

# Heritage Language Teacher's Daybook



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**Teachers are encouraged to make as many copies of daybook templates as required to meet their individual needs, modify them if necessary, and arrange them in a sequence that they find most appropriate to their needs.**

# Heritage Language Teacher's Daybook

Language School Name: \_\_\_\_\_

School Year: \_\_\_\_\_

Location of Classroom(s) \_\_\_\_\_

## For use by

Teacher Name(s):

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Heritage Language Schools – Dates to Remember

	Month(s)	Event / Responsibility	Contact
1.	<b>January</b>	Begin new session of Heritage Language Classes	MLAR
2.	<b>February-March</b>	In-service Training Workshop for H.L. Teachers	MLAR
3.	<b>April</b>	Obtain blank Attendance Certificates from MLAR Office	MLAR
		Submission of Award Night Nominee Information	MLAR
4.	<b>May</b>	Heritage Language Teachers Award Night	MLAR
		MLAR Semi-Annual Meeting	MLAR
		Return completed Attendance Certificates to MLAR office	MLAR
		Membership and CAMP Funding Application to SOHL	SOHL
		Heritage Language Schools closing ceremony	MLAR
5.	<b>June</b>	Heritage Language Schools closing ceremony	MLAR
		Deadline for submission of follow-up form to SOHL	SOHL
6.	<b>August</b>	Submit MLAR Membership Fee to office	MLAR
		Heritage Language Principals' Meeting	MLAR
7.	<b>September</b>	<b>Begin New Heritage Language School Year</b>	MLAR
		Workshop Funding Application to SOHL	SOHL
		Student Assistance Funding Application to SOHL	SOHL
		Volunteer Award applications to SOHL	SOHL
		Deadline for signed Agency Agreement to SOHL	SOHL
		Ministry of Education Funding Application	SaskEd
8.	<b>October- November</b>	SOHL Mini-Language Application	SOHL
		SOHL Annual Conference and AGM	SOHL
9.	<b>November- December</b>	MLAR Open House	MLAR
		MLAR Annual General Meeting (AGM)	MLAR

# CONTENTS

	<u>Page</u>
Acknowledgement .....	1
Goals and Objectives of the Multilingual Association of Regina.....	2
Ten Reasons to Learn Another Language.....	3
How to Use the Heritage Language Daybook.....	4
Heritage Language Teacher’s Letter to Host Classroom Teacher.....	5
Letter to Parents.....	6
Request to Parents for Information Regarding the Learner.....	7
Lesson Plan Guidelines.....	8
Daily Lesson Plan Components (Sample #1).....	9
Daily Lesson Plan (Sample #2).....	10
Daily Lesson Plan (Sample #3).....	11
School Student Register – Heritage Language Program.....	12
Student Seating Plan.....	13
Student Record Template (Confidential)....	14
Report Cards and Teacher/Parent Interviews (Yellow divider).....	15
Teacher Guidelines for Report Card Preparation.....	16
Regina Multilingual School Progress Report (sample).....	17-18
Teacher-Parent Interviews (Guidelines).....	19
Parent / Teacher / Student Conferences.....	20
<b>Templates:</b> Portrait Format – Letter size (Yellow Divider).....	21
School Year Planner.....	22
Monthly Planner Template.....	23
Heritage Language Teacher’s General Day Plan.....	24
Instructions for Substitute Teacher.....	25
Emergency Exit Instructions.....	26
Other Emergency Procedures.....	27
<b>Templates:</b> Landscape format – Letter size (Yellow Divider).....	28
Student Attendance Record.....	29-30
Student Evaluation (sample).....	31
Calendar Template (blank).....	32
<b>Templates:</b> Landscape format – Legal size (Yellow Divider).....	33
Student Attendance Record.....	34-35
Certificate of Attendance.....	36
Calendars for School Year 2009-2010.....	37-57
2-year Reference Calendars to 2011.....	58-60

# Acknowledgement

The Multilingual Association of Regina (MLAR) began planning this Heritage Language Teachers' Daybook in 2008 as part of the celebration of MLAR's 30<sup>th</sup> year of existence serving the linguistic and cultural community of Regina and area. Responsibility for development of this Daybook was entrusted to a Special Project Committee consisting of Indu Jaiswal (Chair), Ved Arora, Senthil Damodharan, Raphael Hwang, Nasim Ahmed, Mary Kolitsas and Emile Carignan (staff) to complete the Day Book to be used by our heritage language teachers in Regina.

