

2021/2022 EdGE Learning Centre & Heartwood Handbook

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(1) Introduction to EdGE Learning Centre & Heartwood

EdGE - Education is a Group Effort

The Edge Learning Centre is a multi-faceted educational centre operating out of the Ranger Park building in Smithers, BC. Its mission is to create a vibrant learning community and to provide experiential learning opportunities to home educated children in the Bulkley Valley. The centre is funded and operated by the Bulkley Valley Collaborative Learning Society (BVCLS). EdGE supports many programs, including Smithers Heartwood Learning Community, Flow Learning Labs, FLL Robotics, and various mentor-led educational experiences.

BVCLS



EdGE Learning Centre



EdGE
Programming
Flow Learning Labs

Smithers Heartwood

BVCLS is a non-profit society founded in Spring of 2019 with the express purpose of supporting and enhancing the learning opportunities available to our homeschooled children. The board is composed of directors, most of whom have children in the programs. This is the administrative and legal umbrella under which all of our programs and committees are governed, and funds are sourced and managed. Our first successful venture was bringing Heartwood to Smithers and last year we expanded to creating extra curricular programs for our children as well. This year we are proud to introduce the culmination of our efforts - the EdGE Learning Centre.

EdGE Learning Centre creates and runs numerous group experiential learning activities for homeschool children and is creating new programming all the time. Previous programs have included Hand Drumming, Yoga and Mindfulness, STEM day camps, and cross-country running. We have goals to make available **drop-in** times for students to use the internet, study and access our **resource lending library**. EdGE is also a great place to make connections with other families and learn about programs available to home-learners in the community.

Our **EdGE Community Gathering** is the heart of the Edge community and culture. It is propelled by a monthly meeting, providing an opportunity for parents to connect with others, plan field trips and seasonal pot lucks, share resources, discuss program ideas, and gather feedback.

Flow Learning Lab is a drop-in learning experience that operates outside of school hours. It allows students 11-16 years of age to explore their interests in a guided and structured environment. The goal of Flow Learning Labs is to help learners discover that with time and effort they will be able to learn any new skill. As learners increase their skills in their areas of interest, they can choose to connect with other Learning Lab members, professionals in the community, or with local businesses to

extend their learning even further. This year Flow Learning is also offering Heartwood Flow Learning Lab, exclusive to Heartwood students of any age and fitting with the Heartwood schedule.

Flow Learning Labs also offers STEM (Science, Technology, Engineering, and Math) camps during the summer and on Non-Instructional Days (NID) throughout the school year. These camps offer fun, hands-on learning experiences in a variety of areas including robotics, engineering, physics, rocketry, electronics, and more. Flow Learning Labs also operates Flow Robotics Club, a program that teaches computer programming (coding) and robotics through participation in FIRST Lego League and FIRST Tech Challenge, a worldwide robotics challenge where teams of young problem solvers compete to solve STEM and robotics challenges. Teams meet weekly during the season to solve challenges, improve communication and teamwork skills, and have fun learning about robotics.

Flow Learning Lab, Flow Robotics Club, and STEM camps are all operated under the direction of Nick Telles.

Smithers Heartwood Learning Community is a School District 71 distributed learning program run by the North Island Distance Education School (NIDES) out of Courtenay, BC. It is a publicly funded distributed learning program that provides local BC certified teachers to be both the individual ***learning consultant*** (LC) and leader of face to face group days. BVCLS brought Heartwood to the Bulkley Valley as it provides a homeschool experience that is unique in its innovative experiential approach to learning, individualized in-person learning consultant time, and face to face group learning days. Heartwood provides the best of both worlds for homeschool kids and provides belonging and peer group interactions in a small and supportive environment. EdGE supports Heartwood through the **EdGE Steering Committee** in monthly meetings, yearly planning, volunteer coordinating, funding, logistics, and administrative work.

The EdGE Learning Team

- **Mentor**

It is our goal to connect our children with community members who have skills or knowledge to impart. Mentors can be from all walks of life, from parents to certified teachers. These mentors can be volunteers, or paid through fees and grants. Paid mentors can be hired as short term employees, or subcontracted through BVCLS. Both paid and volunteer mentors will, therefore, have liability insurance coverage through

BVCLS. All mentors are required to complete criminal record checks and provide references as part of the employee/volunteer application process.

- **Teacher**

Heartwood teachers coordinate the students' learning in cooperation with the student and parent. Our teachers are hired through SD#71 Navigate Nides. They are BC certified teachers and act as group learning facilitators and individual learning consultants .

- Learning Consultant (LC)**

Your child's learning consultant is assigned at the beginning of the year to coordinate the student's learning goals. Your child's learning and SeeSaw posts will be reported to your learning consultant.

- Face-to-Face teacher**

This is the teacher who runs the in-person group learning class. Your child may have multiple face-to-face teachers, but only one LC.

The EdGE Support Team

- **EdGE administrator aka EdGE Navigator**

Most of your communications will be coming from the EdGE administrator. The administrator is your link to all EdGE programs and offerings. The administrator is charged with reporting to the BVCLS directors, the EdGE Learning Centre administrator is paid to support and run programming for EdGE and provides a cohesive bridge and communications between families and our programs, including Heartwood Learning Centre, Flow Learning Lab, drop-in times and other.

- **Volunteer Coordinator (VC)**

Coordinates volunteers with duties to support the needs of EdGE. The VC will send out an online signup sheet with roles and duties.

- **Committees**

These are the groups that get things done! We are asking our families to consider joining one of our active committees to further support EdGE and help guide the direction of EdGE in our community.

(2) PARENT AGREEMENT

- (a) Culture and Inclusion Policy
- (b) Community Building
- (c) Volunteering/Contribution
- (d) Fundraising
- (e) Fees
- (f) Communications
- (g) Committees

- (f)Monthly meeting

(a)Culture

EdGE is building a culture of contribution and family engagement. We do this through agreements. Our agreements are based on the non-violent communication philosophies and interpersonal relationships between the educators, parents, and students.

Our three main shared cultural agreements are Contribution, Respect, and Responsibility.

CONTRIBUTION

At EdGE learning center, we have no budget or staff for janitorial, repairs, resources etc, and as such, our culture centers around contribution from each family. We believe that this not only fills the gaps of necessity, but also builds a sense of ownership, pride, belonging, and community.

This model is also far more sustainable, as the needs are greater than we have the budget or paid staff to fulfill. As such, we are asking each family to take one small bite of a much larger pie... as they say, many hands make light work.

RESPECT

Students also have agreements with their teachers and mentors. This includes behavioural expectations, conflict resolution policies, and student learning plans.

RESPONSIBILITY

We also wish to convey that we are not a typical model of public school. We do not offer a drop-and-go model, where the sole responsibility of the student's education lands on the teacher.

