ahead of time.

12. Tutorials

At AGS, our goal is to provide our students with creative and innovative academic programs based on Mi'gmaq values to meet students' learning needs. To realize this goal and to have our students reach their maximum learning environment. AGS staff are required to use the Response to Intervention student support process, which is designed to teach our students the necessary skills and attitudes at the right intensity and time. At times, recess and afterschool Tutorial(s) will be necessary to help our students learn school expectations.

Generally, there are three learning purposes to tutorials.

1. Homework
2. Behaviour (Not meeting school or classroom expectations)
3. Academic Assistance

Guidelines

1. The staff member who is directly involved in the behavior or academic issue must be directly involved in the tutorial. For example, a homeroom teacher should not be hosting a tutorial for a behavior or academic issue that occurred with another staff member. They can however support the other staff member by attending the tutorial.
2. If any staff member requires additional support for a tutorial they should request it from the school administration.



3. Teachers must track tutorials. They should also document behavior related tutorials on CANO
4. If any student has 8 or more tutorials in one month, the case must be referred to the office. Students must not have more than 2 tutorials in any given week.
5. Tutorials may be held during morning recess, lunchtime (recess) or after school. After school tutorials may also be assigned with the permission of the parent/guardian. It is the teacher's responsibility to monitor the child during these times.
6. *NOTE Intervention Tutorials* are for office use only. Therefore, only the Principal(s), or Office Manager is authorized to assign tutorials with the Behavior Interventionist (e.g. any school ground incidents such as fighting, inappropriate use of language, inciting hate/bullying).

13. Extra Curricular Activities

Teachers encourage students to participate in school-related activities. However, teachers must set the following criteria for students to participate:

- Students must maintain an acceptable academic effort.
- Students must attend school regularly.
- Students who are absent from school due to illness shall not participate in school-related activities during the length of their absence.
- Any student suspended shall not be eligible to participate in school activities during the length of their suspension.
- Students may participate in more than one activity.
- Students are responsible for any equipment/ uniform provided to them.

14. Field Trips / Student Travel / Special Activities

It is the policy of the Alaqsitew Gitpu School to support school-organized and supervised educational programs, which occur beyond the school site that offer educational value to students, enhance the curriculum and support the mission and vision of the school.

School organized field trips must be focused on one or more of the following themes:

1. Culture and Language
2. Sports/Health/Physical Activity
3. Community Events
4. School Curriculum
5. Celebrations such as National Child's Day

Educators must ensure that:



- If transportation is required, a request must be made in advance (5 business days).
- Local field trips are strongly encouraged (e.g. within Listuguj or the area).
- Field trips must be organized by Homeroom Class/Classes, Group, or Team.
- Proposals for overnight trips must be submitted to administration before the end of February of the previous fiscal year and include a list of participants, and supervisors, along with a breakdown of estimated costs. Chaperones who are not school staff must be approved by the administration in advance.
- Staff cannot claim overtime for supervising overnight trips, and activities. However, upon return, students and staff may stay at home the next morning to catch up on sleep without being marked absent or lose sick credits.
- Teachers will ensure permission slips are sent home for the students to participate in any special activities away from the school. The parent/guardian must sign the permission slip and return it to the school for the student to participate. The teacher cannot accept verbal consent /text messages over the phone.
- AGS can only transport students in LMG vehicles, and the driver must have the appropriate license competency card for this vehicle. Staff cannot transport their students in their vehicles.

Eligible Students

A student must be in school full time to participate in overnight School Field trips. Students and parents must review and sign a field trip expectation contract at the beginning of year, and teachers should review this contract with students prior to departure.

Student Exclusions

All students of the class, group or team are to participate unless a student is currently suspended, or there is a clear safety concern, or field trip expectations have habitually not been met in the past. Before a student is excluded, both the parent, and the Principal(s) must be notified at least 5 days in advance. All other options should be investigated before excluding a student from a field trip. Examples include, inviting the parent to join in, or arranging individual transportation. Exclusion from field trips cannot be used as a consequence for behavior.

15. Playground Safety



All teachers are required to enforce the general rules for playground safety and the rules for each piece of playground equipment.

16. Health and Safety, Outdoor Education

Currently being developed by the LMG Health and Safety Committee with participation from Education Administration.