The Committee would like to recognize the contributions of both current and past board members who served and maintained the vision to promote heritage languages in Regina and Saskatchewan for the last thirty years. Special thanks to the current (2009) board: Indu Jaiswal, Raphael Hwang, Ved Arora, Senthil Damodharan, Mary Kolitsas, Nasim Ahmed, Tin Nguyen, Maskel Minni, Faith Ene and Past President Girma Sahlu, and to former (2008) board members Tito Roman, Toshiko Charrier and Taschow-Graupe for their assistance to celebrate this wonderful occasion.

The Committee also wishes to acknowledge the contributions of Heritage Language Schools and their teachers, students and parents, the Regina Public School Board and the principals and staff of Balfour and Campbell Collegiates for their help to complete thirty years of teaching heritage languages to Saskatchewan residents.

Special thanks to MLAR Office Coordinator Emile Carignan, the driving force behind the design and production of the daybook; and to Ved Arora and Mary Kolitsas who helped Emile with editing and updates as required by the project committee. Thanks also to Petros Aiginitis and Kris Rubrecht for their input as heritage language representatives.

The committee also wishes to thank our partners and funding agencies: Saskatchewan Ministry of Education, SaskCulture Inc., Saskatchewan Lotteries and Saskatchewan Organization for Heritage Languages (SOHL) for their help in completing this project

Indu Jaiswal,  
President

## Multilingual Association of Regina **GOALS and OBJECTIVES**

The Multilingual Association of Regina (MLAR), founded in 1978, is an umbrella organization dedicated to the promotion and retention of heritage languages in Regina and surrounding areas. Membership is open to any organization or individual interested in the teaching of heritage languages. MLAR operates under a volunteer board of directors. The organization's Aims and Objectives are to:

- *Support/promote diversity of culture*
- *Promote the teaching and retention of international/heritage languages*
- *Promote appreciation of literature written in international/heritage languages*
- *Assist member organizations to establish International/Heritage Language Schools in Regina and surrounding areas and to lobby credit for students attending classes*
- *Assist members in securing funding for International/Heritage Language Schools*
- *Provide on-going in-service training to volunteer International/Heritage Language teachers*
- *Assist in developing International/Heritage Language curriculum and resource materials for classroom use*
- *Provide volunteer teachers with access to new technology and internet for teaching students more effectively*

There are 25 Heritage Language Schools operating in 2008, with 27 languages being taught. Heritage Language teachers are dedicated volunteers with knowledge of their language, although most are not certificated teachers with related background training in language instruction techniques and methodology. However, support and professional development for Heritage Language teachers has been a major focus of MLAR since 1997. Some teachers have taken accredited university classes in second language teaching. MLAR also provides an annual professional development workshop and other in-service training with the needs of the teachers in mind. These have been on-going projects for MLAR.

In 1992 a "Heritage Language Teachers' Certificate Program" was offered to the Heritage Language teachers by the University of Regina. Later, it was replaced by "The Heritage Language Certificate" through Extension at the University of Regina. Both were sponsored by MLAR and were of benefit to our Heritage Language teachers.

In 2008, MLAR's 30<sup>th</sup> Anniversary, this Heritage Language Teachers' Daybook has been designed to help volunteer language teachers in their lesson planning and organization skills.

## **Ten Reasons to Learn Another Language**

It has been stated that Language is the Heart and Soul of a Culture. It has been said that if one loses one's native language, one also loses much of the richness of the culture related to that language.