Our educational philosophy is one of a triangle. The education of each student is a shared partnership, where the direction and goals of the student's learning is shaped and directed by the educator, student and parents.

The vision for what is growing is ever changing and we hope you will add your voice and talents to the continued evolution of the culture we are creating.

INCLUSION- designations/learning disabilities/IEPs

We aim to create a safe, welcoming and respectful culture that values diversity and supports each student in their own strengths and struggles. Many parents value home learning for the ability to support unique learners and help them thrive in an environment tailored to who they are and their specific needs. The EdGE Learning Centre strives to create an environment of support.

We do this through:

- Creating low stimulus, esthetically pleasing spaces.
- Spending a large percentage of time connected and grounded in nature and with each other.
- Ensuring small student class sizes, and having in-class parent volunteers.

- Encouraging partnership with parent/teacher/student.

In order to build this foundational triangle partnership we encourage you to be open and honest with your Learning Consultant, teachers, and mentors about your child's diversities. This includes highlighting their strengths, their struggles, their learning needs, social emotional abilities, and any concerns you may have.

Your learning consultant will be sending you a "Getting to know your child" questionnaire. please honestly fill out and come prepared to discuss during your September SLP meeting. The learning team will aim to support your unique learner to the best of their abilities.

Navigate NIDES Heartwood Learning Community is a publicly funded school that (at present) is not able to access special needs education funding for designation classified students because Navigate NIDES does not meet the requirements laid out by the Ministry of Education to show that they are able to support special needs students in this Distributed Learning (DL) model. Our classrooms are not supplied Education Assistants or Individualized Education Plans (IEPs) for our students. Sometimes this doesn't provide an optimal support structure for some designated learners.

Fortunately, home learning creates a space for the most effective IEP, created and centred around your child. As a community, EdGE would like to support each individual learner where they are at, but we will require your valuable support in order to make this successful.

If it becomes apparent that we are not able to best meet the academic or behavioural needs of your child in order for him to thrive in our environment, we will ask for your presence to build an appropriate support system, including having a parent or support person attend face-to-face group learning days alongside the student. We value inclusion with support.

(b)Community Building

EdGE believes community building is important for Home Learning families in particular, as there are many challenges presented to Distributed Learning families. Some of those challenges are logistical; “I need a friend to watch my child for my appointment”, “Which math program have you used that works for your family?”, “How can we meet and connect with others if our children are not in school?”; others are emotional: “How can my children foster friendships if they’re homeschooled?”, “How can I meet other like-minded families?”.

We want to create a sense of belonging not only for our students and children, but for the parents and families as well. In this way, our support network is larger and we grow deep and meaningful friendships along the way. To this end, EdGE is building community in our *Community Gathering* through a variety of means including:

- Parent Clan Gathering tea/coffee Wednesday mornings
- Pot lucks
- Work bees
- Christmas Variety Show
- Science Fair
- STEM Fair
- Reflection group
- Fun days (Winter Carnival, sleigh rides, field trips, year-end retreat)
- Resource sharing
- Monthly communications/vision meetings
- Film series nights
- Parent-led workshops
- Resource Lending Library/ resource sharing

(c)Volunteer/Contribution

As our student body grows, so do the duties outside actual teacher-led program times. There are many logistics to keep this program and building/rooms operational. We rely on a board of directors, committees, and actively involved parents as valued contributors supporting this learning community and to keep the wheels of this cog moving.

There are a variety of ways to contribute to the success of this program. Before the school year begins, you will receive a link to Signup.com to assign yourself to roles or duties that best suit your skillset and availability. We have fashioned our expectations after the Bulkley Valley Nordic Club and Smithers Soccer Club, as we view these clubs as models of highly successful programs and cultures in our community. Everyone pitches in a little, and a lot can happen at minimal financial burden to families.

We endeavour to accommodate the capacities of our families and give opportunities to serve in areas of strength and enjoyment, and as such, we have both in-person volunteer roles, and at-home/remote (admin) duties to fill. We are expecting that over the course of the school year every family contributes 25 hours. This can be fulfilled by holding a coordinator role, serving on a committee, or in hour-long increments as a mentor or taking on maintenance jobs. Volunteer roles will be organized and disseminated by the **Volunteer Coordinator** through the use of signup.com.

Some of the various volunteer opportunities include:

- Janitorial, cleaning
- Parent on-scene helper
- Drop-in time supervisor
- Lending Library supervisor
- Work bees
- Committee participation
- Administration
- Accounting
- Registration
- Workshops, classes, coaching (do you have a class idea?)
- Donation of goods/time
- Fundraising efforts
- Grant writing
- Baking for events/fundraisers
- Photo/Video editor and compiler

Volunteer Hours

Each family is encouraged to contribute **25 hours** of service throughout the 10 month program duration. This calculates to roughly 2.5 hours per month. (Some key positions, like Volunteer Coordinator or committee positions, count as your full 25 hour contribution).

New for this year we have Education Assistants to support our EdGE Heartwood programs on a weekly basis. Together with our guest mentors this means less regular parental support required. There will still be some special events and outings that may require parental involvement and provide volunteer hour opportunities.

Volunteer Fees

For those who are unable to volunteer by contributing their talents or time, families can instead opt to pay a volunteer fee which can cover their yearly contribution. We base the volunteer service on \$10/hr for a total of \$250/ program year. (Please inquire if this option better suits your family).

Volunteer code of conduct

Parents who volunteer will be asked to follow the 'curious' model:

(Stay) **C**alm

Use positive words

Respect Boundaries (space, views)

Inflection (volume, tone)

(Be) **O**bjective

(Try to) **U**nderstand (both sides)

(No) **S**wearing

(d)Fundraising efforts

To continue to keep costs low, pay our rent, insurance, internet, supplies, field trips, and pay for additional teachers and mentors (to keep class sizes small), we have an on-going need for fundraising efforts.

Most of our fundraisers are an experiential learning opportunity for students, and align with our values of contribution, sustainability and are student/interest led.

Fundraising efforts can include, but are not limited to:

- Workshops where the children produce something that can be sold at a market (a great learning opportunity!)
- A group project to build and raffle off (a bunk bed, picnic table, etc.)
- Producing an experience available to the public (think escape room/town history treasure hunt etc)
- Other???? We are open to your creative ideas and suggestions! Better yet, join the **fundraising committee** (This counts for your full year volunteer hours!)

(e)Fees

In order to accommodate siblings/new students and keep class sizes small, while providing a variety of quality learning experiences for EdGE students, we need all families to contribute a small fee to collectively pay for mentors and educators.

Each student receives \$600 per year in Student Learning Resource Funds (SLRF), to be used as outlined in the Student Learning Plan (SLP). You have the option of paying the fee with your student's SLRF. See Appendix 15.10 SLRF request example for how to put this request in.