17. Emergency Procedures if a Student is Injured at School

If a student is injured at school, the classroom teacher or administration will contact the parents/guardians. At this time, the parent/guardian will decide the best course of action. However, if the parents cannot be contacted, the Principal(s) will act on behalf of the parents. In severe situations, the child will be transported to the hospital with a staff member before contacting the parents/guardians. A first aid kit is available at the office for minor injuries. Teachers cannot drive a student home except in emergencies. If a teacher does drive a student home, they are doing so at their own risk. *(Also see “Emergency Procedures” further ahead).*

18. Fire Drills

For the safety of the students, the school administration will conduct several fire drills throughout the year. Classroom teachers should speak to the students regularly about fire drills. For some fire drills, students will know ahead of time, while others will be unannounced. *(see “Emergency Procedures” further ahead).*

19. Grievance

Parents/Guardians are encouraged to first solve any problems or grievances with their child's teacher. If this does not work, they are then encouraged to speak with the School Principal(s), who may call in the teacher or other staff to discuss the problem. If the issue cannot be resolved at the level of the School Principal(s), they are then encouraged to go to the Education Director, who, in turn, may assemble a committee to conduct a grievance review. If necessary, an external third party will be called to assist with mediation or conflict resolution. Staff is encouraged to make parents aware of the grievance procedures that are open to them.

20. Coordinating and Planning Programs, Services, Initiatives

AGS Staff are encouraged to coordinate and plan and programs and initiatives that align with Education Learning Outcomes, 21st century competencies, Mi'gmaw Education Standards, and AGS Performance Indicators. To ensure accountability and transparency for these initiatives, staff are required to complete an 'Initiatives form' and Summary Report.

4.4 Emergency Procedures



4.4.1 Fire Drills

Fire drills will be conducted regularly. All staff and students must become familiar with evacuation procedures in case of fire drills, fires or any emergency.

Extinguishers are located as follows:

- Along main corridors
- Kitchen, Staff Room
- Main Office

Alarms

The school is equipped with an automatic alarm system. This system works both on heat and smoke detection. The sensors are located on the ceiling of all areas in the building. When the alarm is set off, a bell will ring continuously throughout the building. Unless an announcement is forthcoming on the PA system, the students will follow the evacuation procedures. Students will re-enter the building only on the direction of the Principal(s). The alarm system can also be set off by breaking glass in the red fire alarm boxes and depressing the lever.

Blocked Exits

If any exits are blocked, please proceed to the next nearest exit.

General Regulations

Upon hearing the signal for a fire or fire-drill, proceed as follows:

- Close all windows and doors.
- Turn off lights in the classroom.
- All students proceed, in an orderly fashion, to their nearest emergency exit.
- All students and staff must exit the building and meet at the designated area.
- Attendance will be checked against the class register/list.
- Once the building is cleared, a signal will be provided to return to the school.

4.4.2 Emergency Lockdown

Code Yellow

- An emergency within the school or immediate area
- Lock doors, remain in class, move to a secure location, turn off cell phone ringer, and remain quiet



- Code Yellow will remain in effect until an announcement is made to cancel.

Code Green

- An emergency within the school that does not present an immediate risk to students and staff in their classrooms.
- Remain in your class.
- If students must use the washroom, please contact the office for an escort or directions.
- Recess will be in class until an announcement is made to lift the Code Green.

Code Blue

If there is an announcement of a Code Blue, this means that there is a problem, but it is contained to the front office. Students and staff should not enter the office.

- The office door and staff are NOT AVAILABLE.
- Students and staff are asked to stay away from the office area.
- An announcement will be made once Code Blue has been cancelled.

4.4.3 Evacuation Procedure

- When a school evacuation is called take the student register/list and lead your class, in an orderly fashion to the designated area.
- Attendance will be taken once at the designated area.
- All unaccounted-for students will be reported to the principal or person in charge.
- When told to proceed, walk your class in an orderly fashion to Ecole Pere Pacifique (Father Pacifique) in Cross Point.
- Attendance is taken upon arrival at Ecole Pere Pacifique.
- Until notice is given students and staff must remain at EPP and remain calm.
- Upon signal, students and staff will return to AGS and attendance will be taken again.

Hold and Secure

Hold and Secure is another emergency response used. This is when there is no threat in the building but there is one in the area. Access to the school is limited during a hold and secure. Staff are stationed at the doors as well.

