



DONALDA SCHOOL STAFF HANDBOOK 2024-25

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A Note to Staff

Welcome to all the entire staff of Donalda School to an exciting year of learning, growth, and collaboration. As we journey together, I am thankful for your dedication to work alongside one another, parents and students to make Donalda School an amazing space for learning. We are truly privileged with an incredible responsibility to shape the bright futures of our students, and so I encourage you to approach this new year with enthusiasm, creativity, and grit. Welcome to a new year, and thank you for being the heartbeat of Donalda School.

Cheers! Julie

Safe & Caring School

The best opportunities for students' growth and development occur in a safe and caring environment. Students need to feel protected and loved in order to build a growth mindset and take risks in their learning. The following guidelines support the students' wellbeing during the school day.

[Administrative Procedure 160 – Health and Safety](#)

Student Safety

A safe and caring environment is imperative to student learning. To maintain a positive culture in our community all partners need to respect themselves, respect each other, and respect school property. To ensure a safe space for our students, our school division has put in place the following policies and procedures:

[Administrative Procedure 311 – Student Safety](#)

[Administrative Procedure 325 - Child Neglect and Abuse Intervention](#)

Supervision

Staff supervision is provided during all aspects of the students day, including before school (starting at 8:30 am) and during recess breaks. Each teacher is responsible for two recess supervision during the week. When on supervision, please wear the vest. Also, please supervise the students as they enter the school, and be the last person in the building. Please make arrangements if you are unable to make your scheduled supervision time, and let Julie know of the change. Reminder, students should not be in the gym without supervision.

Please also supervise the hallways when the recess bell rings, as students are getting ready to go outside. It is also important for teachers to be in their classrooms during lunch to supervise their students' behaviour.

Family School Liaison (FSL)

The Family School Wellness Worker's role is to establish connections with students, staff and parents with community agencies to support those students who are experiencing difficulties due to home, personal and/or school issues. The FSL will also meet with students to support their various needs. To refer students for support, please contact Deanna.

Hour Zero Safety Program

Hour Zero is a safety program that ensures that all safety measures are being implemented in Clearview Public Schools. Hero Zero can be accessed through the Clearview Bookmarks. The following safety guidelines are followed:

- **Fire Escape Map:** Each classroom has a fire escape map posted near the classroom door.
- **Hour Zero Bag:** Each classroom has an Hour Zero bag hanging near the classroom door. Please ensure that an updated class list and phone list is in your bag.
- **Hour Zero Courses:** Complete the Hour Zero courses throughout the school year.
- **Fire, Hold & Secure, and Lock Down Drills:** Julie will schedule drills throughout the school year.

Safety Drills

A quick reference guide is provided in the hour zero bags.

- **On-Alert:** Early warning to communicate potential safety issues and provide opportunity to account for students.
- **Shelter-in-Place:** Direct and control movement inside school when there is **no threat of violence**.
- **Hold & Secure:** **All exterior doors locked**, interior doors in normal state. No one is allowed in or out of the building.
- **Lockdown:** Retreat to lockable rooms and lock doors.

Safety drills will take place throughout the school year. In most cases the staff will be informed of any drills that will take place.

Public School Works

As a division we seek to create a work atmosphere in which health and safety is a priority. To ensure the safety of all who enter our school, we need to take appropriate steps to prevent injuries and property damage. **All staff members are required to complete monthly courses throughout the school year** regarding Clearview policy, operations, safety courses, etc. They are to be completed by the end of each month. Public School work can be accessed through the Clearview Bookmarks.

Accident Report

Any accidents that occur during the school day either “on site” or “off site” that require medical attention or first aid, need to be reported to the office, and an accident report completed. The accident reports are accessed online through the Public Schools Works (PSW) website. If you need assistance accessing the system or filling in the information, please ask Julie or Alison.

Maintenance Issues

If you have a maintenance request, please send your request through Public School Works by clicking on the EZmaint link on the top right corner. You can also access through the Clearview Bookmarks titled Facility Work Order Requests.

Student Health Concerns

It is important that clear and open communication is maintained between parents and the school regarding student health. When students are at school, in order for staff to provide adequate care and supervision, parents need to inform the school of any health related concerns.