For families who cannot afford the fee or whose entire SLRF is allotted to other purchases, we encourage you to commit to fundraising the amount. *(Please do not allow financial costs to prohibit you from joining our community. Contact us to work out a fee plan or apply for assistance).*

All of these costs will be available and transparent to families upon request. Families will have an opportunity to voice their ideas for future classes and costs associated during our monthly meetings.

Annual mentorship fee: \$250/ child

Based on 10 months of programming, this calculates to roughly \$25/ month. We ask that you pay this annual fee by the end of September. If you intend to use your SLRF and have communicated this with the EdGE administrator, you must place your resource request by October when funds are released. If paying the full \$250 per child upfront does not fit in your budget you may hand in post dated monthly cheques to Bulkley Valley Collaborative Learning Society to the administrator during your orientation in September.

Annual Membership fee to EdGE: \$50 per family

We encourage your family to become a member of our not -or-profit organization, Bulkley Valley Collaborative Learning Society (BVCLS). An annual family membership is \$50.

Membership supports the daily operations, overhead costs, maintenance and supplies needed to continue operating EdGE Learning Center.

It also gives you access to:

- Contribution student/parent led workshops
- Home Learners' cross-country running
- Christmas make and takes
- Spring and Winter youth markets
- Monthly group field trips (art gallery inspirations and invitations to create)
- Group hikes, foraging and cultural explorations
- BVCLS Robotics Club,
- STEM Summer Camps,
- NID camps
- Flow Learning Lab
- Drop-in hours
- Facility rental

- Resource Lending Library

As a member, you are also invited to register for the facilitator led program series. Past series' and classes have been:

- Music and drumming
- Language classes
- Yoga Mind Body class
- Brass band classes
- Dyslexia training
- Art workshops
- Student craft markets

Classes and workshops planned for 2021/2022 are:

- Jedi and Yoda fitness classes
- Creative movement and dance
- History through literature
- Literacy and dyslexia tutoring
- Forest Rangers series
- STEM non-instructional day camps
- After-school robotics club
- After school Flow
- Speed cubing, cup stacking, chess and more!

(f)Communications

Communications will come via email from 2 sources:

*From the student's **Heartwood Teacher:***

Communications with direct regard to your child's learning, Student Learning Resource Fund, Student Learning Plan, in-class behaviour, updates/class announcements, field trip permission forms. etc., will come directly from one of the student's teachers.

*From **EdGE:***

Communications regarding registration, volunteer duties, payments/fees, multi-group days,, community-building events, pot-lucks, science/STEM fairs, year-end celebration, work bees, Flow Learning Lab, Robotics, summer programs, workshops, fundraisers, events, updates, and newsletters will come from EdGE Learning Centre Navigation team.

(3) Teacher Bios and Philosophies

Helene Fleury

Helene has been working with children and youth in outdoor settings since 1986. From canoe camping to in-line skating programs, wildlife photography "sherpa" to hot air balloon tour assistant, she has worked to create a variety of rich and meaningful experiential learning experiences.

When Helene graduated with a Bachelor's Degree in Commerce she worked in organizational development for many years in Québec, France and Japan before moving to BC. She then earned her teaching certificate in 2003 and taught in the French Immersion program at Muheim School. She later decided to specialize as an outdoor education teacher by completing a Masters in Environmental Education and Communication in 2008. In the last 10 years, she has created curriculum for SD 54 teachers to use outdoors with links to the BC curriculum for a variety of grades. She also facilitated weekly nature hikes called Forest Fridays where children 0-8 years have joined her to explore the Bulkley Valley wilderness. Through Groundbreakers, a local non-profit charitable organization she co-created, she designed and taught a gardening and cooking program including a Wild Wednesdays program, taking school groups out in local forests for wild food foraging, scientific inquiry, animal tracking, art, maze building, etc. In the last six years, Helene has been immersed in the world of 'Non-Violent Communication' as coined by Marshall Rosenberg. She is a big fan of Sura Hart's books *The Compassionate Classroom* and *Respectful Parents Respectful Kids* as well as Dan Siegal's *The Whole-Brain Child* and *No Drama Discipline*.

Nick Telles

Nick Telles is a third-generation educator who grew up playing in his father's classroom on the weekends and homeschooling during the week (the best of both worlds). He has worked in construction, run a technology consulting company, worked as a product and graphic designer, and taught grades K-12 in public education.

Nick received his Bachelor's Degree in Education from the University of Alaska, a Master's in Educational Technology from Lesley University in Cambridge, Massachusetts, and has taken advanced coursework in Gifted Education which focused on the importance of creating individualized learning environments for each student. His personal research involves incorporating the concept of Flow (Csikszentmihalyi, Kotler, Gervais) into the learning environment to produce deep, sustained learning opportunities.

Nick enjoys helping kids explore a wide variety of topics and ideas and allowing them to discover what they are passionate about. Through this exploration, kids are enabled to find their strengths and gain confidence in themselves and their ability to learn new things.

Nick grew up in New Mexico but ventured north to Alaska after high school in pursuit of outdoor adventure. In 2018, he and his family relocated from New Mexico to Smithers, drawn by the vibrant community and access to outdoor spaces. When he's not raising and teaching his five kids, he can be found geeking out with a new piece of technology or exploring different ways to climb and descend mountains.

Alana Petrella

Alana is a compassionate educator who believes in authentic, experiential, and student-directed learning that is connected to land and community and that honours Indigenous ways of knowing. With over eight years of experience planning and facilitating meaningful outdoor learning experiences around Ontario, Alberta, and BC, Alana has a deep passion for fostering a child's curiosity about the natural world and helping them navigate their inquiries, and deepen their belonging through exploration, experimentation, research, and play.

Prior to the completion of her Bachelor of Education from UNBC, Alana achieved a Bachelor of Fine Arts with a minor in Psychology from McMaster University. With training in positive psychology and child development, she understands the critical role teachers have in educating our learners' hearts, building relationships and community, and fostering a growth-mindset to promote resilient, life-long learners. It is her goal to empower learners to set individualized goals and to provide them the space and support to grow towards their full potential.

In 2018, Alana and her fiancé moved to Smithers to set roots in a place where the community is strong and the recreation is accessible from your backdoor. Most recently, Alana has been involved with the local non-profit organization, Groundbreakers, providing gardening, wild food foraging, and cooking workshops for school children. Alana is always learning and growing. When she's not teaching, you can find her in her backyard urban homestead or out on the trails with her pup, Cedar.