5.0 CURRICULA, REPORT CARDS, AND ACADEMIC INFORMATION

5.1 Curricula (Course Outlines)

All teachers are to prepare course outlines for each subject that they teach. The course outlines should reflect student needs, and must include the following information:

1. Subject(s) Area
2. Learning outcomes for each subject (NB Curriculum or Other)
 - o Sept to Dec
 - o January to June
3. Emergency Lesson Plans (3-days)
4. Major Units for each subject area
5. Resources you plan on using
6. List of assessments (varied) (e.g., coursework, assignments, quizzes, projects, etc.)
7. Tier One Strategies you will use in your classroom (e.g., *establish a routine, go over class rules with students, send a letter home to parents, etc.*)
8. Initiatives – List of Field Trips (where would you like to go) and major projects (e.g., Makers' Market).
9. Timeline to review Individual Education Plans (IEPs)
 - o Conversation with EAs or IWs
 - o Meet with Specialists

All teachers must complete and submit their course outlines to their supervisor. Fall Course Outline must be submitted by the end of September and the Winter/Spring must be submitted by the end of January. New teachers may consult with experienced teachers and the Principal(s) for guidance. Teachers are asked to make sure that their course outlines are up to date.

5.2 Achievement of Expected Learning Outcomes

Teachers will evaluate students each term in each subject based upon the expected outcomes, their capabilities, and effort displayed (i.e. performance on tests, tasks, projects, written assignments, oral presentations, etc.) A record of the student's achievement will be kept in their cumulative file. The following is the achievement rating scale used by the school (Grades K-8). Teachers are required to consider Mi'gmaq Education Standards in their assessments of students' learning (e.g., strengths-based, holistic, lifelong learning, etc.)

Description of Achievement	Letter	Range
Constantly demonstrates achievement of the expected outcomes. Students work may exceed program expectations.	E	(90-100)
Demonstrates achievement of most of the expected learning outcomes	VG	(80-89)
Student demonstrates achievement of some of the expected outcomes.	G	(70-79)

Student's work approaches program expectations	M	(60-69)
Experiencing difficulties. Student rarely demonstrates achievement of some of the expected learning outcomes. The student's work does not meet program expectations.	ED	(Below 60)

5.3 Promotion and Retention of Students

Teachers will promote students once they have successfully completed the academic requirements for that grade. Teachers may recommend students for retention if they fail to meet the academic requirements in their grade. A review team consisting of the Principal(s), Special Education Coordinator, Methods and Resource Educator, Associate Director, and the Homeroom Teacher, will review each case and make a recommendation. Parents/guardians are usually involved in the decision after the team has made a recommendation.

5.4 Academic Information (School Terms, Report Cards, Parent/Teacher Conferences)

1. School Terms

The school year is divided into three terms with a shortened first term. Report cards will be given out on the 4th day after the end of each term.

2. Report Card Dates

Teachers will issue three report cards during the school year. On report card days, parents are invited to come and meet with the homeroom teacher and specialist teachers. Teachers may wish to use this opportunity to provide parents with further information on their child's academic performance.

3. Parent/Teacher Conferences

Parent Teacher conferences are an all-day event twice per year. There are plans to replace the second Term conference day with a "Learning Fair" for students to showcase what they have learned in school.

6.0 PRINCIPLES FOR CLASSROOM MANAGEMENT AND POSITIVE DISCIPLINE

At AGS, the school policies and practices for classroom management and positive school discipline are based on the following principles:

- Respect for the student's worth and dignity and the worth and dignity of others, so that both students' rights and their responsibilities are equally emphasized.

- Ensure that student potential is developed within bounds that respect the needs and rights of others, where a safe and inclusive learning environment is maintained
- Every disciplinary procedure should be educationally sound – that is, it should teach the student appropriate forms of behavior and attitude, for their personal and collective wellbeing and safety.
- Basic to the prevention of discipline problems is a well-designed and effective curriculum that meets students’ real needs (academic, social-emotional wellbeing).
- An approach to discipline that is positive and that appeals to the students’ sense of justice will foster self-discipline.
- Policies, practices, and expectations should be clearly communicated to everyone.