In 2008, the 30<sup>th</sup> year of involvement of the Multilingual Association of Regina in its efforts to promote and support the teaching and learning of Heritage Languages in the Regina area, this milestone year is seen as a good opportunity to remind ourselves of some of the reasons why language learning is important.

### **Learning Another Language <sup>1</sup>**

1. Increases career opportunities.
2. Makes traveling easier and more fun.
3. Enhances intellectual development.
4. Gives you the opportunity to meet new people and enjoy their company.
5. Fosters acceptance of human diversities.
6. Gives you greater knowledge and appreciation of another culture.
7. Improves communication among communities and nations.
8. Improves your understanding of your own language.
9. Allows you to meet and communicate with people from different backgrounds and places.
10. Opens up new opportunities and possibilities.

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<sup>1</sup> Source: *Shaping the Future Through International/Heritage Languages*, Multilingual Association of Regina Inc., p.5

## **HOW TO USE THE HERITAGE LANGUAGE DAYBOOK**

The Board of the Multilingual Association of Regina (MLAR) has prepared this Daybook with the intention of providing the various Heritage Language Teachers with a **standard format** to assist them in the planning of Heritage Language lessons and the recording of related information.

It was felt that the best approach would be to emphasize common elements of effective LESSON PLANNING, and include what can be termed common TEMPLATES that teachers can use to help them in the following common tasks:

- (1) Planning their lessons,
- (2) Recording key data such as student names, record of attendance, student evaluation records (marks with comments) which can
- (3) Serve as a basis for preparation of Report Cards to
- (4) Keep parents informed of the progress of their children, and to some degree,
- (5) Assist in evaluating the effectiveness of the program.

The Daybook is designed to help the Heritage Language Teachers accomplish the above basic tasks. It is not the intent of the MLAR Board that Heritage Language Teachers should become slaves of this Daybook. The contents of the Daybook are intended as an aid to lesson planning and related exercises required to follow-up on the teaching and learning that goes on during classroom sessions. To some degree, the elements of the Daybook are patterned after what is expected of professionally certified degree teachers who teach students in Saskatchewan's provincial schools.

It is hoped that Teachers will find this first version of the Daybook to be useful, and will later provide feedback that will help improve future editions of the Heritage Language Daybook. Teachers should feel free to modify any of the templates provided to suite their instructional needs.



## Heritage Language Teacher's Letter to Host Classroom Teacher <sup>2</sup>

\_\_\_\_\_ 20\_\_\_\_

Dear Teacher:

I am please to inform you that I will be using your classroom this school year on \_\_\_\_\_  
(day)

From \_\_\_\_\_ to \_\_\_\_\_  
(schedule)

I appreciate the privilege to use this room for my \_\_\_\_\_ class. I will do my best  
(heritage language)

To keep the room as clean and orderly as when my class enters it, and to keep your things intact.

Thank you.

Sincerely yours,

\_\_\_\_\_  
Heritage Language Teacher

<sup>2</sup> Source: *Heritage Language Teachers' Guide: Principles and Practices* –Writer Severa Malinao, Multilingual Association of Regina Inc., 1998, p.93

## Letter to Parents<sup>3</sup>

\_\_\_\_\_  
(Date)

Dear Parents:

I am please to inform you that I have been assigned to teach your child to learn \_\_\_\_\_  
(language)

Our classes are held at \_\_\_\_\_ at \_\_\_\_\_ on \_\_\_\_\_  
(location) (time) (day/s)

The **Heritage Language Program** is focused on teaching *language* and *culture* in an integrative Fashion. This means that as your child acquires information about aspects of culture under study He will be learning the language at the same time. Based on the cultural theme, classroom Activities to develop **listening, speaking, reading, and writing skills** will be provided.

I would like to welcome your child to my class, and commend you for sending him to learn his cultural heritage. Hopefully, both of you will find the language program fruitful and satisfying.