[Administrative Procedure 315 – Emergent Student Health Support](#)

[Administrative Procedure 316 - Ongoing Student Health Support](#)

Allergy Aware

We allow nuts at Donalda School, however if the situation presents itself, we may have to deem certain classrooms as nut free. Please speak to your students about not sharing food with others, and that food should be eaten in the classrooms.

Medication

There are times when parents need the help of school staff with the administration of medications to their children. Please direct parents to ask Alison for a Request for Assistance to Administer Medication Form when this happens.

Lice

Lice is an unfortunate part of life at an elementary school. If you suspect that a student has lice, please send them to the office to check their hair. Parents will be notified if we find lice and will pick their children up from the school and keep them home until their hair has been treated. Quick attention to this issue helps reduce the spread.

Concussion Protocol

It is important that all staff are aware of concussion prevention plans, how to recognize symptoms and signs of a concussion, response procedures, and concussion management guidelines.

[Administration Procedure 319 – Concussion Protocols](#)

Student Behaviour

It is important that staff establish clear expectations for their students at the beginning of the school year, and review those expectations periodically as the year progresses. Clear and consistent expectations foster a safe and caring environment.

Playground Boundary & Rules

The playground is bordered by the chain link fence to the east. The caragana bushes along the south create a boundary which extends to the arena parking lot. The west and north are bordered by roads. Students should not play in front of the school during recess, nor should they be playing in the tree line that runs north-south by the riding arena or in the riding arena, as both are south of the school property.

Playground Rules:

- 1) No tackling or body takedowns in any games.
- 2) Students should not participate in physical altercations, nor should they use foul language.
- 3) Students need to play fair, include others, treat one another with respect as well as school property.
- 4) No throwing gravel or hauling rocks out of graveled areas.
- 5) No throwing snowballs.
- 6) Students should not damage the trees, run or swing sticks.
- 7) If the hill is deemed to be too icy, please inform Julie.
- 8) No bikes, skateboards or scooters are to be ridden on school property, except for arrival and departure to and from school.

Behaviour in the Hallways

Students should not linger in the hallways. Please encourage them to transition quickly to their next class or outside for recess. If the gym is available during recess, students who choose to go to the gym need to stay in the gym. Junior high students may request to stay inside for recess, if given permission they should be hanging out in one of the rooms and not roaming the hallways and food should be eaten in the classrooms.

Student Dress Code

Students will dress in clothing that is appropriate for school. Clothes that are deemed inappropriate for school are:

- Shorts or skirts that do not extend past your fingertips
- Tops that are revealing or expose the stomach
- Promotes hate, persecution, intolerance of others, unhealthy lifestyles, etc.

If staff members are unsure about talking to students about their clothing, please express your concerns to Julie.

Cell Phone

Cell phones will be prohibited for students in kindergarten to grade 4. Grade 5 - 9 students may use cell phones on school grounds before school, during lunch, and after school. Phones will not be allowed at recess. They will be prohibited in classrooms and washrooms, unless otherwise stated by a teacher. During class time, cell phones must be placed in lockers. The school and its staff are not responsible for any damage to or theft of a student's cell phone, therefore students must properly secure and take care of their own phones. Locks will be provided by the school for students in grades 5-9. If students need to place an emergency phone call during class, they should request to go to the main office to use an office phone. Students and their parents must read the cell phone policy and return a signed copy to the office at the beginning of the school year. Students will not be permitted to have their phone at school until the signed policy is returned.

[Cell Phone Policy](#)

[Administrative Procedure 145 - Student Use of Personal Electronic Devices](#)

Bus Expectations

Riding the bus is a privilege, not a right. We expect students to follow these guidelines to ensure the safety of all students. Failure to do so may result in the removal of bus privileges.

- Sit properly and quietly in your seat, facing the front while the bus is in motion
- Always promptly obey orders given by the school bus driver
- Be properly dressed for the weather
- Be at your pick up point on time

If students report any behavioral concerns on the bus, please let Julie know.

[Administrative Procedure 351 - Student Conduct on School Buses](#)

Safe & Caring Classroom

Student learning thrives when they feel safe, included, and cared for by their teacher, staff and their peers. It is important to establish expectations for your students, as well as a positive rapport with them.