(4) Discipline, Student Agreements, and Anti-Bullying Policy

EdGE Learning Centre is a partner in helping all students to acquire the knowledge, skills, and attitudes needed to develop their full potential. In order to achieve this, we believe we must create and maintain a compassionate, safe, and purposeful learning environment that supports

student learning and growth. We encourage students to be mindful and responsible for their actions. With this in mind, we take the time to establish safety and trust by working with the students to create behavioural agreements around a shared class vision.

In essence, we expect the following mindful behaviours:

- Respecting self, others, school property (“Think before you speak”)
- Helping make the school a safe and caring place
- Being present, engaged and cooperative in group learning activities

It is recognized that all behaviour is an expression of internal feelings and regulation, and that frustrations and challenges can be expressed in unwanted behaviour. We will work with students as individuals, and guide them in optimizing their potential as members of a co-operative and holistic educational community.

Unacceptable behaviour essentially falls into the following cases:

- behaviours that interfere with the learning of others and themselves
- violent or aggressive behaviour towards oneself or others
- bullying, as defined below.

Bullying can appear in several forms:

- **Verbal bullying:** Examples are name calling, making fun of, making jokes at another's expense, unwelcome teasing, spreading secrets someone disclosed in confidence. ●
- **Physical bullying:** Pushing, shoving, pinching, hitting, spitting, damaging property, vandalizing school supplies.
- **Social bullying:** Examples are spreading rumours, being exclusive with friends, excluding people from events or study groups.
- **Cyberbullying:** Using social media to intimidate, exclude, disseminate private information, using texting, emails, or other applications to damage someone's reputation.

In situations where the student's behaviour is deemed mis-guided, the teacher will respond as appropriately as possible. Depending upon the behaviour, intensity, frequency of the situation along with the student's temperament and overall situation, the teacher may respond with one or more of the following. The teacher may:

- Speak to the student to discuss the situation and determine what is appropriate and what is not appropriate.
- Send the child to a different environment with adult supervision and support. ●
- Bring observations of the child's behaviour to the attention of the parents/guardian. ●

- Determine response and actions. These may include but are not limited to:
- apologies: -verbal and/or written
 - restorative practices

If a child's behaviour does not improve satisfactorily after discussions with the parent/guardian, it may be deemed necessary to have the child attend face-to-face program days with a parent/guardian for a specific period of time. At the end of this time, the parents and teacher will reconvene to assess the child's progress. At this time, both parties may review whether EdGE is able to meet the child's educational needs.

In the case of bullying:

- Every effort will be made to support the students who experience bullying.
- Every effort will be made to work with the student who is expressing bullying behaviour.
- EdGE acknowledges that bullying and harassment can occur and students will be encouraged to report each incident.
- Students alerting adults to acts of bullying will be protected from victimization. All parties involved in a complaint of bullying will be treated fairly with the complaint resolved as quickly as possible. The parents or caregivers of students involved will be contacted and informed of the incident. Monitoring and follow-up will take place to ensure the bullying ceases.

Bullying and harassment are not only disciplinary matters but are illegal under Canadian law. So is victimization of those who report bullying.

(5) Conflict Resolution

It is hoped that most complaints and concerns will be resolved quickly and informally in the spirit of a good home-school partnership. If parents have a concern about their child's well-being or progress, they should contact the teacher concerned or Learning Consultant.

Teachers at EdGE are responsible for the student's care during face-to-face days and will deal with the concern in a professional and responsive manner as outlined above in Section 4.

Most activities at EdGE are learning enrichment offerings and as such, parents of students are sometimes present and can help guide these resolutions. EdGE expectations are that students, parents, and mentors will govern their dealings in a mutually respectful way and come to a peaceful resolution without further guidance.

(6) Academic Expectations and Policies

EdGE is inclusive and supportive of each family's own educational goals, values, and style. We endeavour to support your unique and individualized learning plan, as it is created between your student, parent, and teacher/learning consultant. No home-learning family's approach to education is the same. Styles vary considerably from family to family. Some create traditional academic expectations-- others swing to the opposite side of the spectrum to follow their child's lead and interests in a very non-traditional approach.

That being stated, in order for us to receive the government funding and BC teachers, Heartwood registered students must comply with BC's Ministry of Education requirements.

Heartwood NIDES

While each Teacher hired under Heartwood NIDES has a different approach to learning, reporting and interpretation and observation of students' learning, NIDES has expectations for students and parents to work with their teacher to show how they are meeting BC provincial learning outcomes, big ideas, and reporting (often via SeeSaw). Heartwood NIDES provides a

parent handbook which outlines these expectations and has step by step instruction on all Heartwood administrative tasks and policies. The current Heartwood Parent Handbook will be emailed to parents in September from NIDES administration. Below is a summary of the few key steps to distributed learning with Heartwood NIDES.

SLP- Student Learning Plan

This is a legal and living document that is co-created by the teacher, student and parent to outline the plan for achieving (or reaching for) the academic outcomes as outlined by the ministry for each grade and in each subject area. It also outlines which programs, resources or mentors you would like to access and how you would like to spend the \$600 Student Learning Resource Funds.

Reporting Period

There are two reporting periods, whereby a Student Learning Report is created. This too is a legal document that captures the student's learning, also created as a collaborative effort between both parent and teacher.

Learning Sample Posts/SEESAW

The ministry requires that in order to be enrolled in a publicly funded program, we must agree

to report the child's learning and progress. As the teacher only sees your student a few hours per week, and parents share the education responsibility with the teacher, it is required that parents report learning on a regular basis. Reporting is done via SeeSaw app, Email, over the phone, or in person with learning samples.

1. Learning samples are a snapshot or a collection of snapshots that provide evidence of student learning. By "making learning visible" through video, photo, audio, paper samples, and notes, teachers reflect the learning and progress that is happening within the classroom for each student. Learning samples create a record of students' progress that include the four criteria within the guiding parameters:
 - a. Clearly describes what the learner is doing and includes authentic evidence of learning (sample(s) of work);
 - b. Includes descriptive feedback on where the child is at (how well the child did) and relates to competencies.
 - c. Includes information on where to next in their learning;
 - d. Can also include student reflections on their learning.

The goal is for teachers to have a minimum number of Snapshot Posts:

- Language Arts - 5 posts
- Mathematics - 3 posts
- PHE, Science, SS, Arts Education, Second Language (gr. .5 and up) - 2 posts each
- Career Education and Applied Design, Skills, Technologies - 1 post each

Steps to make summary of learning assessment successful and manageable throughout the year:

Post evidence of learning to the learner's Seesaw portfolio in all subject areas on an ongoing basis, aim for a weekly summary of learning posts in at least one subject area.

Include a brief description of the assignment, multi-media posts (video, audio, photos) that are engaging and descriptive. Include a written reflection along with all photos.

Assessment can be both formal (tests, benchmarks, rubrics) and informal (observations, conversations, photographs with reflections).