Sincerely yours,

\_\_\_\_\_  
(Teacher's Signature)

Contact information:

\_\_\_\_\_  
(Print Teacher's full name)

\_\_\_\_\_  
(Phone number)

\_\_\_\_\_  
(e-mail address)

<sup>3</sup> Source: *Heritage Language Teachers' Guide: Principles and Practices* –Writer Severa Malinao, Multilingual Association of Regina Inc., 1998, p.94

**Request to Parents for Information Regarding the Learner**<sup>4</sup>  
**CONFIDENTIAL**

Dear Parent(s):

I would like to be guided in dealing with your child, \_\_\_\_\_ as a learner.  
(Name)

To be able to understand him better, I am requesting you to describe/provide information for the following:

- **What does your child like very much?** \_\_\_\_\_  
\_\_\_\_\_
- **What does your child dislike very much?** \_\_\_\_\_  
\_\_\_\_\_
- (a) **In learning the heritage language, what do you feel he is good at?** \_\_\_\_\_  
\_\_\_\_\_
- (b) **In learning the heritage language, what do you feel he is weak in?** \_\_\_\_\_  
\_\_\_\_\_
- **Does your child have any health problems? Please check:**  **Hearing;**  **Can see clearly near objects only;**  **Can see clearly far objects only;**  **Can hardly breathe in a closed room;** **Allergies** (please describe): \_\_\_\_\_  
\_\_\_\_\_
- **How many of his sisters & brothers also attend the Heritage Language school?** \_\_\_\_\_
- **Please check the description(s) which apply to your child:**  
 My child is shy.  My child is very sociable  
 My child tends to isolate himself/herself  My child tends to take risks  
 My child is easily frightened.
- **Does your child speak the heritage language at home, with playmates, relatives?**  
Please describe his use of the language: \_\_\_\_\_  
\_\_\_\_\_

Thank you for your help.

Sincerely yours,

\_\_\_\_\_  
(Teacher's signature)

Should you wish to contact me, my name is \_\_\_\_\_ Phone \_\_\_\_\_  
e-mail address: \_\_\_\_\_

<sup>4</sup>Source: *Heritage Language Teachers' Guide: Principles and Practices* –Writer Severa Malinao, Multilingual Association of Regina Inc., 1998, p.95

## Lesson Plan Guidelines

A carefully planned lesson allows for good language teaching. The teacher should prepare the lesson based on an assessment of the needs of the students, and on the goals and objectives of the language program. Before planning a lesson, the teacher should have a good understanding of the prior knowledge of the students, what new material is to be introduced as part of the lesson, and how to evaluate the degree to which students have acquired the new material covered.

In language teaching, consideration should be given to inclusion of all four language skills: listening, speaking, reading and writing, adapted to the age and readiness level of the students. Each lesson plan should include a variety of activities designed to involve the students and keep them motivated as active participants in the teaching-learning process. At the end of each lesson the Teacher should keep notes on the effectiveness of the lesson, and include notes on how the lesson could be improved in the future.

Three different sample lesson plans, samples #1, #2 and #3 are attached for teachers to consider in structuring their own lesson plans. Teachers should select the sample that best reflects their situation and teaching style, and feel free to modify the plan selected.

The essential elements of a good lesson plan are considered to be the following:

LESSON OBJECTIVES: Objectives should specifically identify what the *students will be able to do* at the end of that lesson.

WARM-UP: Encourage the students to use the language in a meaningful and enjoyable way.

REVIEW OF PREVIOUS MATERIAL: have students use material that they already know to practice vocabulary and sentence structures from previous lesson(s).

NEW MATERIAL: Introduce new material that is based on student's previous knowledge.

EXERCISES: Have students practice newly-taught material in a variety of meaningful ways, involving activities where possible. Emphasize meaningful communication, including listening, oral work, written work and reading at appropriate grade levels, activities such as role-playing, games, songs etc., to practice and reinforce the new knowledge and skills taught.

EVALUATION: During above exercises, the Teacher will assess the degree to which students' have acquired or mastered the new material taught. Follow-up notes should be kept indicating the degree to which the objectives of the lesson were achieved by the class as a whole, as well as by individual students. This could include notes on how the lesson could be improved.