When putting the principles into action, teachers can:

- Become familiar with typical behaviors for children at various developmental stages (cognitive, physical, and affective)
- Demonstrate openness, to signal availability to discuss a student’s feelings and concerns in private
- Capitalize on students’ strengths and interests to encourage the growth of confidence and self-esteem
- Listen actively to students to gain an appreciation of their perception of situations
- Respond to each student’s behavior and performance in terms of individual differences and needs
- Exemplify, through behavior and attitudes, a respect for the students and themselves

7.0 STUDENT CODE OF CONDUCT

Teachers and staff should model behavior and help students develop the following attributes:

Respect	(Consideration, Caring, Courteousness, Fairness, Honest, Empathy)
Responsibility	(Structure, Expectation, Praise, Ownership, Accountability)
Diligence	(Praise for completion of task, effort)
Pride	(In their accomplishments, their culture, themselves, & in their school)

7.1 Classroom Expectations

All Students are expected to

- Follow all school rules
- Remain quiet and engaged when the teacher speaks, as appropriate for their age and social-emotional development.
- Complete all assigned work in class and at home to the best of their abilities.
- Be prepared for class between 8:20 and 8:30 when classes will commence
- Take turns speaking and actively listen to their classmates, teachers, and guests
- Inform the teacher when leaving from/returning to the classroom (i.e., leaving to use the washroom)
- Remove gum upon entering the school
- Respect the personal space and belongings of their teacher and their classmates
- Only sit on chairs not desks
- Keep work area and lockers clean

Respect other's property, space, and feelings. Be Responsible for your actions and words. Treat others the way you want to be treated. Most importantly, take pride in yourself, our school and community!

7.2 In the School

Positive relationships

Students

- ✓ Speak and act with kindness and care.
- ✓ Follow teachers' instructions, ask questions if uncertain.
- ✓ Practice empathy, curiosity, critical thinking.

Teachers

- ✓ Remain calm, communicate expectations clearly and simply
- ✓ Model care, empathy, curiosity
- ✓ Celebrate and foster diversity and difference (e.g., active listening, open-mindedness, respect, care).
- ✓ Provide reassurance and guidance
- ✓ Teach students how to behave when visiting teachers or guests are in the classroom/school.

Entering/exiting school

Classes enter the school in a quiet, respectful fashion. Students line up at recess/dismissal time and are escorted to the outside doors.

Students are

- ✓ Taught how to enter and exit the school (preferably at times other than entry or dismissal times).

Teachers

- ✓ Teach students how to exit and enter the school (slowly, single file, etc.)
- ✓ Make sure that student behavior changes to appropriate school behavior upon entering the school, when attending school assemblies, welcoming guests, or taking part in ceremonies.
- ✓ Teachers can make sure that expectations are communicated ahead of time or give non-verbal positive cues to keep students “on track”. To encourage positive behaviors, let students know what is working well.

Locker areas

Students

- ✓ Hang up clothing and put shoes/boots/bags away in an organized fashion.

Teachers

- ✓ Teach students how to maintain an organized locker area.
- ✓ Monitor this area to ensure it is organized and tidy
- ✓ Require students return to hang up clothing or other items neatly.
- ✓ Model this by maintaining your own areas.

Students must inform their teachers when they leave the classroom.

Students

- ✓ Are encouraged to have drinks and use the washroom during recess breaks.
- ✓ Leave the room only when necessary.
- ✓ Walk quietly and respectfully throughout the school.

Teachers

- ✓ Track how often students ask to leave the room.
- ✓ Set time limits for students who have problems returning promptly.
- ✓ Teach children how to walk quickly to the washroom and back.

Classes move quietly throughout the school.

Students

- ✓ Always walk on the right side of the hallway.
- ✓ Keep their hands to themselves (personal space and respecting boundaries).

Teachers

- ✓ Using direct and calm language, encourage students to move about the school appropriately (quietly, respectfully)
- ✓ Teach students to sit down quickly and quietly (entering/exiting areas)

Students meet high standards because they have been taught to, not because they have been told to. Teachers model positive behavior with their students, and in their interactions with their colleagues and school leadership.