Student learning takeaways and voice is essential. Older children can post independently as part of their weekly school routines. Posts may be orally dictated or video recorded. Younger children can explain what they enjoyed or did not enjoy in this project or assignment. Ask your child, "What surprised you here?", Video record their answer.

EdGE

EdGE offers many voluntary programs to enrich the child's learning. EdGE has no reporting requirements or Learning Outcome expectations, but it is implied that all experiences provided will create a rich opportunity for learning. When possible, EdGE will work with mentors or

volunteers to create a short, written explanation of the activities and from time-to-time, we may be able to include an observation of inquiry or learning that took place and send it to the parent in picture, text or email format for the parent to add to their Learning Reports or SeeSaw posts with their teachers.

(7) Communication with Teachers

EdGE produces a monthly electronic newsletter which contains important information for immediate and up-coming events, field trips, and gatherings. Parents are also welcome to submit appropriate announcements in our community notices section.

If you need to speak to your child's teacher about a particular issue or concern, it is best to set up a time outside school hours to do this, as teachers are busy with supervision at drop-off and pick-up times.

If the concern is directly regarding face-to-face days or student learning, learning reporting, Student Learning Resource Funds, please communicate directly with your student's teacher. Our teachers give so many extra hours, we endeavour to be respectful of their time by directing any other inquiries that are not directly about your child's face-to-face days or learning, to the EdGE navigation team (learning.centre.edge@gmail.com).

(8) Attendance

Face-to-face days are optional for this learning program. Please feel free to attend only what works for you and your child. However, if you will not be attending a face-to-face day or program, teachers need to be notified in advance for planning purposes. This can be done via email or text.

(9) Health and Wellness

Given the current state of affairs families must not attend EdGE programming if they are feeling unwell in any manner or without performing a daily COVID Health Check. The BC Government School Health Check can be found here:

<https://www.k12dailycheck.gov.bc.ca/healthcheck?execution=e1s14>

The most current directives and regulations will be communicated as the situation develops. . Please contact the teacher by phone (if necessary leave a message) or email them that your child will not be attending and why.

Parents will be contacted if an injury or illness develops during any program times. Where an injury or illness requires hospital attention, we seek to inform the parents immediately, but if parents cannot be reached, we will notify the emergency contact and accompany the child to

the hospital. It is important that parents keep the school up to date with their daytime contact numbers and pertinent details of their children's health, including current physician, medical numbers, and any allergies. Prescribed medication will only be given with direction from the parent, doctor's orders and all appropriate documentation completed. If your child needs medication during the school day please make arrangements. Please sign and return Health and Wellness Appendix # 15.3 in agreement to adhering to the above policies.

(10) Transportation

It is the responsibility of the parents to transport their children to the class location for that day. Most days will occur at EdGE Learning Centre at Ranger Park, however some days will require drop off and/or pick up at alternate locations.

During Heartwood Instructional days: If transportation is needed during school times the teacher will arrange and notify the parents. Volunteer drivers may be used and are subject to the NIDES policies including, criminal record checks, drivers abstracts, and proof of appropriate insurance coverages. If you feel you may be in the situation to help drive students, please fill out the volunteer driver forms at the end of the handbook.

Pick-up and Drop-off

For Heartwood outdoor face-to-face days, it is imperative that children are dropped off on time, as the teacher often takes the students off-premises and cannot delay. If you know you are going to be late, please communicate with the teacher in order to arrange for the off-site drop-off.

Please also ensure a prompt pick-up, as EdGE wishes to respect our teachers and their time.

(11) Field Trips and Permissions

Heartwood

Permission forms are required for Heartwood attendance from SD71. Some of these are online forms and will be filled out at the beginning of the year. These are required to be filed out before your student starts group days.

When groups are going further afield or attending additional programming extra permission forms will be required. Students will not be allowed to attend field trips if express written permission has not been granted.

EdGE

Most outings off-premise with EdGE are not drop-and-go, but rather opportunities as a family

outing. As such, you will have arranged to drive or carpool or have made alternate arrangements for transportation or care and supervision for your child if you cannot attend.

Some EdGE programs will require off-premise travel. These require permission forms as found at the end of the handbook. Transportation to these events will be facilitated by a driver who is: licenced, qualified, insured and has provided a drivers abstract.

(12) School Year

EdGE formally starts in September, beginning with three weeks of teacher/student/parent meetings, during which the Student Learning Plans are co-created.

Group learning days (face-to-face or FTF) start in the last week of September and run with some exceptions, until the end of June.

The year is broken up into three “semesters” - **Fall, Winter, Spring** with breaks between, for a total of **30 weeks** of face-to-face instruction. A calendar will be provided for instructional days.

(13) Sample Class Schedule

Heartwood runs Tuesdays to Thursdays and typically starts in the mornings. Your child may have one or two days of instruction based on their age and interests.

Face-to-face group learning days sample

Tuesdays

9:30-12:30 Kindergarten

9:30-12:30 Group 2 STEM

Wednesdays

9:30-12:30 Group 2 Outdoor

9:30-12:30 Group 3 Outdoor

9:30-1:30 Group 4 STEM

Thursdays

9:30-12:30 Group 3 STEM

9:30-1:30 Group 4 Outdoor

All School Clan Days

Throughout the school year there will be many opportunities and events that the whole “school”

will participate in. During these events students will be often split into multi-age groups (clans) that they will keep for the whole year. This gives our students a chance to get to know others they might not necessarily see on a daily basis, and allows mentorship for younger students. Clans will typically be formed at the start of the year fun day.

Parent-led Class

Some parents may wish to contribute their volunteer hours in the form of offering classes. We will endeavour to have these classes held right after face-to-face group days, in order to offer optional, full learning days. (example: parent leads a 1.5hr class for 8 weeks directly after FTF days= 12hrs of volunteer contribution and free to students).

(14) Confidentiality Policy

All information collected on individual children and their families is strictly confidential and kept in a secure location. We will only release the information or records if required to do so by law if a legal matter requires it. We maintain confidentiality on all families within our care and expect that families respect the confidentiality of one another. Anything you hear or see about another family while at the centre is to remain confidential.

(15) Mandatory Forms to Sign and Return

15.1 - Emergency Contact Card (Fill out one per child)

Please attach 1.5"x1.5" photo of child

Child's Name: _____

DOB (DD/MM/YY): _____

Home Address: _____

Child's Personal Health number: _____

Latest Tetanus shot (DD/MM/YY): _____

Child's doctor: _____ Contact #: _____

Child's dentist: _____ Contact #: _____

Allergies: _____

Medications: _____

Parent/guardians name: _____ Contact #: _____

Parent/guardian name: _____ Contact #: _____

Emergency contact: _____ Contact #: _____

I give consent for my child to be given the following: *please check to accept* Antihistamine (Benadryl) for stings if hives appear

Antibiotic ointment (Polysporin or Ouch cream) Band-aids Sunscreen (feel free to provide your own) Insect repellent (feel free to provide your own) Arnica - homeopathic pills or cream Prescription medication that parents provide (inhalers etc.). Other__

EdGE will notify a parent/guardian when a child is ill or requires medical attention. If your child needs immediate medical help and we cannot reach you or your emergency contacts, we need written consent to take appropriate action on behalf of your child. All efforts will be made for your consent to accompany your child to emergency services.