HOMEWORK: Once it is assessed that students have a good enough understanding of the material covered in the lesson, the teacher may assign follow-up work to be done at home.

The lesson should always end in a positive way with students using the language in an enjoyable manner.

## Daily Lesson Plan Components (Sample #1)

Date: \_\_\_\_\_

Attendance: \_\_\_\_\_

1. Lesson Objectives
  
2. Materials Required
  
3. Greetings – Warm Up
  
4. Review of Previous Materials
  
5. New Material Content
  
6. Exercises / Activities / Summary
  
7. Evaluation
  
8. Homework

---

Teacher Comments:

## DAILY LESSON PLAN (Sample #2):

Classroom Teacher's Name: \_\_\_\_\_

Date of this lesson: \_\_\_\_\_  
(    Month    ) ( Day ) ( Year )

---

### LIST OF ACTIVITIES:

1. Welcome students       Record attendance/Absentees          (Refer to Attendance sheet)
2. List the main **language instruction objectives** to be achieved in this class period:

(Example: briefly indicate what you expect students to learn during this lesson period)

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

3. Student attention and involvement in the learning process will be achieved as follows:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

4. The following equipment and/or materials will be used as part of this lesson:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

5. How well students achieved the desired learning will be assessed as follows:

- a. \_\_\_\_\_
- b. \_\_\_\_\_

6. Teacher comments/notes re follow-up as a result of this lesson:







# **STUDENT SEATING PLAN**

(Enter the Name of Each Student below: cross out any seats not required)

SCHOOL YEAR: \_\_\_\_\_ Date Seating Plan Last Updated: \_\_\_\_\_

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

TEACHER COMMENTS:

## **STUDENT RECORD TEMPLATE (Confidential)**

Use a separate sheet for each student that has medical/health or other special needs or problems

Student's Name	Parent/Guardian Contact		Brief Description of Special Needs/problems
	Name(s)	Phone# & Address	
<b><u>What to be aware of:</u></b>			
Record of each situation or event that required attention:			
Sequence Of Occurrence	Date on which it occurred	Description of what happened	Summary of What action taken
1.			
2.			
3.			
4.			

Additional Teacher/Principal comments if warranted:

Signature of Teacher/Principal: \_\_\_\_\_ (Confidential Information)

## **REPORT CARDS and TEACHER / PARENT INTERVIEWS**

1. Guidelines for Report Card Preparation
2. Sample format – Progress Report (2 pages)
3. Teacher-Parent Interview Guidelines

## Teacher Guidelines for Report Card Preparation<sup>7</sup>

### Report Cards

The writing of report cards follows guidelines in much the same way as the preparation/writing of achievement tests. Whenever report cards are written, teachers must be guided by these guidelines:

- Avoid generalizations. Be specific in your comments.
- Avoid statements suggesting the student discontinue studying the language.
- Be positive.
- Explain/comment more on student achievements instead of personality traits.
- Give concrete suggestions for future improvement and growth.
- Major problems should not be written in a report card. They should be discussed with student and parents earlier.
- Parents should have an indication of the lessons covered in a given school term.
- Use language that can be easily understood by the student and parents/guardians.

In a report card/progress report, the teacher may include anecdotal comments on the student's progress in the following:

- Communication skills
- Class participation
- Social skills
- Work habits
- Attendance

It is suggested that heritage language teachers should prepare/issue report cards at the same time as the regular classroom teachers. A school should also issue a *Certificate* to all students at the end of the school year.