Recommended Morning Routine

- Please greet students as they arrive in your classroom, or in the hallways.
- Each morning a 5 minute warning bell will ring at 8:40 am. This is a great opportunity to hear about the students' weekend or highlights from the night before.
- At 8:45 am, the bell will ring and should stand respectfully at their desks as O Canada is played, and then seated to hear the morning announcements.

Attendance

Attendance will be submitted using [PowerSchool](#) in the morning and after lunch by the homeroom teacher.

Student Discipline

When dealing with inappropriate student behaviour or attitude, we encourage staff to be as calm as possible, and to please not yell or belittle students. Treat these moments as learning opportunities for students, as they need to acquire skills that allow them to successfully participate in all aspects of school life.

It is encouraged that staff have a one on one conversation with students rather than correcting them in front of the class. The following is a brief outline of how conversations with students could occur:

- State the observed behaviour
- Give the student an opportunity to explain their behaviour
- Staff member can express their concerns
- Work together to solve the problem

If problem behaviour persists, please share your concerns with Julie.

Student of the Week

Each week we will celebrate Student(s) of the Week. Students will be recognized during the block before lunch each Monday (Kindergartens on Tuesday) focusing on learner attributes, character or community building. To nominate a student please make a copy of the [certificate template](#), fill it in, print it off and leave in Julie's office. Please ensure that by the end of the year, each student in your homeroom has been recognized.

Classroom Cleanliness

Please establish a consistent expectation with your students to ensure that the classroom and their learning materials are kept in an orderly manner. Before the end of each day, students should work together to tidy their things, and make sure the floor and their desks are cleared. Also before each holiday, please have your students organize their school supplies and clean out their locker, including their gym locker.

Makerspace Bookings

Please take the opportunity to use the Makerspace. It is important that students have opportunities to be creative and explore learning in a hands-on environment. To ensure that there is not a scheduling conflict, please book your class on the [Makerspace Schedule](#). It can be found in the Donalda Shared Drive's Makerspace folder.

Controversial Issues

During instruction or other moments of the school day, controversial issues may arise. It is important that all students feel safe and respected to express their opinions, and that staff do not present their opinion as fact.

[Administrative Procedure 205 - Controversial Issues](#)

Employee Conduct & Collaboration

The service our staff provides to our students and the public is our primary obligation. It is expected that staff represent the school positively by providing the highest quality of service while acting in the best interests of the students. See the administrative procedure below for more detailed information on Employee Conduct.

[Administrative Procedure 404 – Employee Conduct](#)

Staff Meetings

Monthly staff meetings will occur approximately every 6 weeks throughout the year, with a mix of meetings being afterschool or on professional development days. An agenda will be sent out by Julie prior to the meeting. Please send an email to her if you have anything to add to the agenda, including student and staff concerns.

Collaborative Response Model Meetings (CRM Meetings) & Team Meetings

Collaborative Response Model Meetings allow staff to engage in professional conversations on student learning and behaviour, and how to raise the level of student success. CRM Meetings will occur on Professional Days generally, and teachers are required to make a copy and complete the [Pre-Meeting Organizer](#) prior to the meeting.

Grade 3/4 & grade 5/6 team meetings are collaborative meetings involving the specific staff that work with our inclusive education students. Meetings will occur approximately every 6 weeks, with a mix of meetings being afterschool or on professional development days.

Resolving Conflict

When conflict or concerns arise amongst the staff it is encouraged that staff members address their concerns directly to the person in a timely manner. Keep conversations positive with an attitude of mutual respect and a mutual goal of providing the best learning environment for students. If concerns are not solved between the two parties, please ask Julie for assistance. If the concern involves physical or psychological safety of anyone in our school, please talk to Julie immediately.

Educational Assistance (EA)

It is the role of our EA's to support the learning of a specific student, as well as supporting the learning that occurs in the classroom when deemed appropriate. It is important for the EA and classroom teacher to have open communication of expectations, and the learning material is supplied by the teacher.

At our school, EAs often "share" a student that they support. It is important that both EAs communicate with each other, and when roles are switched it is important that responsibilities shift as well.

If any of our inclusive students are deregulated, before jumping in to help please ask the EA responsible for the student if they would like help, and what is the best way you can assist them.

The schedule of the EAs is organized by Julie, and therefore any questions or concerns regarding EA's schedule should be directed to her.