7.3 School Expectations

- ✓ When moving from place to place, walk in a quiet manner, keeping to the right of the hallway.
- ✓ No running, pushing, passing or line jumping.
- ✓ Chewing gum is not permitted.
- ✓ Teachers are to escort their students when moving from class to class.
- ✓ If a student uses language that is threatening or language that degrades a safe learning environment it will be addressed by any member of staff hearing it (using a tiered “Response to Intervention” approach).
- ✓ When entering and leaving, students are to use the assigned stairways and doors. During recess they are to stay in the playground, or paved area, and stay clear of the doors. Students may only go on the playing field to take part in an organized activity.
- ✓ During an indoor recess, student must remain in their homeroom class unless they are participating in an organized activity.
- ✓ During school assemblies, students must sit in assigned area. They must let their teacher know if they need to leave/use the bathroom, so that the teacher can manage.
- ✓ Students are not to take pencils, pens, crayons, or other writing material, with them to the washroom or when walking unescorted in the hallways.
- ✓ Non educational electronic devices, including cell phones, digital cameras, etc. are not to be brought to school. *Cell phones are not permitted in the classroom, except when permission has been obtained from the teacher (i.e., to listen to music during seat work).*
- ✓ Dangerous items are not permitted in school.
- ✓ Smoking/vaping is not permitted. Students with cigarettes/vaping in their possession are to be escorted to the office.
- ✓ Teasing, intimidation, and rough play are not permitted.
- ✓ Glass bottles are not permitted in the playground or other recess areas.
- ✓ Students are not to deface textbooks, chairs, desks, walls, or other school property.
- ✓ No littering indoors, or outdoors.
- ✓ Upon entering the building, report to the classroom teacher before going to the washroom.
- ✓ Students are to leave the schoolyard immediately upon dismissal.
- ✓ Students are not to play in the parking lot at any time.
- ✓ Students and staff must always follow the school dress code.

7.4 Outside in the Yard

Students

- ✓ Use words to solve their problems. Ask staff for help, when needed.
- ✓ Play or interact with one another co-operatively and safely.
- ✓ Line up quickly when the bell rings.
- ✓ Put garbage in cans; recycle when possible.

Teachers

- ✓ Encourage positive behaviors (kindness, collaboration, take pride, resilience)
- ✓ Circulate around your area of supervision.
- ✓ Act proactively to prevent problems before they escalate.
- ✓ Use Universal Tier 1' strategies – such as: praise, proximity to students
- ✓ Remain neutral and calm
- ✓ Speak clearly and directly (*What are you expecting?*)
- ✓ Have children reenter the school promptly when the bell rings.
- ✓ Handle all problems on the yard.
- ✓ Prepare students who have problems on the yard by asking them what they are going to do during the break and what they are going to remember.

YARD DUTY ZONES

The kids can move freely but the staff on duty, stay and supervise in their own zone.

Zone 1 is the left side of the soccer field.

Zone 2 is the right side of the soccer field.

Zone 3 are the swings beside the soccer field, the middle playground structure with all the monkey bars and the playground structure with the 2 slides.

Zone 4 are the swings by the Outdoor Ed building and the last playground structure closest to the main building.

Zone 5 is the basketball court and the entire rock area.

During recesses, there will be staff on duty in each of the zones, and there will also be support staff out with their students, so there will be extra eyes for support.

8.0 RESPONSE TO INTERVENTION STUDENT SUPPORT PROCESS

About Response to Intervention (RTI), Summary

(*See Special Education for the complete RTI Guideline)

Alaqsite'w Gitpu School (AGS) uses the Response to Intervention (RTI) student support process. Teamwork, information sharing, and collaboration contribute to a successful RTI student support process. The RTI student support process means teachers bring additional learning, behaviour, or social-emotional supports into the learning environments at the right intensity and time.

The RTI framework describes the roles and responsibilities of those involved: teachers, student support services, administrators, parents/guardians, and students. It is also crucial to consider the whole picture: Are there any potential risk factors? Are basic needs being met?

Tier 1 high-quality teaching methods teachers use to provide universal support (learning and behavioural) for all students. Consult with student support services staff, colleagues, parents/guardians for ideas and strategies.

Tier 2 involves targeted support for some students. Create a “common plan” or profile to inform all staff (who work with the student) about goals, strategies, and timelines.

Tier 3 involves more intensive support for a few students — informed consent is required for any testing by specialists. If recommended, create an Individual Education Plan (IEP).

The AGS Student Support Services' team includes:

- Special Education Coordinator
- Methods & Resource teachers
- Guidance (counselling)
- Behavioral Interventionist
- Education Assistants
- Social Work
- Administrators (Principals and Associate Director)
- Attendance Intervener (as required)
- Professional (External) Services (as needed)
- Parents/guardians

Tier 4 Immediate Services and/or Intervention and De-escalation

If there is a risk of harm (self-harm or to others) staff must provide services immediately and put into practice de-escalation techniques (described in 8.2)

8.2 Immediate Services and/or Interventions and De-escalation

Teachers play a crucial role and are responsible for maintaining a positive, safe, and inclusive learning environment for their students and themselves. There may be times when additional support is required because of an immediate need: there is a risk of harm (physical or mental health) to the student, their classmates, the teacher(s)/staff, or family members. In these instances, a teacher can contact the Special Education Coordinator, the Principal(s), or Office Manager to request '*Immediate Services*'. Depending on the situation, interventions will be provided by the Principal(s), the School Social Worker, Guidance, Behaviour Interventionist, or an external agency.