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<sup>7</sup> Source: *Heritage Language Teachers' Guide: Principles and Practices* –Writer Severa Malinao, Multilingual Association of Regina Inc., 1998, p.88

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**REGINA MULTILINGUAL SCHOOL** <sup>8</sup>  
\_\_\_\_\_ **Language School**  
*(Target Language)*

Progress Report

For \_\_\_\_\_  
*(Name)*

\_\_\_\_\_ *(School Year)* \_\_\_\_\_ *(Level)*

\_\_\_\_\_ *(Teacher)* \_\_\_\_\_ *(Principal)*

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<sup>8</sup> Source: Adapted from the RMS, *German Language School, & Separate School, Division No. 81 Progress Reports*

Report Card (continued) <sup>9</sup>

Language Arts	First Report	Second Report	Third Report
Listening	:_____:	:_____:	:_____:
Speaking	:_____:	:_____:	:_____:
Reading	:_____:	:_____:	:_____:
- Comprehension	:_____:	:_____:	:_____:
- oral fluency	:_____:	:_____:	:_____:
- vocabulary development	:_____:	:_____:	:_____:
- word identification (uses phonics, sight words)	:_____:	:_____:	:_____:
Writing			
- demonstrates skills in the writing process	:_____:	:_____:	:_____:
- spelling	:_____:	:_____:	:_____:
- printing/handwriting	:_____:	:_____:	:_____:

**Teacher's Comments \***

**First Report**

*Anne has shown progress in speaking and writing in Pilipino. She can converse with anybody with ease, and understand well what she reads in the language. She is diligent in completing her assignments, and mixes well with her classmates. She participates actively in classroom activities, and attends classes regularly. I would encourage her to continue reading books and magazines in Pilipino to develop further her communication skills.*

**Message to Student**

*Keep up the good work, Anne. I love to have you in my class!*

**Parent/Guardian Signature:** \_\_\_\_\_

**Second Report**

**Message to Student**

**Parent/Guardian Signature:** \_\_\_\_\_

**Third Report**

**Message to Student**

**Parent/Guardian Signature:** \_\_\_\_\_

**Teacher's Additional Comments \*** \* = Samples of comments

*We have completed a unit on "The Family". It is hoped that the students have gained an understanding of the Family as a strong foundation of society. Our next unit is on "The School"*

\_\_\_\_\_  
(Teacher)

**Evaluation:**

Excellent	90% +	Good	70-79%	Fair	50-59%
Very Good	80-89%	Satisfactory	60-69%	Needs improvement	below 50%

<sup>9</sup> Source: Adapted from the RMS, German Language School, & Separate School, Division No. 81 Progress Reports

## Teacher-Parent Interviews (Guidelines)<sup>10</sup>

- **Teacher-Parent interviews are short face-to-face sessions between you and your student's parents and they often last for only 10-15 minutes. The interviews are held inside school hours in the classroom and are arranged by appointment. The student is asked to participate too.**
- **Give your parents plenty of notice about the upcoming meeting. Provide them with a few things they could discuss at the interview - for instance, tell them you would like to know about the child's likes and dislikes, how homework is handled at home and what their attitude towards school or specific subjects is like.**
- **When greeting parents at the interview, be sure to start on a positive note. Smile, thank them for coming and begin with some positive remarks about their child.**
- **Discuss your routines, rules and homework policies with parents. Ask if they have any questions.**
- **Discuss the child's preferred learning activities and discuss your areas of concern. Be sure to let the parents know how the areas of concern can be addressed. For instance, if the child is quite weak in reading, find out how the parents can help and list some preferred activities when assisting with reading. If you have behavior difficulties, prioritize 1 or 2 behaviors to focus on and only work toward strategies for those (at this time).**
- **If you have any reading material that may help the parent understand the nature of the child's difficulty, be prepared to share it with the parents**
- **Conclude your meeting with a sincere thank you; remind parents that they have taken a keen interest in their child's heritage education and that the door is always open. Provide a time frame for a follow up visit or telephone call. Agree to send home notes that recognize something positive as well as newsletters to keep parents in the loop.**

(Refer to Template: Parent / Teacher / Student Conferences)

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<sup>10</sup> Source: Contributed by Petros Aiginitis, Principal, St. Paul's Greek Language School, Regina, 2009





## Templates

### **PORTRAIT FORMAT – LETTER SIZE**

The following templates are in **standard portrait format** and are also available on MLAR's website if teachers wish to download them to their computer.