[Roles of Inclusive Team](#)

Staff Work Area

Please keep the staff work areas neat and tidy, and if you are the last one to use up a supply please include it on the supply list on the whiteboard in the staff room.

- **Photocopier:** Paper, toner and staples for the photocopier are located in the staff workroom. If you replaced the toner or staples with the last container, please let Alison know. Please set your print default to black and white, and only use color when necessary.
- **Laminator:** when using the laminator please make sure that it is hot before using it. When you turn it off, please turn off the feed as well.

If you have any questions concerning the photocopier or laminator, please ask Alison.

Communication with Parents & Stakeholders

Communication with parents is an important aspect of providing the best possible education for our students. SeeSaw, School Messenger, the School Calendar, the School Website, Facebook page and weekly newsletters are current means of communication that our school has implemented. In all communication with parents, please keep the messages positive, concise and respecting FOIP.

If a student is struggling in any aspect of their schooling, teachers are encouraged to contact parents immediately, please do not wait until report cards or interviews.

Homeroom teachers are expected to send a message to parents within the first two weeks of September. The message should introduce yourself and provide parents a means to communicate with you.

Crucial Conversations with Parents

When situations arise that a crucial conversation with parents are needed, it is encouraged that teachers phone the parents, or have a meeting at the school. Electronic communication can be misinterpreted. If you need support when talking with a parent, please ask Julie to join the meeting. Please follow up all conversations with parents through an email, and ensure everyone is clear on next steps that were agreed upon.

If a situation occurs at school that you are unsure how the parents would handle finding out from their child, it is encouraged to phone the parent to explain the situation and how it was handled prior to them hearing it from their child. This develops a culture of collaboration with parents, and also helps prevent stories from being misconstrued by students.

Student Learning & Assessment

Teachers are responsible for the learning that occurs in their classroom. For each class, student learning should align with the Alberta Program of Studies, and should be modified or adapted to meet students' individual learning needs. Teachers will implement a variety of evidence-based instructional practices to raise the level of student achievement in their classroom. Students should be active participants in their learning, and given the opportunity to explore, be creative and collaborate with their classmates.

A collection of evidence will be used to assess student learning. Formative assessments such as observations, conversations, reflections, and summative assessments like projects and tests are valuable assessment tools. The best formative assessment is feedback for learning, risk free and not tied to a student's grade. Formative assessment practices should inform the learning and teaching process, which summative assessments are to be used to determine grades.

Effort, participation, attitude and other behaviours that may not be curriculum based should be separately from academic achievement.

[Administrative Procedure 360 - Assessment and Reporting of Student Learning](#)

Ed Plan 2024-27

[Donalda School Education Plan 2024-27](#)

[Clearview Public Schools Education Plan 2024-27](#)

3Ts: TOSREC, TOWRE-2 & TOSWRF-2

Students from grades 1-9 will complete the 3Ts assessment to inform literacy instruction. The assessment will be administered in September, February and May. This will support teachers in identifying students that need additional support in specific areas of their reading.

[Donalda School Literacy Learning Plan](#)

Curriculum Based Measures

Once students have been identified as needing additional support, teachers will implement tier I & II instructional strategies to support their reading development. To monitor student progress, curriculum based measures will be used twice a month. This will allow teachers to see if the strategies they have implemented are effective, or if new strategies need to be implemented.

Report Cards & Parent-Teacher Interviews

Report cards are issued three times during the school year. The report cards are sent to Julie for approval two days before the report cards go online to parents. Each report card reflects student learning for that particular reporting period. Information regarding attendance, learner attributes and academic achievement are collected and recorded.

All student report cards will be created using Powerschool.

- K-6 report cards are graded on a 4 point numeric scale for both academic outcomes and learner attributes.
 - 4 - Exceeding Expectations
 - 3 - Meeting Expectations
 - 2 - Needs Some Additional Support
 - 1 - Needs Additional Support
 - If a student has an IPP, indicate that by stating IPP instead of a numeric grade.
- Record a grade for the outcomes that are covered in that particular term.
- Learner attributes are recorded under the homeroom class on PowerSchool.

- Jr High report cards are graded using percentages for core academic courses, and a 4 point numeric scale for option courses and learner attributes.
 - Teacher sets up assessments and categories on PowerSchool, and assigns a percentage accordingly.
 - For learner attributes, see the scale used for k-9 report cards.