In case of an emergency involving my child(ren) _____, I hereby authorize EdGE Learning Centre to call a medical practitioner/ambulance. I understand that I will be notified as soon as possible. I agree that I will be held responsible for any costs incurred for such services.

_____ Parent/Guardian Name Signature Date _____

15.2 - EdGE Policy and Procedure Acknowledgement

I, _____ (Parent/Guardian Name) agree to the above 2021-2022 EdGE Learning Centre and Heartwood Learning Community Policy and Procedures, Parent Agreement, Student Agreement, and Volunteer Contribution Expectations on behalf of (Name of Child(ren))

I, _____, agree to pay EdGE learning centre the annual mentorship fee of \$250 per child for the 2021-2022 school year.

I will be paying this fee by:

- Cheque made out to Bulkley Valley Collaborative Learning Society
- Using my child's SLRF following the example given to put in my request

Post dated \$25 monthly cheques handed in for all 10 months during orientation. I,

_____, agree to:

Fulfill my volunteer contribution through 25 hours of volunteer time and will also complete the Volunteer Contribution Form

OR

Will pay the \$250 Volunteer Fee payable to BVCLS via cheque or e-transfer (treasurer.bvcls@gmail.com)

_____ Parent/Guardian Signature Date _____

_____ Witness by Edge Administrator

Date _____

15.3 Acknowledgment and Assumption of Risk

While the **Learning Team** will make every effort to minimize the risks and ensure safety, parents/guardians must be aware that children may be exposed to dangers and risks as a part of this program. These dangers and risks may include, but are not limited to: weather, terrain, vehicle accidents, wildlife, domestic animals, poisonous plants, slips, falls, allergic reactions, insect bites/stings, bodily harm, bruises, cuts, rashes, broken bones, head and eye injuries, and contact with a communicable illness.

Strict safety procedures are in place and injuries are most likely to occur if these procedures are not followed. Specific field trip forms are given in advance to acknowledge any risky activities and required safety precautions. Risk/benefit assessments are completed on every activity and reviewed regularly. Tool usage

including individual child's pocket knife is only permitted after proper instruction and when the Learning Team believes the child is ready. Behaviour demonstrating that a child is not ready to use tools safely will cause them to be asked to avoid bringing tools to the programs. Staff all have first aid certification and training to support risk management and emergency mitigation. An appropriate number of volunteers and mentors will be in place to support safe field trips and community outings.

By signing below, I acknowledge that EdGE Learning Centre activities contain an element of risk and the possibility of injury. I understand that injuries sustained during these activities have the potential to be severe and/or life threatening.

Child(ren)'s Name: _____

_____ Parent/Guardian Name/ Signature/ Date

_____ Parent/Guardian Name/Signature/ Date

_____ EdGE Administrator Name/ Signature/

Date

15.4 EdGE Heartwood Walking Field Trip Form 2021/2022

Your child(ren) will be involved in a variety of activities, which involve the student leaving the school grounds on foot. School district policy requires the school to have the consent of parents each time the student leaves the school grounds. Rather than send home a permission slip for every activity, we are asking your cooperation in completing this annual permission form, which will cover all neighborhood activities that do not require transportation by vehicle.

Any field trips other than the above will continue to be dealt with using individual event forms.

Child(ren)'s Name: _____

Parent/Guardian Name _____

Signature _____

Date _____

15.5 EdGE Consent to Contact Form

I, _____ (parent/guardian name) grant permission for EdGE to add my below given contact information to our learning centre directory and made available to registered families during the 2021-2022 school year.

Only fill in those areas you want published in the directory.

Parents and Children's names: _____

Cell phone and/or home phone number: _____

Mailing Address:

Physical Address:

 I

would not like my information to be disclosed in our EdGE community directory

- I give consent to be contacted only via email, phone, or mail by the EdGE administrator and the EdGE Learning team regarding EdGE operations.

(16) Optional Forms

16.1 EdGE Photograph and Video Release Form

I, _____, grant permission for photographs and video clips of my child to be used by EgDE Learning Centre for community newsletters, promotional and documentational literature, and/or for educational and fundraising presentations for EdGE Learning Centre exclusively.

I will not share photos/videos taken at EgGE Learning Centre and/or children's names, other than my own, without permission.

Yes, I authorize the use of photos of my child, *including* social media on smithers private heartwood families Facebook page.

Yes, I authorize the use of photos of my child, *excluding* Facebook posts.

Yes, I authorize the use of photos/videos of my child for promotional purposes such as posters, newsletters, and/or public social media posts.

No, I do not authorize the use photos/videos of my child for private or public use.

Child(ren) Name: _____

Parent/Guardian Name: _____

Signature and Date _____

16.2 BVCLS Annual Membership Form

The Bulkley Valley Collaborative Learning Society is a non-profit society formed in Spring of 2019 in Smithers with the intention of supporting and creating diverse educational programs. It is our goal to help our children grow into self-aware adults, responsible community members, and effective global citizens with social and environmental consciousness. We believe this can be achieved through collaboration, active contribution, community involvement, experiential learning in multi-age groups, and interest-led investigations. We value safe, inclusive learning spaces that are respectful of the natural learning processes. To this end we will connect learners with mentors through creating individual programs, funding learning opportunities, providing physical space or equipment for other education initiatives, and sourcing grants and resources throughout the Bulkley Valley. Our members support our work and have access to our programs and services.

Annual Family memberships are an investment of \$50 and run through the school calendar year from September to August.

2021-2022 Membership Registration

Name:

E-mail:

Mailing Address:

Phone:

Payment Required:

Write cheque to Bulkley Valley Collaborative Learning Society. Mailing address: 2661 Stenset road, Smithers BC, V0J 2N4 or

E-transfer to treasurer.bvcls@gmail.com note for BVCLS membership.