Templates are formats of pages that teachers may require several copies of during the course of a given school year. Only one copy is provided, to be used as the original for making other copies.

It is recommended that all originals be kept in a separate binder from the one that teachers will use to enter their own information as part of their lesson planning and record keeping.

# SCHOOL YEAR PLANNER

Important Dates for School Year 20\_\_ - 20\_\_

Session			<u>Time</u>		<u>Location</u>	Additional information
	<u>Month</u>	<u>Day</u> <u>Date</u>	From:	To:		
1	September					
2						
3						
4						
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40						

## MONTHLY PLANNER TEMPLATE

(Teacher's Plans for **main** activities/projects for the identified Month)

Plans for the Month of \_\_\_\_\_, of Year \_\_\_\_\_ for following DAYS:

<u>Day of Week</u>	<u>Date</u>	<u>List of PLANNED ACTIVITIES:</u>
1		1. 2. 3. 4.
2		1. 2. 3. 4.
3		1. 2. 3. 4.
4		1. 2. 3. 4.
5		1. 2. 3.

Heritage Language Teacher's General DAY PLAN

Time	Day	Date	Details

Notes:

## Instructions for Substitute Teacher

(To be used by the Regular Teacher when a Substitute Teacher must take his/her place)

Name of Regular Teacher: \_\_\_\_\_ Phone # if contact required: \_\_\_\_\_

Record below NAME(S) Phone# and DATE(S) when a substitute teacher was required:

	Name of Substitute	Phone #	Date Required	Notes on planned lesson for direction to the Substitute Teacher (re Day's lesson plan)
1				
2				
3				
4				

Names and Contact Information for Available Substitute Teachers:

Name: \_\_\_\_\_ Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Name: \_\_\_\_\_ Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Name: \_\_\_\_\_ Phone: \_\_\_\_\_ Email: \_\_\_\_\_

## Emergency Exit Instructions

This page should contain very specific instructions on how the class must proceed in the case of an emergency that requires evacuation from the classroom and from the building. Instructions should be site-specific, including such details as:

- Exactly what path the teacher(s) and students should follow to exit the classroom and building;
- Stress the importance **not to panic**, and to exit in an orderly fashion;
- Where everyone should **go to re-assemble** so that everyone can be accounted for;
- The **method** that will be followed to ensure that every person is accounted for;
- Any other instructions that may be unique to circumstances such as weather, nature of the emergency, and location of the classroom or other facility.

A sketch could be drawn up in the space that follows, as a ready reference for the teacher when giving instructions to the class at the beginning of the school year, and when practicing evacuation procedures preferably near the beginning of the school year (September), and at least once during the colder winter months (January at the resumption of classes after the holidays).

### **SKETCH of EMERGENCY EVACUATION ROUTE**



IMPORTANT: BALFOUR Students: Exit to nearby Qu'Appelle House  
CAMPBELL STUDENTS: Exit to nearby Murray Balfour Arena

## OTHER EMERGENCY PROCEDURES

### SPECIAL CIRCUMSTANCES:

#### Emergency Contacts:

#### BALFOUR COLLEGIATE:

- **If Balfour Collegiate door(s) locked** and there is no one available at the school to unlock the door(s), **contact Impact Security Group:** Phone: 306-546-2182.

#### ALL HERITAGE LANGUAGE LOCATIONS:

- **For more serious emergencies** teachers may have to contact the following:
  - i. **911 for Police or Ambulance response if life threatening**
  - ii. **MLAR President Jim Leskun:** Home: 306-545-1979  
or
  - iii. **MLAR Vice President Raphael Hwang:** Office: 306-787-7720
- **Other Safety Measures: First Aid Kit**

When working with students, every Heritage Language Teacher should ensure that he/she has access to the **more basic items of a First Aid Kit** to treat minor injuries that might occur during his/her class period (Band Aids, gauze, clean linen strips: items to clean small wounds and stop bleeding.)