Some interventions for behaviour relate to student well-being and the safe operation of the school. In some instances, the Administration may use **suspension** (*using a progressive model or education in an alternative location*). These interventions are documented on CANO by the Administration.

If there is a risk to maintaining a safe learning environment, physical or social-emotional, *then teachers may send students to the office directly*. The Principal(s) will want to know what previous action (if applicable) you have taken to resolve or de-escalate the situation. Behaviors/actions warranting immediate intervention (including suspension) include:

- Use of language that is threatening or language that degrades a safe learning environment for others
 - Bullying or harassing behaviours that are habitual or severe
 - Comments of self-harm or suicide ideation.
 - Disclosures of neglect or abuse
 - Serious safety issues are involved
 - Vandalism
 - Serious physical confrontations
 - Incidents of fighting or inciting others to fights
 - Theft
 - Racist, sexist, or homophobic remarks, verbal abuse or actions that promote hate or an unsafe learning environment.
- Absolute non-compliance
- Intimidation, Extortion or Other Harassing Behavior of a Serious Nature
 - Consistent and repeated disregard for expectations set by the teacher despite efforts by the teacher to remedy the situation.
 - Failure to attend Tutorials
 - Smoking/Vaping

Finally, the teacher must maintain ownership of the intervention or de-escalation and not transfer it to the principal(s) unless serious safety issues are involved. The advantage of sending a child to the principal(s) is that it is easy for the teacher to implement and removes the problem from the room. The disadvantage is that it is

short-term. It is crucial to address the reasons for the disruptive behaviors. Please do not hesitate to discuss issues you are having with a student or students with any member of the Special Education Team.

De-escalation

At times, de-escalation or physical intervention is necessary to maintain a safe space for the students and teachers. Physical intervention with students should only be used in the following situations:

- There is a risk of the student hurting themselves.
- There is a risk of the student hurting others.

DE-ESCALATION – *Crisis intervention tips that can help staff de-escalate situations safely and effectively*⁷

1. Remain calm

This may seem easier said than done, especially when a person is screaming at you, threatening you, or calling you offensive names. But keep in mind that when a person is verbally escalating, they're beginning to lose control. If they sense that you're losing control too, the situation will get worse. Try to stay cool, even when the person challenges or insults you.

2. Remove the audience

Onlookers often fuel the fire of a situation. They may encourage the person's behavior, or the person may be less likely to back down if they have an audience. Try to take the person aside or lead her toward another room. Your approach to crisis intervention will be more effective one-on-one than in a group setting.

3. Watch Your Body Language.

As a person becomes more agitated, they will pay less attention to what you say and more attention to your body language. Be aware of your posture and what gestures you use and be sure to give the person enough personal space. Make sure that your nonverbal behavior is as nonthreatening as your spoken words.

4. Keep It Simple.

Be clear, direct, and respectful in what you say and how you say it. Because an escalating person may be too anxious and preoccupied to hear many words, avoid giving complex choices.

⁷ Crisis Intervention Institute. <https://www.crisisprevention.com/en-CA/Blog/Crisis-Intervention-Training>

5. Use Reflective Questioning.

Let the person vent, then restate what you think they are saying. This will help them clarify their meaning. And by repeating or reflecting their words in the form of a question, you'll help them gain valuable insight.