16.3 Volunteer Contributions Form

I, _____ (*Volunteer name*) hereby understand and commit to the following:

1. To perform my volunteer duties to the best of my ability. 2. To review Parent Handbook, Policies & Procedures and adhere to its policies. 3. To meet the time and duty commitments outlined in the position description, or to provide adequate notice so that alternate arrangements can be made in communication with the **volunteer coordinator**. 4. I acknowledge that I will have access to and may be entrusted with confidential information in the course of my engagement under this agreement. I agree not to disclose or use this information, as it may be harmful or have unintended consequences. 5. I agree not to take or share pictures or videos with any personal device of any children other than my own while performing volunteer duties. 6. I have completed the volunteer **criminal record check** release form prior to volunteering as a mentor/supervisor of students. 7. I have completed the **driver's volunteer form** prior to transporting any children other than my own for field trip support. I understand that this is a volunteer position and, as such, does not include any monetary remuneration. I understand that my time as a volunteer mentor has liability coverage provided by the Co-operators policy held by Bulkley

Valley Collaborative Learning Society. If, for any reason, I am unable to commit to any of the above terms, I will advise the **volunteer coordinator** in advance. If I am unable to take part in these commitments or if my conduct is deemed non-conducive to the policies and ethics of EdGE, I understand that I may be asked to relinquish my position.

EdGE Learning Centre accepts the volunteer services of

_____ (*Volunteer name*) starting _____

(DD/MM/YY) and ending _____ (DD/MM/YY).

Volunteer Name and Signature: _____ Date: _____

EdGE administrator Name and Signature: _____ Date: _____

16.4 Volunteer Driver Form

1. Prior to transporting any children other than your own to support EdGE operations. I have provided the administration with the following (please check):

Driver's Abstract

Call ICBC at 1-800-950-1498 to request a copy of your National Safety Code (NSC) driver's abstract (last 5 years only) or call ICBC (1-800-663-3051) for the completed driving record to be faxed to the school.

Criminal Record Check Form:

Volunteer criminal record check forms are to be filled out and witnessed by the EdGE authorized contact person during the orientation day in September. Bring your drivers license and another piece of government issued ID to complete. Contact the EdGE administrator if this was not done during orientation day. This must be complete and received back in our records prior to the start of your volunteer contributions while supporting the students.

A copy of my driver's licence

Proof that the vehicle I am driving has at least \$1,000,000 in third party

liability insurance.

To the best of my knowledge, the vehicle I will drive is in sound mechanical condition and is safe for transporting students. I have the appropriate tires installed for the current season.

I will have all children in appropriate booster seats, 5 point car seat harness, or seat belt according to the child(s) age and height in accordance with BC transportation and safety laws.

Driver's Name and Signature: _____ Date: _____

EdGE administrator Name and Signature: _____ Date: _____

(17) Appendix

17.1 SLRF Resource Fund Request How To

Let the Edge Administrator know you intend to pay your annual fees with your Student Learning Resource Funds (SLRF).

Let your learning consultant know during your first Student Learning Plan (SLP) meeting that you would like to put in this request for the mentor time. This must first be highlighted in your SLP.

Here is how to place a SLRF request to pay your EdGE annual fees: Find

the form here: <https://www.navigatenides.com/index.php/slrf-request-form/>

Program Name:* Heartwood Learning Community (HLC)

Student's Name:*Enter your child's name, separate form for each child in your family.

Type of Request:* *Other Request*

LEARNING QUESTIONS

What is/are the learning plan(s) for this/these resources? Please provide details here.*

I am requesting \$250 of my student resource funds to be paid out to Bulkley Valley Collaborative Learning Society to pay for our mentorship time for the 2020-2021 school year.

This mentorship time will focus on group inquiry based projects, including cultural field trips, nature explorations, and community service opportunities.

How will the student share learning with their teacher? e.g., reflection, video journal, show and share. Please provide as much detail as possible.*

The Mentor will share photos, videos, and highlights of learning through the EdGE administrator who will compile into the monthly newsletters. Parents will upload documentation including students takeaways from face to face mentorship times onto their seesaw learning portfolio on a bi-monthly basis.

17.2 Suggested Gear List (Outdoor day and STEM class)

Outdoor Class

1. good footwear for warmer days, when colder day: BOGS or equivalent...warmer boots on cold winter days (foot warmers are available as needed)
2. layers for clothes (*see attachment*)
3. lunch with snacks that are relatively easy to eat with gloves or mitts (please avoid heavy containers for small children as they are heavy)
4. full water bottle (500 ml 750 ml or 1L)
5. bum mat and whistles (provided by Heartwood, to come)
6. personal items such as whittling knife, rope, flint and steel, etc. (rules to follow)
7. backpack that can hold all these items without tipping your child over

“There is no poor weather, only poor clothing” is a commonly heard phrase in Forest Schools and Nature Kindergarten! When people are dressed properly, the barrier of discomfort is removed, allowing everyone to freely enjoy the outdoor experience. Part of the learning experience of Nature Kindergarten is assessing weather and properly dressing for it.

Winter Clothing

To participate safely in winter weather, it is especially important that children are

dressed properly. Layering clothing is the best way to stay warm and comfortable.

Base layer (the layer closest to the body)

- Thermal underwear and shirt – Wool or silk fibres are best for staying warm and keeping moisture away from the body but they can be uncomfortable and expensive. Synthetics are readily available and more affordable and work well too. Avoid cotton as it retains moisture and makes us feel cold.
- Wool or wool-blend socks, fairly thick, but comfortable in the boot.

Middle layer

- Fleece pants (fleece is so cozy, comfortable and warm)
- Fleece or wool top, hoodie or pull-over

Outer layer

- Water-resistant snow-suit for younger children. Water-resistant snow pants with a bib work nicely to keep the upper body insulated for older children along with a snow jacket.
- Snow/winter boots (bog type boots are NOT insulated enough to keep feet warm on the coldest winter days)
- Wool toque or hat that fits snugly and cover the ears
- Insulated gloves or mittens with waterproof outer layer (reusable hand warmers are great if your child suffers from cold hands and feet)
- Neck warmer (much safer than scarves) or balaclava
- Sunblock and sunglasses (optional)

Early Spring/Fall (cooler weather)

- Thermal underwear and shirt (see winter wear)
- Fleece pants (fleece is so cozy, comfortable and warm)
- Fleece or wool top, hoodie or pullover
- Waterproof rain pants and jacket
- Closed toe hiking shoe and/or rubber boots
- Thinner toque or hat and light knitted gloves
- Wool or wool-blend socks (can be thinner)
- Sunblock and sunglasses (optional)

Late Spring/Summer (warmer weather)

- Closed-toe supportive shoes
- Light coloured long pants and long-sleeved shirt (this will help protect from scratches and insect bites)
- Waterproof pants & jacket
- Rubber boots
- Sun hat

- Sunblock
- Bug spray (optional)
- Sunglasses (optional)

Indoor Shoes and Extra Set of Clothing

Please send an extra set of clothing (pants, top, underwear, socks, mittens) to stay at EdGE, labeled with your child’s name in a plastic bag. Please also send a pair of non-skid running shoes to wear indoors. (These shoes are to remain at school for the year.)