Parent-teacher interviews are scheduled in conjunction with the first and second report.

Clearview Recommended Resource Guide

The [Clearview Recommended Resource Guide](#) includes some resource options that may be valuable for your classrooms and schools, and the intent of this document is to assist in resourcing plans and purchases.

Inclusive Services

Inclusive education mandates that students are to learn in the regular classroom environment with their peers as much as possible. For most students academic goals can be addressed successfully in regular classrooms through accommodations and modifications to meet the variety of student needs. However, it is recognized that there will be some students with exceptional needs who may require services and/or programs beyond those offered in the regular classroom setting. Appropriate programs and services to meet the diverse and unique needs of exceptional students will be established by their team (classroom teacher, EAs, OT & SLP services, Inclusive Lead & principal).

[Administrative Procedure 213 - Inclusive Services](#)

Individual Program Plans (IPP)

The Inclusive Lead will inform teachers of students requiring an IPP. IPPs need to be reviewed and new goals set by the teacher, followed by a meeting with parents. The first IPP meeting needs to occur before or at the first parent-teacher interviews. Following the initial meeting the IPP is generally reviewed during, or near each report card (including the end of the year). If you have any questions about a student's IPP, please ask Julie or Hillary.

If an IPP has been prepared for a student in one or more subject areas the student's progress shall be reported in relation to the IPP goals. On the student report card, please state "Refer to Student's IPP."

IPPs are created using Dossier, which is linked to Powerschool.

Professional Development

All teachers have the professional responsibility to be actively involved in their professional growth. It is important that teachers strive to improve their practice that allows them to better meet the learning needs of their students.

[Administrative Procedure 422 - Teacher Growth and Supervision](#)

[Administrative Procedure 423 - Teacher Evaluation](#)

Professional Growth Plans

Teachers will discuss their professional growth plan with Julie on a regular ongoing basis. The opportunity to reflect on their teaching practice, as well as collaborate with Julie, is intended to enhance students' learning in the classroom.

Teachers growth plans:

1. All teachers shall develop an individual yearly professional growth plan (Inquiry Based Question) which:
 - clearly identifies the link between the professional learning goals and the intended influence on student learning.
 - shows a demonstrable relationship to the [teaching quality standard](#),
 - reflects goals and objectives based on an assessment of learning needs by the individual teacher
 - reflects the philosophy, beliefs and mission statement of our school, school board and provincial government.
2. Teacher growth plans will be submitted to Julie no later than September 30th of the current school year. Teachers will work collaboratively with Julie throughout the year to review and monitor progress towards the learning goals outlined in the growth plan.
 - learning opportunities (in-service)
 - encouragement and recognition
3. Julie, within the resources available, will provide the required support for teachers to meet their professional learning goals
 - time
 - financial support
 - expert supervisors (mentors, coaches)
4. The work done by the teacher and his/her chosen supervisor in the growth and learning mode is not to be used in evaluation, unless the teacher requests that the results of growth activities be included in an evaluation report.

Note for EAs: Only teachers are required to create professional growth plans, but any EA that would like to create a professional growth plan may do so, and would follow the same steps as stated above. Also, if EAs would like a performance review, please ask Julie.

Teacher Year Plans

Teachers please ensure that you have your year plans completed by the end of September. Julie may request to review your year plans.

Professional Development Days

Clearview Public Schools practices a system of embedded PD to enhance the teaching practices and pedagogical beliefs of their staff. This year the focus will be on Inclusive Education, Universal Design for Learning, Literacy and Numeracy.

Professional Conferences

Teachers are encouraged to attend professional conferences that align with their professional growth plan. Prior to registration, please receive approval from Julie.

ATA Convention

Endless Skies Teachers Convention is held at the Shaw Conference Centre in Edmonton in the month of February. Attendance is mandatory for all teachers of Clearview Public School Division as it fosters professional growth and collaboration.

Administrative Procedures

Field Trips and Permission Forms

Teachers can plan field trips throughout the year that support the curricular objectives. All field trips must be approved by Julie and permission forms must be collected from each student. Every class is able to plan a year end field trip planned by the classroom teacher. Repetitive field trips (ie. sports teams) only need one form.

In order for parents to drive students they must have \$2 million insurance coverage, and Clearview's policy will cover any liability over \$2 million. Please have parents contact Alison to fill appropriate forms. It is also a new policy that all parents need to have a criminal record check submitted prior to driving students.