6. Use Silence.

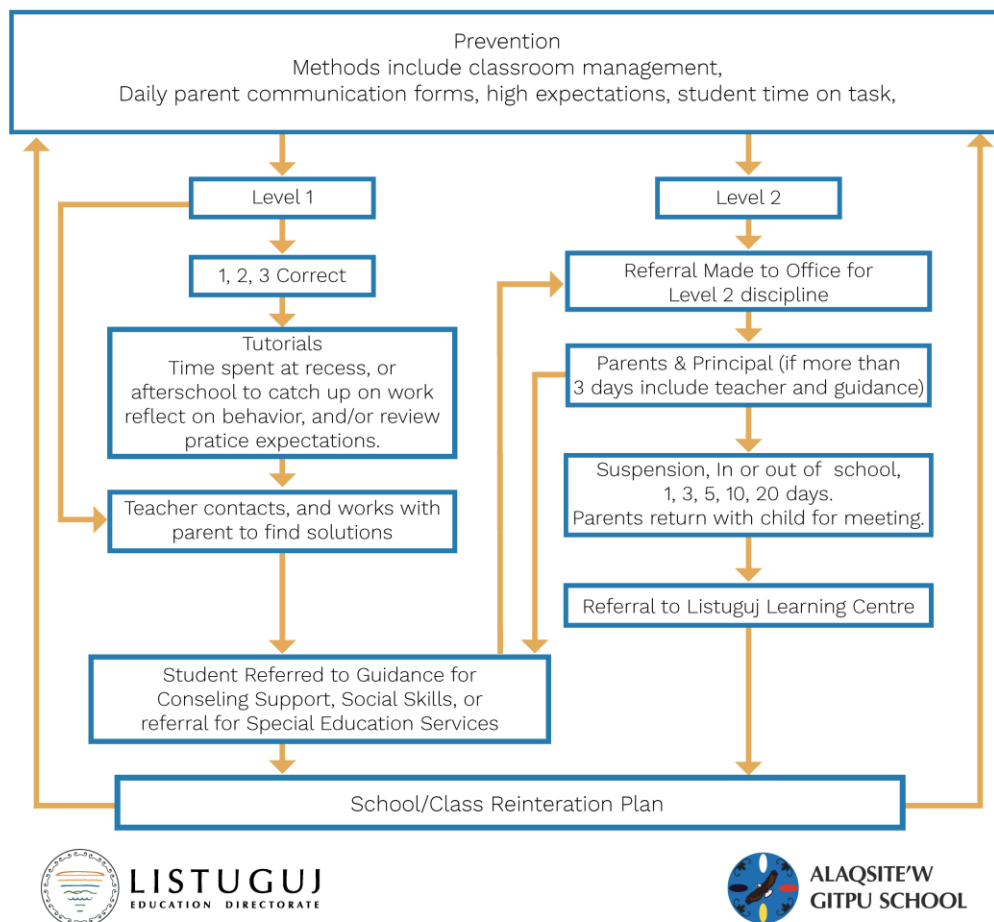
Silence on your part allows the person to clarify and restate their viewpoint. This can lead you to better understand and address the true source of their conflict.

7. Watch Your Language

Two identical statements can have opposite meanings—depending on the tone, volume, and cadence of your voice. Make sure your vocal inflection is consistent with the words you use. This will help you avoid sending the person a double message

8.3 AGS Student Discipline Flowchart

AGS Student Discipline Flowchart



9.0 POSITIVE SCHOOL CLIMATE

9.1 Positive School Culture Inventory⁸

Here are some ideas to consider as part of encouraging positive behaviours:

- Showing pride in school
- Collaboration
- Kindness
- Helpful to others
- Empathy
- Values differences
- Critical thinking
- Curiosity
- Takes pride in one's work
- Leadership
- Helps others
- Uses time wisely
- Being prepared
- Love of learning
- Makes good choices (safe, inclusive)
- Active listening/engaged
- Uses appropriate communication
- Caring
- Self-reliant
- Perseverance/resilience
- Organization
- Above and beyond

9.2 Creating a positive environment for learning

To promote students' co-operation, participation, and learning, the following suggestions for programming are offered to teachers:

1. Physical arrangement of the classroom

Teachers should:

- Ensure a smooth transition from one activity to another
- Minimize non-essential or potentially distracting stimuli
- Provide areas where discussion may take place with an individual student away from the rest of the class
- Establish specific work/study areas within the classroom

⁸ Response to Intervention. School Discipline – from Punitive to Positive.

<<https://go.kickboardforschools.com/11-ways-to-move-from-punitive-to-positive>>

- Create a physical arrangement that allows for various methods of instruction (co-operative learning, activity centers, etc.)