Backpacks

Please send your child with a backpack that can carry their lunch bag, water bottle and have room for an extra item of clothing. Each child will be responsible to carry their own backpack. We have found that a backpack with a clip across the chest makes it easier for your child to carry on park days. Please label all items of clothing, shoes, bags and backpacks.

STEM class gear list

- 1) Comfortable Clothing
 - 2) Food - Snacks or Lunch
 - 3) Water Bottle
- Optional:
- 4) Personal Technology (with parent permission) - headphones, laptop, iPad, etc. Personal Technology will cut down on germ/virus spread.

17.3 Volunteer Roles and Duties (based on 25 hours per family, per year.)

Role	Responsibilities Report to/ Committee overseer	Hours Allocation/
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<p>Volunteer</p> <p>Coordinator</p> <p><i>(1 person)</i></p> <ul style="list-style-type: none"> · Create master list of 	<p>Roles and duties</p> <ul style="list-style-type: none"> · Track volunteer hours · Collect pay in-lieu of hours - 	<p>Up-date sign-up calendar</p> <ul style="list-style-type: none"> · Send out reminders · Review volunteer needs based on year-at-a-glance 	<p>EdGE Heartwood Navigation Team</p> <p>All 25</p> <p>Janitorial/</p>
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**Ranger Park
Cleaning**

***Parent rotation*

- Take out garbage, compost, and recycling.

**Parent
on-scene
rotation/
Outdoor day**

- At Teachers direction · Assist students were able

- Helps supervise, safety, numbers

At the direction of the Educator/teacher

(Helen Fleury, Derek Willmott, Nick Telles)
1 hour

- Cleaning of Ranger park classrooms. Checklist at the entrance.

·
EdGE Heartwood Navigation Team

- Vacuum/sweep

floors · Clean

toilets/sinks

- Restock supplies

- Tidy-up

(Each family is asked to sign up for 2 shifts

per
student

per year this is in
addition to the 25

hours
of

contributions)

EdGE Building Workbees	<ul style="list-style-type: none">· Class room cleaning· Repairs· Re-paint· Wax floors· Inventory· Drywalling/patch· Painting· Wash wallsWash windows	At the direction of the Volunteer Coordinator	Variable
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<p>Drop-In and Lending Library supervisor</p> <p><i>**parent rotation</i></p>	<ul style="list-style-type: none"> · Helps families sign out/borrow materials · Makes photocopies/collects pay · Supervises students' use of computers, classrooms and materials and overall safety · Tidies-up/clean and lock-up 	<p>(up to 60 shifts)</p> <p>Under the direction of EdGE Administrator</p>	<p>2 hours</p>
<p>Grant writing assistant</p> <p>(need 3 members)</p>	<p>Help Adrienne to search for and apply for grants.</p> <p>(Work with the program manager or EdGE administrator to see what programs need funding support.)</p>	<p>Committee:</p> <p>Adrienne Rosenberger</p> <p>Supervisor:</p> <p>Adrienne Rosenberger</p>	<p>10 hours</p>

<p>Fundraising Coordinator</p> <p><i>*(1 person)</i></p>	<ul style="list-style-type: none"> · Create and execute fundraising opportunities. · Work with VC to get fundraising cohorts. <p>Create a committee to work with and share duties</p>	<p>Committee:</p> <p>Events and Fundraising Committee</p> <p>Supervisor:</p>	<p>25 hours</p>
<p>Fundraising volunteer</p> <p>(persons as needed)</p>	<p>·</p> <p>Helps out in organizing or executing</p> <p>or filling roles for the fundraising event</p>	<p>Committee:</p>	<p>Hour for</p>
<p>Event Volunteer</p> <p>(persons as needed)</p>	<ul style="list-style-type: none"> · Helps out in organizing or executing or filling roles for the event 	<p>Committee:</p>	<p>hour Hour</p>

		for hour
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<p>Parent Mentor</p>	<p>· teach/lead a class, series or workshop</p> <p>(free to our students... may need students to purchase/source some supplies)</p> <p><i>**Please send us your ideas or proposal so we can add it to our calendar.</i></p>	<p>Committee:</p> <p>Programme Committee</p> <p>Supervisor:</p> <p>Under direction of EdGE administrator</p>	<p>Hour for hour.</p> <p>(ex: 1.5hr class for 8 weeks= 12hrs)</p>
<p>FLOW Learning Lab Volunteer</p> <p>(parent rotation)</p>	<p>· Assists Flow Learning lab Director</p>	<p>Committee:</p> <p>Supervisor:</p> <p>Nick Telles</p>	<p>Hour for hour</p>

<p>Robotics Club Coordinator :</p> <p>(1 person)</p>	<ul style="list-style-type: none"> · Supports robotics in Smithers · Organizes competitions/events · Contracts for lending robotics · Head coach for teams · Communications with teams · Inventory robotics · Assembles complete kits 	<p>Robotics Committee:</p> <p>Sarah Sacharoff, Alethia Perry, Nick Telles, Marlee???</p> <p>Contact</p> <p>Supervisor: Nick Telles</p>	<p>25 hours</p>
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<p>Photo/video composer</p> <p>(1 person)</p>	<p>Gathers the photos and videos taken from group face-to-face days, clan gatherings, FLOW, Robotics etc and uploads to facebook, updates website photos/promotions, creates monthly albums for updates, creates year-end photo albums and videos to music.</p> <p>(Helene, Nick and Derek will send photos to you to compile)</p> <p>(Need 1 volunteer)</p> <p>Supervisor: Report to EdGE administrator</p>	<p>25 hours</p>
<p>PROGRAM COMMITTEES</p>	<p>Duties/Roles Supervisor/Director</p>	<p>Hours Allocated</p>
<p>Sports Committee Volunteer</p> <p>(Need 3 members)</p>	<p>· Sit as a committee member to create and execute plans</p> <p>Bring plans to the EdGE administrator for logistical support, payments, contracts etc.</p> <p>Committee:</p>	<p>10</p>

<p>Literacy Program Committee Volunteer</p> <p>(need 3 members)</p>	<p>· Sit as a committee member to create and execute plans</p> <p>Committee: Alethia Perry</p> <p>Bring plans to the EdGE administrator for logistical support, payments, contracts etc.</p>	<p>10</p>
<p>Music/Band Committee Volunteer</p> <p>(need 3 members)</p>	<p>Sit as a committee member to create and execute plans</p> <p>Committee:</p> <p>Bring plans to the EdGE administrator for logistical support, payments, contracts etc.</p>	<p>10</p>
<p>Event/Fundraising Committee Volunteer</p> <p>(need 3 members)</p>	<p>Sit as a committee member to create and execute plans</p> <p>Bring plans to the EdGE administrator for logistical support, payments, contracts etc.</p>	<p>10</p>