[Administrative Procedure 260 - Field Trips](#)
[Administrative Procedure 490 - Volunteers](#)

Classroom Purchases & Amazon Business

Staff are encouraged to use the money allotted to their classrooms, or curriculum areas. Please email Julie with your purchase request, if possible include a link to the web address. Once your purchase order is approved, Julie will notify you and forward your request to Alison to purchase.

If you would like to make purchases on Amazon, Clearview has an Amazon Business Account. To set up an account, go to amazon.ca and enter your @clearview.ab.ca email address as your username. If this is your first time logging in, click on "forgot password" to start the password creation process. When you make purchases using the business account it will automatically send the request for approval to Alison and Julie.

Expense Claims

If you make a purchase for your classroom there are two methods to be reimbursed:

- 1) If the purchase is less than \$20, ask Alison to be reimbursed through petty cash.
- 2) If the purchase is greater than \$20, you need to make an expense claim on Atrieve, which can be found under Clearview Bookmarks titled Expense Reimbursement.

Staff Absences

When you are absent from work, please enter your absence on Atrieve, as well as mark your absence on the calendar in the staff room.

How To:

- [Enter an Absence on the Web — Document](#)
- [Overview of the Absence Reporting Changes and Navigating to and within PowerSchool Atrieve — Video](#)
- [Entering Teacher Absences — Video](#)
- [Entering Support Staff Absences — Video](#)
- [Entering Support Staff Additional Hours — Video](#)

Substitute Teacher Request

Teachers are responsible for contacting a substitute teacher for themselves. Once a substitute teacher is found, teachers are required to complete a form through Atrieve which can be accessed under the Clearview Bookmarks.

If you need help finding a sub or filling out the form, please contact Julie or Alison.

[Teacher Sub List](#)

Substitute EA Request

EAs are responsible for contacting a substitute EA for themselves. Once a substitute EA is found, please send Julie and Alison an email, as well as write it on the whiteboard in the staff room.

[Substitute EA List](#)

Atrieve Workboard for All Staff

The purpose of the Workboard system is to provide more automation in the substitute teacher and casual support staff booking process.

Here is a quick overview of the Atrieve Workboard system:

- Replacement staff including substitute teachers and casual support staff will be able to accept positions through Workboard. All staffing groups except for bus drivers can use the Workboard.
- Regular staff members will continue to enter their absences into Atrieve. When they get to the Replacement Request page, they can enter up to five preferred replacements. The system will automatically alert these requested replacements by text (except for Rogers Wireless subscribers) and email. The first replacement to accept the position will receive it. Regular staff members will still have the option to pre-arrange their replacement but this is no longer required.
- If the position is refused by all the preferred individuals or it is less than four days to the date of the absence, the position will also be posted on the general workboard for any qualified replacements to accept. **Replacement staff will only receive email and text alerts for the positions that they have been requested as the preferred replacement. To accept a general position on the Workboard, it is the responsibility of the replacement staff member to log into Atrieve regularly and check the Workboard.**
- If the position has not been filled within 24 hours of the absence, it is the responsibility of the staff member who is away to find a replacement through phone, text or email.

For more information, here is a [Q&A for Teachers and Support Staff](#).

Technology

Each student in our school has one to one access to technology.

- Kindergarten - Grade 2 have a class set of iPads
- Grades 3 - 9 have a class set of chromebooks

Students are required to bring their own headphones.

At the beginning of the school year, each teacher should ensure their class has enough devices, and that your cart is plugged in and working.

If you need help with the iPads or chromebooks, please ask Alison or Julie. If help from the division is required, please email a request to helpdesk@clearview.ab.ca.

Each classroom is also equipped with a SMART TV. If you need help with your TV, please ask Julie or email helpdesk@clearview.ab.ca.

Email

Each staff member and student has a Clearview email account and is required to sign a user agreement each year. The email system is run through a Google account that is specific to Clearview. To send an email to all Donalda Staff use the group address staff_donalda@clearview.ab.ca.

[Administrative Procedure 140 - Computer Network Acceptable Use](#)

WiFi

To log on to the CSD Staff WiFi the password is SchoolStaff!Access. Please do not share the password with individuals not on staff.