2. Routines

Teachers should:

- Establish a daily/weekly schedule of tasks and activities to be completed within the framework of clearly defined limits for classroom behavior and academic expectations
- Have clearly defined limits for classroom behavior and academic expectations
- Have well established routines
- Allow flexibility in student expectations to make it possible to respond to special needs

3. Curriculum and Instructional Techniques

Teachers should:

- Be familiar with and implement the provincial curriculum learning outcomes
- Be familiar with and implement the Mi'gmaq Education Standards
- Be familiar with and implement AGS Performance Indicators
- Clearly define long-term and short-term learning goals
- Inform students of daily schedules of tasks and activities
- Vary instructional techniques and materials to meet both overall class needs and those of individual students (differentiated learning)
- Use of experiential learning and alternative modes of instruction (i.e., computer, co-operative, activity based, etc.)
- Ensure that the length and complexity of directions are appropriate to the students' capabilities (Response to Intervention)
- Know each student's strengths and weaknesses as well as his or her learning style (this information can be obtained from formal assessment reports, parents, colleagues, and teacher's own observations) (Strengths-based and needs)
- Maintain realistic expectations of each student's performance based upon teacher observation and ongoing educational evaluation
- Encourage and reinforce consistent successful completion of tasks through opportunities for students to progress at a pace appropriate with their abilities
- Encourage and reinforce group support, appropriate participation, and communication
- Be available to students (Build authentic learner-educator relationships)
- Know how and when to consult with other professionals to obtain their assistance in creating the most effective program for the student with individual needs.

9.3 School-home connections and communication

Effective communication with parents can be achieved through a variety of methods – conferences at school, telephone calls, written notes or reports on a daily, weekly, or monthly basis. Personal contact is the approach that is appreciated by most parents. Regardless of the approaches chosen, it must be remembered that communication with parents should be an on-going process and not merely a measure applied at a time of crisis. The suggestions that follow may be useful in eliciting the co-operation and support of parents.

Teachers should:

- Introduce themselves to the parents of their students as early as possible in the school year
- Begin each contact with a positive comment about the student
- Contact parents with compliments about their child, not just concerns
- Express their interest in (and concern for) the student
- State their observations as specifically as possible, with being judgmental
- Provide documentation (i.e., communication log with dates, times, etc.)
- Describe what they have done to date to deal with the behavioral difficulty
- Concentrate on only one or two issues of concern during the contact
- Encourage parents to express their own views and perceptions
- Ask for parental assistance in resolving the situation
- Establish with the parents a plan of action – what the teacher will do and what the parents will do
- Impress upon the parents that change in their child's behavior may not be immediate or consistent
- Avoid any implication that the parents are to blame for the behavior of the child
- Ensure privacy if the conference is held at school
- Consult with the principal(s) before a potentially difficult parental communication

9.4 Effective classroom management at the preventative level

The aim of preventative intervention is to maximize the opportunity for a positive, successful, and safe classroom experience for all students. At the general preventative level, all students need the security of knowing that the teacher understands their difficulties and can be trusted to manage classroom behavior with confidence and patience.

Classroom Procedures

Some preventative procedures include basic practices such as:

- Preparedness (having lessons planned and work ready as students arrive for class)
- Establishing effective routines for entry, exit, washroom, etc.
- Supporting school policies and showing consistency in expectations of students

- Outlining and teaching school and class rules
- Showing enthusiasm
- Being aware of the frustration level of students
- Fitting curriculum to the students and not students to the curriculum
- Being available to help students who need assistance
- Moving purposefully around the room during lessons
- Giving recognition for good behavior
- Being visible in the hallways as students enter
- Always supervising students
- Reviewing available records to become familiar with an individual student's academic and social background
- Overlooking minor lapses in behavior during the lesson and keeping the lesson moving (focusing on problems makes them grow)
- Using humor to diffuse a situation
- Setting an example through one's own dress and manner
- Treating students with respect (sarcasm and yelling are not acceptable)
- Building a variety of materials and activities into lessons

A few ideas to build 'trauma-informed' relationship building in the classroom –(Trauma-Informed Classroom Strategies, Compiled by Linda O'Neill, Serena George, and Jillian Waqq; used by AGS Social Services program)

- ✓ Calm – The goal is to create a relaxed, focused state for yourself and your students. Learning to regulate emotions and return to a relaxed state after being alarmed or triggered helps children function in the neocortex, which is responsible for complex thinking and learning.
- ✓ Attuned – Be aware of children's non-verbal cues including body language, tone of voice, and emotional state. These cues indicate how much and what types of activities and learning the child can manage. You must connect with a child on an emotional, sensory level before moving to a cognitive level.
- ✓ Present – Be in the moment and focus your attention on the child. All children can tell when people are not truly engaged or paying attention to them.
- ✓ Predictable – Provide children with routine, structure, and repeated positive experiences. This will help children to feel safe and allow them to be free to grow and explore.
- ✓ DON'T – Let children's emotions escalate your own. Remain in control of your own emotions and the expression of them. The best way for children to learn to regulate their emotions is by watching us regulate ours.